



Ganado ISD

District Improvement Plan

2022-2023

Dr. Brian E. McCraw, Ed.D., Superintendent

Date of School Board Approval

*October 19, 2022

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

District Vision Statement

Ganado ISD's vision is the commitment to educating the whole child in safe and appropriate facilities to be high academic performers by extending academic and extra-curricular choices in a consistent, fair, positive, and transparent environment.

For more than twenty years, research has borne out that in effective schools where student achievement and general satisfaction are high, certain characteristics consistently exist. These characteristics have come to be known as the Correlates of Effective Schools. It is upon these correlates that our vision is based.

Correlate #1: Instructional Focus

The stated mission of Ganado ISD is understood and supported by all students, staff, parents, and community members and is the basis upon which all important decisions are made. The commitment to mission is enduring and drives not only planning efforts but also the implementation and evaluation of resulting plans. Mission, values and beliefs ensure consistency in all phases, programs, and people. Because of the instructional focus inherent in the school's mission, basic skills in reading, writing and math are taught early and are continually emphasized.

Teaching strategies include the thoughtful application of basic skills to real-life situations.

There is clear alignment between what should be taught, what is actually taught, and what is tested. The instructional needs of all students, including those at risk of school failure, are determined and met. Discrepancies in assessment results among various student groups are negligible or non-existent. Students, staff, parents, and community are generally excited and enthusiastic about the school's instructional programs and see them as adding value to their lives.

Correlate #2: Safe and Orderly Environment

There is an atmosphere of mutual respect and demonstrated caring between and among all adults and students. Individuals embrace personal values (including courage, kindness, self-control, forgiveness, honesty, etc.) which lead to corporate health. Positive interpersonal relationships are consistently forming and growing.

Ganado campuses are orderly but not oppressive. There are clearly written and accepted guidelines of conduct for students and staff and all understand that there are consequences for actions. All are safe from violence.

Buildings and grounds are clean, attractive, and free of physical hazards. Students and adults demonstrate pride in the appearance of facilities as well as in their own appearance. Up-to-date physical resources, including technology-related equipment and infrastructure, are available to promote real-world student competencies. Because the school and classrooms are nurturing places, attendance is high and tardiness is low.

Correlate #3: Instructional Leadership

Ganado school leaders, especially campus principals, effectively define and communicate the school's mission to staff, students, parents, and the community. The principal leads the campus staff in the planning process and sees that plans are implemented and results evaluated. He/she ensures persistence of effort and consistency with declared values and beliefs. More specifically, the principal:

- Is accessible for discussion of instructional matters
- Keeps lines of communication open to all
- Plans and implements meaningful staff development
- Promotes collegiality among his/her staff
- Involves staff, students, parents, and community in improvement planning
- Secures needed instructional resources
- Regularly scheduled faculty meetings to discuss instruction, curriculum, and student achievement
- Frequently observes classroom activities and discusses lesson plans and teaching strategies with teachers
- Leadership is shared with all who have expertise and the will to contribute, who have the competence and character to establish trust.

Correlate #4: High Expectations

The behavior of all instructional staff indicates that they believe all Ganado students can learn all they need to know to successfully assume the various roles of a productive American adult. These high expectations are consistently

conveyed to students, parents and community. Grading scales and mastery standards are set at a level that promotes quality work and learning.

Because of the size and location of the school and because of the high quality of community, parents, staff, and students, expectations of student achievement include:

- High school students score above the national average on college entrance exams. ● 90-100% of non-special education students pass required state assessments ● The average daily attendance is 98% or higher for the current academic year.
- The graduation rate is 100% annually
- All students are technologically literate and up to date with current technological standards

Student academic achievements are praised, celebrated, paraded and featured through various media. Teachers and students take pride and enjoyment in quality work.

Correlate #5: Time and Opportunity to Learn

Because time is precious and learning is critical to productive American adult life, decisions are made to ensure ample time and opportunity to learn.

Learning time is extended and opportunities are varied for those who have a need for such. More capable, talented students are offered opportunities to enrich their learning in regular class and by taking higher level classes. All students engage in learning experiences outside the classroom and all students are taught through “hands-on”, “real-world” applications. There are a variety of extra-curricular activities to meet the needs of all students and they are scheduled to avoid disruption of instructional time. Core curriculum basic skills, taught early, continually reinforced, built upon and applied, are preeminent.

Correlate #6: Monitored Progress

Ganado ISD is committed to accountability, assessment of student learning, and honest introspection.

Student learning is regularly, frequently and systematically assessed through a variety of means, both formal and informal.

Students are provided immediate feedback on assessments so that learning can be corrected or re-enforced.

Teachers use assessments for diagnostic and prescriptive purposes.

Assessment data are used in teachers' daily planning of lessons, in short term campus curriculum and instructional strategy decisions and in campus and district long range planning. Because everything we do and ask students to do has a meaningful purpose, its effect merits measure.

Correlate #7: Parent and Community Support

Because education is a shared responsibility, parents and other community members are afforded and assume significant roles in helping all Ganado students learn all they need to know.

Parent-teacher conferences are regularly scheduled, well attended and focus primarily on student learning.

Parents visit school and observe instructional programs as partners.

The community provides settings and opportunities for student learning outside the classroom.

Community folk serve as instructional resource persons in their areas of expertise and experience.

Teachers communicate with parents frequently and in various ways. Homework is a home/school coordinated activity with meaningful purpose.

Conclusion: Ganado ISD's Vision includes not only these desired future school conditions aligned with the correlates, but also certain resulting student qualities. We envision and expect that all district students will graduate and will have acquired the following qualities:

1. Realistic positive self-esteem as a person and as a learner
2. Cognitive knowledge and skills, progressing to high levels
3. Ability to solve problems, make decisions, accept responsibility, and positively interact and communicate with others
4. Self-directed, continuous learning
5. Contributing, involved citizenship/patriotism
6. Concern and respect for others, evidenced by positive actions toward others
7. Technological knowledge and skills

District Mission Statement

Ganado ISD is will successfully maximize every learning opportunity in an engaging and equitable learning environment by following planned protocols and procedures, while creating a positive, supportive, and accountable atmosphere.

Motto

Every student counts, Every moment matters.

State Board of Education Mission, Goals, and Objectives

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The goals of public education are:

1. The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The objectives of public education are:

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. Texas students will demonstrate exemplary performance in comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin.

Superintendent's Advisory Committee (SAC)
Dr. Brian McCraw, Ed.D., Chairperson – Superintendent

Elected Members

Melinda Engelmor– GES Teacher
Cassie Tomanek– GES Teacher
Shelby Graves – GJH Teacher
Krysta Frazier – GHS Teacher
Kaly Vallejo– GHS CTE Teacher
Salvador Hernandez– GHS Sped Teacher

Campus Principals

1. Katherine Edwards – GHS/GJH Principal
2. Ashley Gabrysch - GES Principal

District Level Professional Staff

1. Wendy Nixon
2. Sabrina Taylor

Campus Based Non-Teaching Professional

1. Melanie Chambless - GHS Instructional Coach
2. Christina Gresham - GES Counselor

Parent Members

1. Desiree Peters
2. Jacob

Bures

Community Members

1. Jessica Pape
2. David Merritt

Business Members

1. Lauren Hajosky
2. Brooke Moore

COMPREHENSIVE NEEDS ASSESSMENT (TIA 13.1)

The Ganado Independent School District conducted a comprehensive needs assessment based on TAPR data such as STAAR performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data were disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating STAAR data by grade level, subject area, and objectives.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). District needs identified through surveys and PBMAS analysis were also considered.

District and campus improvement plans from the 2021-2022 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2022-2023 district and campus improvement plans include all identified priority needs.

GANADO ISD NEEDS ASSESSMENT 2021-2022

- Ensure that students identified as having reading difficulties or limited English proficiency are systematically assessed and monitored annually to determine academic progress.
- Close the testing achievement gap between the white subgroup and other accountable subgroups.

- Ensure that each campus reviews the crisis management plan at the beginning of each school year and conducts a minimum of two crisis management drills each year.
- Ensure that each campus develops strategies to provide “targeted” (objective specific) interventions.
- Continue the “walkthrough” process to facilitate instructional improvement in the classrooms.
- Continue content mastery to provide instructional support for struggling learners – ES, JH, HS.
- Continue Ascender parent connection (Parent Portal) to promote better access and communication.
- Continue opportunities for credit recovery at GJH and GHS.
- Continue Blackboard and Remind applications for parent communication for the entire district.
- Continue the use of social media as one part of district communication.
- Continue to ensure access to special education services via reliable and appropriate transportation.
- Continue STAAR standards focus for all core areas at each campus.
- Continue to evaluate and improve district-wide RTI systems based on data.
- Continue professional development based on a needs assessment at each campus. ● Continue Eduhero for mandatory and optional professional development courses.
- Continue technology integration for teachers.
- Continue to evaluate staffing patterns related to student enrollment.
- Continue to evaluate and improve the vertical alignment for all core subjects, to include resources and strategies.
- Continue to utilize the TEKS Resource System for instructional and alignment support.
- Continue social-emotional learning opportunities for students.
- Utilize strategies for increasing student attendance.
- Continue inclusion for special education students to provide high level instruction to students with the highest needs.
- Evaluate annually all needs pertaining to staff, facilities, safety, and technology.
- Implement Edgenuity online curriculum opportunities for credit recovery and supplemental teaching practices.
- Meet and exceed all HB4545 requirements for students who failed a reading or math STAAR assessment.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source

Federal Programs	
<i>Title I, Part A</i>	<i>\$103,317</i>
<i>Title I, Part C (Migrant)</i>	<i>\$0</i>
<i>Title II, Part A (TPTR)</i>	<i>\$18,345</i>
<i>Title III, Part A(Eng. Learners)</i>	<i>\$1,517</i>
<i>Title IV</i>	<i>\$10,000</i>
<i>Carl Perkins (CTE)</i>	<i>\$0</i>
<i>ESSER III</i>	<i>\$846,383</i>
State Programs/Funding Source	
<i>Career/Technology Education</i>	<i>\$876,549</i>
<i>State Compensatory Education</i>	<i>\$606,273 (Closing Gaps)</i>
<i>College, Career, Military Readiness</i>	<i>\$17,000</i>
<i>Special Education</i>	<i>\$637,621</i>
<i>Bilingual/ESL Program</i>	<i>\$44,179</i>
<i>Dyslexia</i>	<i>\$20,944</i>
<i>Early Education Allotment</i>	<i>\$91,634</i>
<i>Gifted and Talented</i>	<i>\$14,569</i>
Local Programs/Funding Source	
<i>Grants</i>	

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a “B” on the State of Texas Accountability System.

Objective 1: All students and each accountability group will meet or exceed 80% passing rates for each test taken.

Summative Evaluation: STAAR results will show that all students and each accountability group exceeded 80% passing rate for all State tests.

Data 2020-2021	All Students	Hispanic	White	African American	American Indian	Asian	Two Or More Races	ED	ELL	Spec. Ed.
Approaches Standards or Above	76%	70%	80%	45%	-	-	100%	68%	51%	61%
Meets Standard or Above	43%	34%	51%	20%	-	-	64%	34%	20%	43%
Masters Standard	26%	11%	23%	3%	-	-	27%	10%	4%	9%

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact

<p>1) District staff will disaggregate and analyze STAAR, unit assessments and benchmark data for each testing area and focus on objective weaknesses below 80% mastery for all students including, at-risk, ESL, migrant, CTE, dyslexia, GT, 504, and special education.</p>	<p>Core subject teachers, Principal</p>	<p>Every six weeks and at the end of each unit.</p>	<p>State and Local Funds</p>	<p>Record of PLC meetings and data from discussions and data analysis.</p>	<p>Improved six weeks' grades Reduced failure rate Improved performance on State assessments.</p>
<p>2) Continue vertical and horizontal curriculum teams for each core content area and implement</p>	<p>Core subject teachers, Principal</p>	<p>Every six weeks and at the end of each unit.</p>	<p>State and Local Funds</p>	<p>Record of PLC meetings and data from discussions and data analysis</p>	<p>Principal's review of lesson plans to confirm alignment. Walkthroughs showing alignment</p>
<p>the district's vertical alignment plan.</p>					

<p>3) Campuses will identify objective deficiencies for each individual student and develop accelerated programs to target those deficiencies. A variety of resources will be used to develop objective specific assessments.</p>	<p>Core subject teachers, Principal</p>	<p>Every six weeks and at the end of each unit.</p>	<p>State and Local Funds</p>	<p>Eduphoria data will be discussed at PLC meetings.</p>	<p>Improved performance on identified deficient objectives.</p>
<p>4) Ensure professional development plans are meaningful and relevant to the classroom: Teachers with identified pedagogical deficiencies will work collaboratively with the campus principal in developing an individual professional development plan.</p> <p>Each campus principal will submit a “needs driven” professional development plan to the superintendent for</p>	<p>Core subject teachers, Principal Superintendent Calendar Committee</p>	<p>Annually by August 1st.</p>	<p>Federal, State and Local Funds. Title II A-</p>	<p>Each principal will require appropriate individualized professional development plans for each instructor.</p> <p>The calendar will be developed to include the two “Comp Days.”</p>	<p>Teachers will improve their content knowledge and or instructional effectiveness.</p> <p>Teachers will seek professional growth opportunities as a result of the two “Comp Days.”</p>

<p>budgetary considerations. The district will provide 2 comp days in the school calendar to allow teachers to attend professional development sessions of individual interest during the summer.</p>					
<p>5) Maintain district teacher / student ratio below state average and satisfy 22:1 (25:1 for DOI) requirement for elementary grades.</p>	<p>Principal, Superintendent and School Board</p>	<p>Weekly</p>	<p>State and Local Funds</p>	<p>Principal will monitor to ensure 22:1. Ability to go 25:1 via DOI Plan</p>	<p>Improved student performance due to smaller class size.</p>
<p>6) Establish a walkthrough process for TTESS & TIA.</p>	<p>Core subject teachers, Principal</p>	<p>Daily, Weekly</p>	<p>State and Local Funds</p>	<p>Principals are using TTESS to conduct walkthroughs.</p>	<p>Principals will be able to collect and organize walkthrough data systematically.</p> <p>Principals will be able to provide valuable feedback to instructors regarding walkthroughs.</p>

7) Strategies to improve the Reading Intervention and Dyslexia Program:	Core subject teachers, Principal,	Every six weeks and at the end of each unit.	State and Local Funds	District Dyslexia Plan is appropriate and meets State requirements.	Dyslexic identified students' needs will be met with an individualized plan and pull out program.
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<ul style="list-style-type: none"> * Review / revise district dyslexia plan as needed. * Provide training to staff in identifying dyslexia and related disorders. * Set program goals based on student gains in Instructional Reading and Reading Comprehension. * Reading by design program for Dyslexia Pull out program. 		Annually		Dyslexia Plan is being followed and instruction is individualized and research based.	Dyslexic student's performance on relevant assessments will improve.
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<p>8) Strategies to improve the 504 program: * Review / revise district 504 plan as needed. * Provide 504 professional development opportunities for each campus coordinator. * Conduct a folder review for each 504 student to ensure accommodation compliance. * Disaggregate STAAR data for all students in the 504 program and focus on objectives not</p>	<p>Core subject teachers, Principal, Counselors District Special Programs Director (SPD)</p>	<p>Every six weeks and at the end of each unit. Annually</p>	<p>State and Local Funds</p>	<p>Principals and Counselors working with the SPD will ensure that the district's plan is updated and that accommodations are being appropriately administered to identified students.</p>	<p>504 Identified students' performance of the State assessment and other district metrics will improve.</p>
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meeting minimum expectations.					
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<p>9) Strategies to improve the State Comp Ed – “At-Risk” program: (TIA 13.9, 13.10)</p> <ul style="list-style-type: none"> * Offer tutorials * Edgenuity lab for high school students needing credit recovery. * Content mastery for grades 6-12. * Counseling services for grades PreK-12. * Use SCE funds for class size reduction. * Accelerated Reader for grades K-12. * STAAR/EOC Prep program for grades 9-12. 	<p>Core subject teachers, Principal, Counselors Superintendent Librarian</p>	<p>Daily</p>	<p>Federal, State (Compensatory Education Funds) and Local Funds Local Funds</p>	<p>Superintendent has appropriately budgeted Compensatory Education funds to support programs for at-risk students.</p> <p>Principals will ensure that the compensatory education programs are supporting the intended population of students.</p>	<p>At Risk students will improve their performance on the State assessments and district assessments.</p> <p>The dropout rate at Ganado ISD remains at 0%.</p>
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<p>10) Strategies to improve the GT program: * District-wide GT scope and sequence and GT curriculum framework aligned with the regular education TEKS and differentiated with the pull out program. * Ensure all teachers with GT assignments have completed required GT training. * Disaggregate STAAR data for all students in the GT program and focus on objectives not mastered. * Review and revise GT plan as needed.</p>	<p>Core subject teachers, Principal, Special Programs Director Counselors</p>	<p>Every six weeks and at the end of each unit. Annually</p>	<p>State and Local Funds</p>	<p>The GT Coordinator working with principals and counselors will ensure that the GT Plan is compliant with State regulations and is relevant to our expectations. Principals can verify the GT certifications of staff members.</p>	<p>GT students will excel in the GT pull out program. GT teachers can demonstrate that they have completed required training. GT students will meet or exceed proficient performance on the State assessment and local assessments.</p>
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Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a “B”.

Objective 2: All students will demonstrate a minimum of one year of academic growth as indicated by TAPR.

Summative Evaluation: The TAPR will indicate that all students demonstrated one year of academic growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Provide early school transition and campus to campus transition: Pre-K & Kindergarten Registration. 7th grade orientation. 9th grade orientation. Intercampus meetings for transitioning students Open house for all incoming students.	Teachers, Principals	Annually, before May 1	State and Local Funds	Orientations and Open Houses are scheduled on the school calendar.	Students, due to a smooth campus to campus transition will begin the year in a positive manner, giving them an opportunity to grow.
2) Provide during school and after school tutoring for state test preparation	Teachers, Principals	Spring Semester	Federal, State and Local Funds	Logs will reflect the usage of after school tutorials	Improved student performance on the State Assessment of students who participated in content mastery.
3) Continue STAAR prep program for tested classes for all campuses.	Teachers, Principals	Weekly	Local and State Funds	STAAR Prep classes will be listed in master schedules.	Improved student performance on the State Assessment.
4) Edgenuity (All Core Subjects 6-12)	Teachers, Principals	Daily, Weekly	Local and State Funds	Logs will verify student participation.	Improved student performance on the State Assessment and local assessments.
5) Mentoring Minds (STAAR Grade Levels) Progressive Learning.	Teachers, Principals	Daily, Weekly	Local and State Funds	Principal will have documentation to demonstrate the program's schedule.	Improved student performance on the State Assessment and local assessments.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a “B”.

Objective 3: The district and all campuses will satisfy all federal requirements.

Summative Evaluation: The district’s federal program evaluation will determine if all federal requirements are met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Strategies to recruit and retain highly qualified staff: *Continue student to teacher ratios below the state average. *Staff appreciation dinner and awards ceremony. *Include staff in the development of campus professional development plans. *Implement “buy-back” policy for unused state leave days upon retirement. *Conduct annual certification audit. * Assess and revise teacher salary schedule as appropriate	Superintendent, School Board	Annually by August 1st	Local and State Funds, Title II, Part A	All strategies are budgeted and listed on the district's board agenda calendar.	District will see an increase in the retention of high quality staff members.

2) Ensure paraprofessionals are appropriately trained.	Principals	Annually before hired	Local and State Funds	District paraprofessionals will have	All district paraprofessionals will be appropriately
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				evidence of training.	and effectively trained.
3) Achieve and maintain a student to workstation ratio of a minimum 3:1 (Title I)	Principals, Technology Director	Annually before June 1	Federal, Local and State Funds (Title IV-\$10,000.)	Purchases of student computer workstations are included in the district budget.	Improved student access to technology in the district.
4) Board review of federal programs annually.	Superintendent, School Board	Annually before May 30.	Local Funds	The review is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
5) Hold public hearing on federal program budget annually.	Superintendent, School Board	Annually before May 30	Local Funds	The public hearing is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
6) Review federal program budget and services with district and campus Committees, SAC	Superintendent, Principals, Superintendent's SAC, Principal's PAC	Annually before May 30	Local Funds	SAC minutes will reflect the federal program review.	Improved effectiveness and efficiency of federal programs and their expenditures.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a “B”.

Objective 4: The district will meet or exceed the state standard for SAT / ACT testing.

Summative Evaluation: Reviewing TAPR data will determine if the state standard was met or exceeded on the SAT/ACT.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Offer dual credit opportunities to grades 9-12.	Principal, Superintendent	Annually	Local Funds	Interlocal agreement with Wharton County Junior College	Students will receive college credit through dual credit courses.
2) Provide Honors and Pre-AP/AP opportunities for students.	Teachers, Principal, Superintendent	Annually	Local and State Funds	Honors/AP courses are scheduled in the high school master schedule.	Students will receive weighted credit for completion of the course.

3) Encourage 10th & 11th grade students to take PSAT and SAT. Provide an appropriate testing environment.	Counselor, Principals, Teachers	Weekly, Annually	Local Funds	Counselor documentation of the meeting to encourage participation in PSAT.	Students will be better prepared for the SAT/ACT.
4) Disseminate information regarding registration timelines, scholarship deadline, fees waivers, tutorial resources.	Counselor, Principal, Teachers	Weekly	Local Funds	Counselor documentation of timelines met.	Students will receive scholarships and financial aid for college.
5) Continue serving as host testing site for SAT / ACT	Principal, Counselor, Teachers	Annually	Local Funds	The SAT/ACT tests are scheduled at our site on the district events calendar.	Increase SISD student participation on SAT/ACT.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a “B”.

Objective 5: The district will meet or exceed the state standards for all special programs evaluated by the Performance Based Monitoring Assessment System.

Summative Evaluation: The district will review the current PBMAS document to determine if the State standards are met or exceeded.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
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<p>1) Strategies to improve ESL program:</p> <ul style="list-style-type: none"> * Review and revise the district ESL plan as needed. * Encourage parents to participate in LPAC meetings. * LPAC training for all committee members. * Provide all district correspondence in English and Spanish as needed. * Teacher training for TELPAS as necessary. * Provide interpreter for 	<p>ESL Teachers, General Ed Teachers, Principals, Counselors, SPD</p>	<p>Throughout school year</p>	<p>State and Local Funds, Title III</p>	<p>ESL plan is in place and all campuses have properly endorsed ESL teachers.</p>	<p>Improved performance for ESL students on the State assessment and on six weeks grades</p>
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<p>each campus as needed</p> <ul style="list-style-type: none"> * Ensure properly endorsed ESL teachers on each campus. 					
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<p>2) Strategies to improve the CTE program:</p> <ul style="list-style-type: none"> * Review / revise the “coherent sequence of courses” as needed. * Develop student career plans. * Integration and coordination between regular education and CTE teachers. * Reference special education modification in CTE lesson plans. * Conduct CTE surveys to plan for program improvements. * Develop strategies to implement ACHIEVE Texas. 	<p>CTE Teachers, Principals, Counselors</p>	<p>Throughout school year</p>	<p>State and Local Funds, Perkins funds</p>	<p>Counselors can demonstrate through individual graduation plans a coherent sequence of CTE courses.</p>	<p>Students will follow a well-planned coherent sequence of CTE courses resulting in an improved GISD CTE program, resulting in better PBMAS performance.</p>
<p>3) Strategies to improve special education:</p> <ul style="list-style-type: none"> * Implement Inclusion model of instruction. * Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement. * Assess PBMAS indicators and develop appropriate strategies for indicators exceeding a 2 intervention level. 	<p>Special Education Teachers, Principals, Counselors</p>	<p>Throughout school year</p>	<p>State and Local Funds</p>	<p>Principals can produce schedules which reflect the inclusion model of special education instruction.</p>	<p>Improved special education performance on the State assessment, resulting in better performance on the PBMAS.</p>

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Goal 2: Student attendance will exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.

Objective 1: The student attendance rate will be above 98% in 2022-2023.

Summative Evaluation: PEIMS-TSDS data will be reviewed to determine if the student attendance rate improved by goal rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize campus attendance committees	Principals, Counselors, Teachers	Annually	Local Funds	Record of attendance committee meetings	Students will be placed in appropriate grade levels based upon all circumstances.

Semester test exemption based on grades and attendance	Principals, Counselors, Teachers	End of each semester	Local Funds	List of student exemptions	Student attendance will improve.
Student incentive parties and recognition at awards ceremonies	Principals, Counselors, Teachers	Annually, Every six weeks	Local Funds, Title I	Agendas of award ceremonies reflect recognition.	Student attendance will improve.
Phone contact for excessive absences	Principals, Counselors, Teachers	Throughout school year	Local Funds	Phone logs	Student attendance will improve.

Written notification after 3rd absence	Principals, Counselors	Throughout school year	Local Funds	Written documentation of letters.	Student attendance will improve.
Campus principals will enforce attendance policies and utilize county courts to enforce compulsory attendance laws	Principals	Throughout school year	Local Funds	Documentation from courts	Student attendance will improve.
Institute truancy prevention measures (TPM)	Principal, Counselors, Teachers	Throughout school year	Local Funds	Documentation of TPM	Student attendance will improve.

Goal 2: Student attendance will meet the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.

Objective 2: The district dropout rate will be 0%.

Summative Evaluation: PEIMS-TSDS data will be reviewed to determine if the improvement goal rate was met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize Counseling services	Principals, Counselors, Teachers	Throughout school year	Federal, State and Local Funds	Counselor logs and event schedule.	Dropout rate will decrease.
Utilize Edgenuity program for credit recovery	Principals, Counselors, Teachers	Throughout school year	State and Local Funds	Budget reflects funding for the program and documentation demonstrates student attendance.	Dropout rate will decrease.

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 1: Discipline referrals (as determined by incident total) will remain under 75.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize Positive Behavior Interventions	Principals, Counselors,	Annually, Daily.	Local Funds, Title I	Principal Documentation	Reduction in discipline referrals.
Utilize district-controlled filtering software to limit student exposure to inappropriate material on the Internet.	Principals, Technology Director	Daily	State and Local Funds	Software is budgeted. Software can be tested in real time.	Reduction in discipline referrals.

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 2: Tobacco, alcohol, and drug offenses (as determined by incident total) will decrease.

Summative Evaluation: Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact

<p>1) Provide character education through the following:</p> <ul style="list-style-type: none"> * Tobacco awareness information in Health/PE classes. * Red Ribbon Week * School Health Advisory Committee (SHAC) 	<p>Principals, Counselor, Teachers,</p>	<p>Throughout the school year, by the end of the school year.</p>	<p>State and Local Funds, Title IV</p>	<p>Scheduled on the school calendar. SHAC minutes.</p>	<p>Tobacco, alcohol and drug offenses will be decreased.</p>
<p>2) Deter presence of drugs and weapons on district campus through the following:</p> <ul style="list-style-type: none"> * Student Code of Conduct * Extracurricular Code of Conduct * Random Drug dog services as needed * Implement Halo program for Vape detection 	<p>Principals</p>	<p>Daily, Monthly</p>	<p>State and Local Funds, Title IV</p>	<p>Code of Conduct approved by board of trustees. Scheduled drug dogs and drug testing.</p>	<p>Tobacco, alcohol and drug offenses will decreased.</p>

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 3: Incidents of violence will decrease.

Summative Evaluation: Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Implement the district crisis management plan	Principals, Counselor,	Daily	State and Local Funds	Completed crisis plan is available to campuses.	Incidents of violence will be decreased to 0.
2) Develop district and campus specific hazard plans and conduct monthly safety drills.	Principals, Counselors, Teachers,	Annually, Monthly	State and Local Funds	Monthly logs of safety drills.	Incidents of violence will be decreased to 0.

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 4: Child Abuse & Sexual Abuse will be addressed and reported appropriately.

Summative Evaluation: Administration will determine if staff was trained and the proper reports were made in a timely fashion according to statute.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Child abuse/sexual abuse reported in accordance with district crisis management plan	Principals, Counselors,	Daily	State and Local Funds	Documentation of reports made.	Child abuse and sexual abuse is addressed and reported appropriately

2) Child Abuse and other child related training- EduHero (TEA)	Principals, Counselors	Annually	State and Local Funds	Training Logs.	Child abuse and sexual abuse is addressed and reported appropriately
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Goal 4: The GISD community and parents will become a full partner in educational improvement efforts. The district will maintain lines of communication with the school community.

Objective 1: The participation of parents and community will improve in each of the following: Volunteers, Open House, and special program meetings / presentations.

Summative Evaluation: The Superintendent’s Advisory Committee will evaluate whether the district has met the desired improvement outcome of this objective.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Campuses will use social media, Blackboard, school website, Remind, and newsletters to keep the community informed of school activities and events.	Principal, Teachers, Counselors	Daily	State and Local Funds.	School activities and events are up to date on the school website. Remind accounts for parents established.	The participation of parents as district partners will improve.

2) The district will improve the district website and ensure information is current.	Principals, Technology Director, Superintendent	Annually, Monthly.	State and Local Funds.	School activities and events are up to date on the school website.	The participation of parents and community members as district partners will improve.
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3) Community forums to obtain input regarding school issues	Principals, Superintendent	Annually	State and Local Funds.	Scheduled community forums.	The participation of parents and community members as district partners will improve.
4) Effectively utilize Principal Advisory Councils and Superintendent Advisory Council	Principals, Superintendent	Each semester	State and Local Funds.	PAC and SAC minutes.	The participation of parents and community members as district partners will improve.
5) Public meetings for district and campus TAPR reports	Principals, Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
6) Public meeting to review proposed budget for all Title programs	Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.

7) Effective teacher / parent communication: Progress Reports, Email / phone contacts, parent conferences, Ascender Parent Portal.	Principals, Teachers, Counselors.	Every six weeks	State and Local Funds.	Documentation of parent/teacher communication.	The participation of parents and community members as district partners will improve.
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8) Communicate all special program policies and regular education assessment to parents: * Provide written information in Spanish when requested * Provide translator, if needed, at meetings * Parents Right to Know Notice in home language * School-Parent Compacts in English and Spanish	Principals, Teachers,	Annually and when appropriate.	State and Local Funds.	Copies of communication.	The participation of parents and community members as district partners will improve.
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Goal 5: GISD will utilize appropriate technology at all campuses.

Objective 1: GISD will use Local and Federal resources to ensure that appropriate technology is available to teachers and students in district classrooms.

Summative Evaluation: The network Administrator will provide the district with two semester technology reports that will determine if the district is achieving its goal.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) The district will follow the replacement schedule for district technology devices, to include laptops, desktops, Chromebooks and handheld devices.	Technology director, Superintendent	Annually	State and Local Funds	Documentation of replacement schedule.	Students and teachers have access to appropriate technology.
2) Strive to attain a student to workstation ratio of at least 3:1.	Technology Director, Principals, Superintendent	Annually	Federal, State and Local Funds	Documentation that 1:1 is achieved.	Students and teachers have access to appropriate technology.
3) District staff will receive appropriate technology training.	Technology Director	Annually and when appropriate.	State and Local Funds	Scheduled trainings.	Students and teachers have access to appropriate technology.

GANADO ISD BULLYING PLAN

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by providing a written document to the principal's office that accurately describes the specific account with names of perpetrator(s) and victim(s). Utilize the "Anonymous Tips and Bullying Reporting" link on Ganado ISD's Website.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parents, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing** on Page 80, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

