

# GILMER ISD

## District Improvement Plan

### 2020/2021

*All campuses in Gilmer ISD are Title I schoolwide campuses. This plan is designed to contain elements that address all state and ESSA (Every Student Succeeds Act) requirements.*



Greg Watson  
500 S Trinity, Gilmer, TX  
903-841-7400  
watsong@gilmerisd.org

# GILMER ISD

## Mission

*The mission of Gilmer ISD is to:*

- 1.) Prepare every student for the workforce, military, or post-secondary training.*
- 2.) Recognize and educate each child as a unique individual.*
- 3.) Nurture academic, social and cultural differences.*
- 4.) Develop reliant citizens who contribute to the community's success and strength.*

## Vision

*At Gilmer ISD, we believe that:*

- 1.) Everyone can learn.*
- 2.) Every child and family should feel welcome, loved, and safe.*
- 3.) A solid educational foundation prepares every student to fulfill their life's ambitions and dreams.*
- 4.) Extracurricular and co-curricular activities enhance academic achievement.*
- 5.) Every staff member is vital to the educational experience.*
- 6.) Students, educators, parents, and community members share in the responsibility for the safety, security, encouragement, and success of students.*

### Nondiscrimination Notice

GILMER ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# GILMER ISD Site Base

Name	Position
Albritton, Rick	Superintendent
Allen, Sara	Community (2018-21)
Bigelow, Brian	Classroom Teacher (2018-21)
Bowman, Brian	Principal - Ex-Officio
Bradshaw, Bill	Principal - Ex-Officio
Branch, Emily	Non-teaching Professional (2019-22)
Cates, Nicole	Non-teaching Professional (2019-22)
Clamp, JoAnn	Community (2017-20)
Cly, Haley	Parent (2019-22)
Dean, Mary Jane	Chair
Eitel, James	Classroom Teacher (2019-22)
Elwell, Poppy	Classroom Teacher (2019-22)
Hamilton, Jeff	Director of Student Services
Harris, Dawn	Co-chair
Jefferson, Kyle	Business Member (2019-22)
Johnson, Sheila	Classroom Teacher (2018-21)
Kaunitz, Trisha	Classroom Teacher (2018-21)
Kemp, Kim	Principal - Ex-Officio
Kitchell, Rhonda	Classroom Teacher (2019-22)
Lair, Tabitha	Classroom Teacher (2018-21)
Massey, Buffy	Non-teaching Professional (2019-22)
Owens, Shawn	Classroom Teacher (2018-21)
Pittinger, Brandi	Classroom Teacher (2018-21)
Riley, Aprill	Classroom Teacher (2019-22)
Treadway, Gina	Principal - Ex-Officio
Watson, Greg	Deputy Superintendent
Williams, Jessica	Classroom Teacher (2019-22)
Wilson , Shayne	Business Member (2018-21)

# GILMER ISD Site Base

Name	Position
Youngblood, Donna Sue	Parent (2019-22)
Sanchez, Jhonny	Bilingual Community (2020-2023)
Fitzgerald, Freddie	Child Advocacy/Community (2020-2023)

# Resources

Resource	Source
No rows defined.	

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2020/2021 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

# GILMER ISD

**Goal 1.** Gilmer ISD will keep safety a top priority by implementing both current and new initiatives to ensure a safe school environment for students, staff, and community members.

**Objective 1.** The student attendance rate will be at least 96%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide incentives to encourage attendance at each campus. (Title I SW: 1,6) (Target Group: All)	Assistant Principal(s), Principal	Each six weeks	(O)Time, (S)Local Funds	Formative - Student attendance will equal or exceed 96%.
2. Monitor attendance on a weekly basis to meet local, state, and federal goals. (Title I SW: 1,2) (Target Group: All)	Assistant Principal(s), Principal, Superintendent(s)	Weekly	(L)GISD Policy Manual	Formative - Student attendance will equal or exceed 96%.
3. Represent campuses at Truancy Hearings in Upshur County (Title I SW: 1,2) (Target Group: All)	Assistant Principal(s), Director of Student Services, Principal	Court Proceeding Notifications	(O)Time	Formative - Student attendance will equal or exceed 96%.
4. Provide progressive presentations to students and parents on the importance of attendance and attendance related issues. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Beginning of school year meetings, Each six weeks	(O)Email communication/phone calls, (O)Parent Conferences, (O)Report Cards/Progress Reports	Summative - Educating parents and students will result in an increase in the district attendance rates

# GILMER ISD

**Goal 1.** Gilmer ISD will keep safety a top priority by implementing both current and new initiatives to ensure a safe school environment for students, staff, and community members.

**Objective 2.** Reduce the referrals for serious disciplinary offenses and number of students who commit the offenses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide TASB Model Student Code of Conduct in English & Spanish (Title I SW: 1,10) (Target Group: All)	Assistant Principal(s), Director of Student Services, Principal	August	(S)TASB	Summative - Compare data for prior year disciplinary offenses.
2. Follow district discipline policies as outlined in the TASB Model Student Code of Conduct, board policy, and the GISD discipline guidelines. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Asst. Supt. School Operations, Principal, Superintendent(s)	August to May	(L)GISD Policy Manual, (O)PEIMS 425 Record Report, (S)TASB	Summative - Compare data from prior year disciplinary offenses.
3. Develop additional discipline strategies within a defined matrix to reduce the number of discretionary DAEP placements. (Title I SW: 1) (Target Group: AA)	Asst. Supt. Administrative Leadership, Principal	August	(L)GISD Policy Manual, (O)PEIMS 425 Record Report	Summative - Reduce the number of discretionary DAEP placements.
4. Conduct meetings with all students within the first week of school in order to communicate an established set of behavioral expectations for students at GISD (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal	First week of school	(L)Student Handbook , (O)Time	Summative - Reduced number of disciplinary referrals
5. Identify teachers in need of classroom management support (Title I SW: 1,4,9) (Target Group: All)	Assistant Principal(s), Director of Teacher Support and Parent Engagement	Monthly	(O)Region 7, (O)Time, (O)Training Documents	Summative - Reduction in disciplinary incidents from identified teachers' classroom
6. Maintain consistent discipline management and sexual harassment policies that align with the district policies for discipline management. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), PEIMS Coordinator, Principal	Quarterly	(O)PEIMS 425 Record Report	Summative - Accuracy rates for discipline coding
7. Monitor student behavior in hallways during transitions and in cafeteria during lunch; implement fair and consistent policies/procedures for holding students accountable for tardies, dress code, cell phones, respectful/appropriate school behavior throughout all buildings (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Campus Staff, Principal	daily	(O)Time	Summative - Decrease in number of office referrals during the specified periods and/or physical areas



# GILMER ISD

**Goal 1.** Gilmer ISD will keep safety a top priority by implementing both current and new initiatives to ensure a safe school environment for students, staff, and community members.

**Objective 2.** Reduce the referrals for serious disciplinary offenses and number of students who commit the offenses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Collect data that indicates that the campuses have identified their crisis team. All administrators will be trained in the use of the Restraint Form. All crisis teams will be trained in the appropriate CPI techniques to manage student crisis on campus. (Title I SW: 4) (Target Group: All)	Assistant Principal(s), Principal	August-September	(O)Time, (O)Training Documents	Summative - Training certificates
9. Implement the District of Innovation Plan which allows more flexibility with consequences for student misbehavior. (Target Group: All)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Principal	August - May	(L)GISD Policy Manual	

# GILMER ISD

**Goal 1.** Gilmer ISD will keep safety a top priority by implementing both current and new initiatives to ensure a safe school environment for students, staff, and community members.

**Objective 3.** Develop partnerships with law enforcement, governmental entities, parents, and community to provide a safe and orderly educational environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Upshur County Cooperative DAEP to provide educational services to students who need temporary alternative disciplinary placements. (Title I SW: 1,2,3,9) (Target Group: All)	Director of Special Education, Principal	Monthly	(S)State Compensatory - \$109,078	Summative - 50% decrease in 425 discretionary disciplinary placements.
2. Provide education through programs and materials to students regarding dating violence prevention, suicide prevention, and conflict resolution. (Title I SW: 1,10) (Target Group: All)	Counselor(s), Principal, School Nurse	August to May	(L)ETCADA, (L)GISD Policy Manual, (L)Student Handbook , (O)Region 7, (O)Time, (S)Local Funds	Summative - 50% decrease in 425 disciplinary offenses; number of referrals to counselors for mental health issues.
3. Partner with the Upshur County Sheriff's Department to provide SRO officers for each campus to maintain an orderly environment. (Title I SW: 9,10) (Target Group: All)	Principal, SRO Officer, Superintendent(s)	August	(S)Local Funds	Summative - 50% decrease in 425 disciplinary offenses.
4. Partner with ETCADA for drug and alcohol counseling for students and families. (Title I SW: 6,9) (Target Group: All)	Counselor(s), Longview Wellness Center, Principal	Monthly	(L)ETCADA	Summative - 50% decrease in drug and alcohol disciplinary offenses.
5. Ensure that required training is provided to increase staff, student, and parent awareness regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs. (Target Group: All)	Asst. Supt. Curriculum/Instruction, Superintendent(s)	August to November	(O)Professional Development, (O)Training Documents	Summative - Training certificates.
6. Provide programs, strategies, and activities to increase awareness regarding internet safety for youth. (Target Group: All)	Assistant Principal(s), Campus Staff, Counselor(s), Principal	Once a semester	(O)Time, (O)Training Documents	Summative - Zero incidents of internet abuse

# GILMER ISD

**Goal 1.** Gilmer ISD will keep safety a top priority by implementing both current and new initiatives to ensure a safe school environment for students, staff, and community members.

**Objective 4.** The district will focus on eliminating harassment and/or bullying.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Require awareness training and education for campus staff regarding bullying and harassment (Title I SW: 4) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Principal	By the end of November	(O)Region 7	Summative - Staff Certificates when E-Training Sessions over the two topics are complete.
2. Principals will provide student expectations to students within the first week of school in order to define bullying/harassment behaviors, outline consequences when students violate the code of conduct, review reporting procedures (including a method of anonymous reporting) and provide students with preventative measures to combat bullying. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal	First week of school	(O)Time	Summative - Decrease in the total number of bullying and harassment incidents on campus
3. Timely and thoroughly investigate and document any report of bullying/harassment, including incidences involving social media on or off campus in compliance with David's Law. Create a place on the district website for students to report bullying anonymously. Administrators will apply interventions when/where necessary and work with law enforcement as needed. Administrators and/or counselors will contact parents in regards to situations that could turn into bullying or have been declared bullying/harassment. As per state requirement, both the victim and the offender will receive counseling from a counselor if they have been involved in a bullying/harassment incident. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal	As incidents occur	(O)District Website, (O)Time, (S)Local Funds	Summative - Reduced number of bullying/sexual harassment incidents on campus
4. Provide counseling for students affected by bullying, sexual abuse, discrimination, and harassment. Provide anti-bullying and social/emotional education for students. (Title I SW: 1) (Target Group: All)	Counselor(s)	When service is required	(F)Title IV - \$2,581, (O)Time	Summative - Counseling sessions provided

# GILMER ISD

**Goal 1.** Gilmer ISD will keep safety a top priority by implementing both current and new initiatives to ensure a safe school environment for students, staff, and community members.

**Objective 4.** The district will focus on eliminating harassment and/or bullying.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide information to parents on the district policy concerning harassment and bullying (Title I SW: 1) (Target Group: All)	Principal	Beginning of fall semester	(L)GISD Policy Manual, (L)Student Handbook , (O)Parent Conferences	Summative - Documentation of communications sent to parents

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 1.** Build a strong, rigorous curriculum (PK-12) consisting of reading, writing, mathematics, history, science, fine arts, foreign language, technology, and wellness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement curriculum documents (pacing calendar, scope and sequence, instructional focus documents, snapshots, year at a glance) in team planning and instruction. (Title I SW: 1,2,3,5,8,9) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Weekly	(L)District Curriculum Documents - Website, (L)Team Planning Meetings	Summative - Student achievement will increase to 90% or greater on state assessment.
2. Provide opportunities for teachers to give feedback and revision suggestions on curriculum documents. (Title I SW: 1,2,3,4,8,9) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Director of Instruction/Assessment, Principal, Teacher(s)	March - May	(O)Time	Summative - Students will score 90% or above on unit assessments and district benchmarks.
3. Implement math instruction using manipulatives to take learning from the concrete to the pictorial to the abstract. (Title I SW: 1,2,8,9) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Weekly	(L)District Curriculum Documents, (O)Region 7	Summative - Lesson plans, units of instruction, and walkthrough documents.
4. Provide an additional planning period to plan instruction that targets the needs of all students by: 1. Breaking down the TEKS to ensure instruction matches the rigor of the TEKS 2. Following the backward design process to ensure alignment to instruction 3. Developing lessons that maximize student engagement 4. Incorporating higher order thinking skills 5. Disaggregating data to scaffold instruction to meet the needs of at-risk students 6. Developing hands-on activities 7. Planning instructional strategies to meet the needs of all students 8. Determining appropriate formative and summative assessment and developing intervention strategies that result from the assessment data 9. Assisting with student goal setting	Principal, Superintendent(s)	Daily	(S)Local Funds	Summative - 90% of at-risk students will meet or exceed the state passing rate on the state assessment.

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 1.** Build a strong, rigorous curriculum (PK-12) consisting of reading, writing, mathematics, history, science, fine arts, foreign language, technology, and wellness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10.Engaging in job-embedded professional development for continuous improvement for working with at-risk students (Title I SW: 1,3,10) (Target Group: AtRisk)				
5. Implement common planning periods for core teachers at all campuses. (Title I SW: 1,2,4,6,8,9) (Target Group: All)	BJH Principal, GES Principal, GHS Principal, GIS Principal	August to May	(O)Professional Development	Summative - 90% of students will meet or exceed the state standard on state assessment.
6. Implement a literacy plan across all grade levels. (Title I SW: 3) (Target Group: All)	Director of Literacy, Principal, Teacher(s)	Weekly	(L)Lesson Plans, (O)Time	Summative - 90% of students will meet or exceed the standard on the state assessment.
7. Compare instructional calendar with weekly lesson plans and revise to ensure tight curriculum alignment. (Title I SW: 1,4,8) (Target Group: All)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Core Subject Teachers, Instructional Coaches, Principal	Weekly	(L)District Curriculum Documents, (O)DMAC	Summative - Completed, revised curriculum documents.
8. Purchase Reading A-Z for teachers at the elementary and select teachers at other campuses to use as an additional resource for reading across the content areas. (Title I SW: 1,3,8,9) (Target Group: All,ECD)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Teacher(s)	August to May	(F)Title I, Part A - \$10,737	Summative - Number of teachers using resource and number of books prepared and sent home with students.
9. Provide reading materials and other language tools to supplement the English language program in ESL classrooms, thereby exposing students to a variety of genres and literature. (Title I SW: 1,9,10) (Target Group: ESL,LEP) (Strategic Priorities: 2)	Director of Instruction/Assessment, Teacher(s)	August to May	(F)Title III, LEP - \$3,000, (S)Local Funds	Summative - 100% of ELL students will meet or exceed the standard on TELPAS and state assessment.
10. Continue to implement instructional plans for library and district-wide instructional expectations. (Title I SW: 1,2,9) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Principal, Teacher(s)	Train in August and implement remainder of year	(L)District Curriculum Documents	Summative - Monitor implementation through lesson plans and classroom walkthroughs.

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 1.** Build a strong, rigorous curriculum (PK-12) consisting of reading, writing, mathematics, history, science, fine arts, foreign language, technology, and wellness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Contract with Region VII for the TEKS Resource System, TEKS Resource Implementation Guides, and TExGUIDE to provide teachers with curriculum and assessment support. (Title I SW: 1,3,8,9) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Superintendent(s)	September	(F)Title I, Part A - \$20,434, (O)Region 7	Summative - Students will exceed the met standard expectation for the current phase-in on state assessment.
12. Implement the Abydos Pro, The Writing Academy, and MI Write resources into the curriculum to enhance the rigor of writing instruction. (Title I SW: 1) (Target Group: All,AA,ECD,LEP)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Campus Staff, Director of Literacy, Instructional Coaches, Principal	August to May	(O)Time	Summative - All student groups will achieve "meets grade level expectations" in writing on STAAR exams.
13. Contract with Learning List to evaluate our purchased instructional materials/resources to ensure their alignment with the Texas Essential Knowledge and Skills. (Target Group: All) (Strategic Priorities: 4)	Asst. Supt. Curriculum/Instruction, Instructional Coaches	Year round	(F)Title I, Part A - \$2,453	

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 2.** Increase the percentage of graduates that meet the criteria for CCMR outcomes bonus in the State Accountability System to 18% by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase performance and number of Gilmer High School students who take college admissions tests. (Title I SW: 1,2) (Target Group: All)	Assistant Principal(s), Principal	Spring	(S)Local Funds	Summative - Increase number of students taking college entrance exams and increase performance as compared with state and national scores.
2. Provide an additional college ready counselor at high school. (Title I SW: 1) (Target Group: All)	GHS Principal	August to May	(F)Title I, Part A - \$67,673, (S)FTE - 1	Summative - Increase number of students who enter post-secondary education.
3. Provide funds for 8th graders who qualified for the Duke Scholars Program to take the PSAT. (Title I SW: 1) (Target Group: All)	BJH Principal, Counselor(s)	October	(S)Local Funds	Summative - Increase number of students participating in college preparedness.
4. Host college Night information on Admissions and Financial Aid for students and parents. (Title I SW: 6) (Target Group: All)	Counselor(s), GHS Principal, High School Counselor(s)	Fall and Spring	(O)Time	Summative - Increase number of students who plan to attend post-secondary education.
5. Participate in Greater Longview Organization for Business and Education (GLOBE) Career Expo (Target Group: All)	Counselor(s), Director of Instruction/Assessment, GHS Principal, High School Counselor(s)	March	(O)Time	Summative - Increase number of students who enroll in post-secondary education.
6. Monitor Program of Study and technology education opportunities. (Title I SW: 1) (Target Group: All,CTE)	CTE Director, High School Counselor(s)	Each six weeks	(S)Local Funds	Summative - Increase CTE students as completors and concentrators in their Program of Study
7. Continue the TSI and college entrance exams test Center at Gilmer High School.	High School Counselor(s)	College Board Testing Calendar	(O)Time	Summative - Records indicating the number of students who take



# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 2.** Increase the percentage of graduates that meet the criteria for CCMR outcomes bonus in the State Accountability System to 18% by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW: 1,2) (Target Group: All)				college entrance exams.
8. Partner with colleges to provide dual credit opportunities for students. (Title I SW: 1,2) (Target Group: All)	GHS Principal, High School Counselor(s)	August to May	(O)Time	Summative - Number of students enrolled and successful in dual credit courses.
9. Provide career education and opportunities to earn industry-based certifications to assist students in developing knowledge, skills, and competencies necessary for broad range of career opportunities. (Target Group: All)	Campus Staff, Counselor(s), CTE Director	Quarterly	(O)Time, (O)Training Documents, (S)Local Funds	Summative - Increase the number of students and Industry based certificates earned
10. Utilize strategies for providing middle, junior high and high school students, those students teachers and counselors, and those students parents information about: -higher education admissions and financial aid opportunities -the need for students to make informed curriculum choices to be prepared for success beyond high school -sources of information on careers, trade/technical schools, military options, etc. (Target Group: All)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Campus Staff, Counselor(s), CTE Director, Principal, Superintendent(s)	Quarterly	(O)Time, (O)Training Documents	Summative - Increased number of students meeting college and readiness standards on state assessment.

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 3.** Fortify the PreK - K transition and the K - 3 academic program to ensure that 100% of students are reading on grade level by the end of 3rd grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide dyslexia screening and services to identified students. Provide Lexia Core 5 support for dyslexia students 5-6. (Title I SW: 1,3,9) (Target Group: Dys)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Counselor(s), Dyslexia Therapist, Principal	August to May	(F)Title I, Part A - \$1,600, (S)Local Funds	Summative - 100% of identified students will pass both six week assessments and state assessments.
2. Implement balanced literacy instruction and Fountas and Pinnell Classroom resources in grades PreK to 6. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Principal, Teacher(s)	Daily	(L)District Curriculum Documents, (L)Team Planning Meetings, (O)Professional Development, (S)Fountas and Pinnell Classroom	Summative - Student achievement will increase to 90% or greater on the state assessment.
3. Provide intervention teachers to work with students in literacy and math groups at grades K-8. (Title I SW: 1,9,10) (Target Group: AtRisk) (Strategic Priorities: 2)	GES Principal, Teacher(s)	Weekly	(S)FTE - 11.2, (S)State Compensatory - \$385,000	Summative - Teacher records of student intervention results.
4. Implement the Texas Early Education Model for PreK instruction. (Title I SW: 3) (Target Group: ECD,PRE K)	Teacher(s)	Weekly	(S)FTE - 8, (S)State Compensatory - \$193,403	Summative - 100% of PreK students will have the readiness skills to be successful in kindergarten.
5. Employ instructional strategies and assessments to meet the kindergarten readiness standards. Use of ESGI data tracking software PK-K and transitional 1st classroom. (Title I SW: 1,2,3) (Target Group: ECD,AtRisk,PRE K)	Principal, Teacher(s)	Weekly	(F)Title I, Part A - \$3,496, (O)Region 7	Summative - PreK students will have the skills necessary to be successful in kindergarten.
6. Employ instructional strategies and assessments to meet the prekindergarten guidelines and to become Texas School Ready. Ongoing use of ESGI data tracking software PK-K and transitional 1st grade classroom. (Title I SW: 1,3,7,8) (Target Group: PRE K)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, GIS Principal, Teacher(s)	October/January/ April	(F)Title I, Part A - \$3,496, (O)Region 7, (S)CLI Engage Assessment	Summative - 100% of PreK students will have the readiness skills to be successful in kindergarten.
7. Employ reading specialist to assist teachers	GES Principal	August to June	(S)Local Funds	Summative - 100% of students

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 3.** Fortify the PreK - K transition and the K - 3 academic program to ensure that 100% of students are reading on grade level by the end of 3rd grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
with assessing students in grades K-4 for TX-KEA, MAP, CLI, and Fountas and Pinnell to ensure accurate reading levels and to provide professional development for teachers in learning how to group students to improve reading instruction and to increase student reading levels. (Title I SW: 1,3,8) (Target Group: All) (Strategic Priorities: 2)				are reading on grade level.
8. Partner with Head Start to implement a 3-year-old Pre-K Program. (Target Group: PRE K) (Strategic Priorities: 2)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, GES Principal, Region 7	August-May		Criteria: CLI Engage and Circle Progress Monitoring Reports
9. Implement a Summer Reading Program and tutoring focused on Pre-K through grade 2 students. (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2)	Asst. Supt. Curriculum/Instruction, Director of Literacy, GES Principal, Teacher(s)	May - July		Criteria: MAP scores and Fountas and Pinnell Benchmark results

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 4.** Reduce the achievement gap by meeting all federal and state targets as measured by Domain 3 of the State Accountability System.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employ additional teachers to supplement math and English instruction through send-in support at grades 5-12 (Title I SW: 3) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August to May	(S)Local Funds	Summative - Student achievement will increase to 90% or greater on the state assessment.
2. Provide accelerated instruction plans for each student who did not meet the standard on state assessment. (Title I SW: 8,9,10) (Target Group: AtRisk)	Principal, Teacher(s)	July/August	(L)GISD Policy Manual, (O)RTI Process, (O)Time	Summative - Accelerated instruction plans
3. Provide accelerated or remediation instruction for any student who did not meet the standard on STAAR. (Title I SW: 1,2,3,8,9) (Target Group: AtRisk)	Asst. Supt. Curriculum/Instruction, Principal, Teacher(s)	August to May	(L)Class Rosters/Schedules, (S)Exact Path, (S)IXL Program, (S)Reading Eggs	Summative - 90% of students will meet the standard on state assessment.
4. Provide summer school program for eligible LEP students. (Title I SW: 1,5,10) (Target Group: LEP)	Asst. Supt. Curriculum/Instruction, Director of Instruction/Assessment	June and July	(S)Local Funds	Summative - Attendance records.
5. Purchase supplemental resources to support math and reading for students at grades Pre-K - 8. ST Math for GT/ESL 1-4 and ESL/SPED 5-6. (Title I SW: 1,8,9,10) (Target Group: All)	Asst. Supt. Curriculum/Instruction, BJH Principal, GES Principal, GIS Principal	September	(F)Learning A - Z, (F)Mind Research Institute ST Math Program - \$5,445, (L)Istations, (S)IMA Funds, (S)IXL Program	Summative - Students in grades 5 - 8 will meet the standards on state assessment in math and reading.
6. Provide summer school for at-risk students. (Title I SW: 1,2,3,8,9) (Target Group: AtRisk)	Asst. Supt. Curriculum/Instruction	June/July 2016	(S)FTE - 9.5, (S)State Compensatory - \$17,985	Summative - Students will meet the standards on state assessment in math and reading.
7. Ensure that all EL students become proficient in English. Strategically assign Rosetta Stone licenses to EL students K-4. (Target Group: ESL,LEP) (Strategic Priorities: 2)	Asst. Supt. Curriculum/Instruction, GES Principal	August - May	(F)Title III, LEP - \$1,530, (O)Report Cards/Progress Reports, (O)State Assessment Data, (O)Time	

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 5.** Differentiate instruction to accommodate learning styles and to meet the needs of 100% of our students in order to maximize their opportunities to excel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement inclusion at all campuses. (Title I SW: 1,2,3,8,10) (Target Group: SPED)	Assistant Principal(s), Principal	August to May	(O)Professional Development, (O)Region 7, (O)RTI Process, (S)IDEA Special Education	Summative - Special needs student in regular classrooms will score 70% or better on six week assessments and the state assessment.
2. Provide homebound services to provide instruction to students who are unable to attend school due to illness. (Title I SW: 3) (Target Group: AtRisk)	Director of Teacher Support and Parent Engagement, Superintendent(s)	Annually	(S)FTE - 0.6, (S)State Compensatory - \$26,700	Summative - 100% of students served by homebound teacher are promoted to next grade level or receive high school credit.
3. Provide opportunities for GT students to participate in Performance-Based Learning tasks through Defined STEM online platform. (Title I SW: 1,2,10) (Target Group: GT)	Teacher(s)	Weekly	(F)Title I, Part A - \$2,700, (O)Region 7	Summative - GT students in grades K-8 will participate in a showcase of student work.
4. Provide dyslexia instruction for identified students with certified language therapist. (Title I SW: 1,2,8,9,10) (Target Group: Dys)	Asst. Supt. Curriculum/Instruction, Counselor(s), Dyslexia Therapist, GES Principal	August to May	(S)Local Funds	Summative - Formative: 100% of identified students complete dyslexia program and gain the coping skills necessary to continue their education successfully. Student achievement will increase to 90% or greater on the state assessment.
5. GT teachers will serve identified GT students at grades K - 8. AP- trained teachers will serve students in grades 9-12. (Title I SW: 3) (Target Group: GT)	Asst. Supt. Administrative Leadership	September - August	(S)Local Funds	Summative - Students will meet state GT performance standards.
6. Provide training and implement ELPS strategies in all classrooms to improve instruction for LEP students as well as all other	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Instructional Coaches, Principal,	August to May	(L)District Curriculum Documents, (O)Region 7	Summative - Lesson plans, walkthroughs, team meeting agendas, certificates, etc.

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 5.** Differentiate instruction to accommodate learning styles and to meet the needs of 100% of our students in order to maximize their opportunities to excel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
students. (Title I SW: 1,9,10) (Target Group: LEP) (Strategic Priorities: 2)	Teacher(s)			
7. Encourage all current and new ELA teachers to obtain ESL supplemental certification. (Title I SW: 1,3) (Target Group: LEP) (Strategic Priorities: 2)	Asst. Supt. Curriculum/Instruction, Principal	Year round	(O)Region 7, (S)Local Funds	Summative - Number of teachers obtaining ESL supplemental certification.
8. LEP Parent meetings will be held to review and evaluate the programs, strategies, and activities implemented for the school year (Target Group: LEP)	Campus Staff, Counselor(s), Director of Instruction/Assessment	Quarterly	(O)Survey	Summative - Improved scores on STAAR and TELPAS Assessments
9. Implement Exact Path to provide an individualized digital format that builds conceptual understanding of Math through creative problem-solving. (Target Group: K,1st,2nd,3rd,4th) (Strategic Priorities: 2)	Asst. Supt. Curriculum/Instruction, Instructional Coaches, Principal, Teacher(s)	August - May	(S)Exact Path, (S)IMA Funds	
10. Implement AR, STAR, and MyOn products to provide a student-centered personalized literacy platform that strengthens reading skills. (Target Group: 5th,6th) (Strategic Priorities: 2)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Instructional Coaches, Principal	August - May	(S)Local Funds	
11. Implement the IXL Program to provide adaptive and personalized instruction in core content areas. (Target Group: 5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 2)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Campus Staff, Instructional Coaches, Principal	August - May	(S)IMA Funds	
12. Implement Reading Eggs and Exact Path to provide individualized instruction and assessment in reading and math to improve skills and provide targeted intervention. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 2)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Instructional Coaches, Principal, Teacher(s)	August - May	(S)Exact Path, (S)IMA Funds, (S)Reading Eggs	
13. Provide credit recovery program and/or acceleration (POINTS) for students at risk of failure /drop out. (Target Group: All,AtRisk)	Counselor(s), GHS Principal	Year round	(F)Title I, Part A - \$7,038, (L)Edgenuity	Criteria: Credit Recovery records indicate drop out rate does not exceed 1%.

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 5.** Differentiate instruction to accommodate learning styles and to meet the needs of 100% of our students in order to maximize their opportunities to excel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 3)				

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 6.** Implement an extensive assessment and evaluation system that measures student achievement including student fitness, teacher effectiveness, and program success for 100% of teachers and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop district and campus assessment calendars. (Title I SW: 8) (Target Group: All)	Director of Instruction/Assessment	August	(O)District Website	Formative - District and campus assessment calendars.
2. Access and utilize TEKScores for unit instructional assessments to monitor mastery of the curriculum. (Title I SW: 1,2,8,9) (Target Group: All,H,W,AA,ECD,LEP,SPED,AtRisk)	Director of Instruction/Assessment, Director of Technology	Every 9 weeks	(F)Title I, Part A - \$1,000	Summative - Percent of teachers using TEKScores for data disaggregation to make instructional decisions.
3. Contract with Region VII to purchase DMAC suite to disaggregate data to assist in making appropriate instructional decisions. (Title I SW: 1,8,9) (Target Group: All)	Asst. Supt. Curriculum/Instruction	August to July	(F)Title II, A Principal and Teacher Improvement - \$8,596, (O)Region 7	Summative - Data day reports, team planning minutes, Rtl progress monitoring reports.
4. Develop and implement instructional support process to identify students needing additional instructional services. (Title I SW: 1,2,8,9) (Target Group: All,H,W,AA,ECD,ESL,SPED,AtRisk)	Principal, Teacher(s)	September to May	(O)DMAC, (O)RTI Process	Summative - Teacher records of student interventions.
5. Assess students in reading using Map Fluency in grade 1 and Fountas and Pinnell in grades K-6. (Title I SW: 8) (Target Group: All)	GES Principal, GIS Principal, Teacher(s)	BOY/MOY/EOY	(F)Title I, Part A - \$2,500, (L)Leveled Readers, (O)LLI	Summative - Students will score above the 50th percentile on the I-Station ISIP.
6. Administer STAAR Mock Tests to students in grades 3-10 to assess grade-level and content area knowledge and skills. (Title I SW: 8) (Target Group: All,H,W,AA,ECD,LEP,AtRisk)	Asst. Supt. Curriculum/Instruction, Director of Instruction/Assessment, Instructional Coaches	September/January	(L)District Curriculum Documents, (O)State Assessment Data	Summative - Students will score 70% or above on the appropriate assessments.
7. Teachers will develop unit assessments to measure progress toward SMART Goals/GAN. (Title I SW: 1,8,9) (Target Group: All,H,W,AA,ECD,LEP,SPED,AtRisk)	Assistant Principal(s), Instructional Coaches, Principal, Teacher(s)	Each six weeks	(L)District Curriculum Documents, (L)TARGET, (L)Team Planning Meetings	Summative - Student achievement will increase to 90% or greater on the state assessment.



# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 6.** Implement an extensive assessment and evaluation system that measures student achievement including student fitness, teacher effectiveness, and program success for 100% of teachers and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Analyze data to determine SMART Goal GAN. (Title I SW: 1,2) (Target Group: All,H,W,AA,ECD,LEP,SPED,AtRisk)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, Principal, Superintendent(s), Teacher(s)	August and each six weeks	(O)Instructional Survey, (O)State Assessment Data	Formative - Campus and grade level goal trees that are continuously monitored throughout the year.
9. Monitor achievement using the SMART goals process. (Title I SW: 8,10) (Target Group: All,H,W,AA,ECD,LEP,SPED,AtRisk)	Assistant Principal(s), Principal, Teacher(s)	Each six weeks	(L)TARGET, (L)Team Planning Meetings, (O)Report Cards/Progress Reports	Summative - Six Week Grades; Six Week Assessment Results; Results Graphs
10. Utilize the student fitness assessment data, and school health index assessment and planning tool (Title I SW: 1) (Target Group: All)	Campus Staff, Principal	Beginning of fall semester; end of spring semester	(S)FITNESSGRAM	Summative - Improved rates in student participation in moderate to vigorous physical activity
11. Implement the Circle Progress Monitoring System through the Children's Learning Institute Platform (CLI Engage) for all Pre-K and Head Start students. (Target Group: PRE K) (Strategic Priorities: 2)	Assistant Principal(s), Asst. Supt. Curriculum/Instruction, GES Principal	Three times per year	(S)CLI Engage Assessment	Summative - 100% of students will score in the "proficient" range in demonstrating the knowledge and skills necessary to enter Kindergarten.
12. Students will be assessed to measure their current level and future growth in Math and Reading from grades K-10 and in Science from grades 5-8 with the Measure of Academic Progress (MAP) Assessment Suite. (Title I SW: 8) (Target Group: K,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th) (Strategic Priorities: 2)	Asst. Supt. Curriculum/Instruction, Director of Instruction/Assessment, Principal	August - May	(F)Title I, Part A - \$32,230	Summative - Fall, Winter, and Spring District Reports

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 7.** The percentage of 3rd grade students that score Meets Grade Level Standards or above on STAAR Reading will increase to 47% and the percentage of 3rd grade students that score Meets Grade Level Standards or above on STAAR Math will increase to 52% by the year 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize vertical alignment documents to assist teachers with student expectations prior to the grade level they teach and after the grade level they teach. (Title I SW: 1,3,4,10) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Director of Instruction/Assessment, Instructional Coaches, Teacher(s)	August to May	(L)Lesson Plans, (L)Team Planning Meetings	Summative - Teacher groups will use these documents in their weekly planning meetings and for determining student interventions.
2. Teachers will conduct guided reading groups at the elementary and intermediate campuses for all students. (Title I SW: 1,3,4,6,8,9) (Target Group: All)	Teacher(s)	August to May	(O)Time	Formative - Each six weeks, teachers will record reading levels for all students on the report card to communicate progress to parents.
3. Offer after school professional learning sessions for reading, math, writing, and classroom management strategies to increase teacher efficacy in their content and classroom environment. (Title I SW: 3,4) (Target Group: All)	Asst. Supt. Curriculum/Instruction	October to May	(O)Time	Summative - Teachers may accumulate up to 12 professional learning hours. The greatest benefit of after-school professional learning is that teachers have opportunities to put new learning into practice immediately.
4. Gilmer ISD will employ Instructional Coaches to assist with instruction in core content in grades PK-12. (Title I SW: 1,3,4,9) (Target Group: All)	Asst. Supt. Curriculum/Instruction	August-May	(F)Title I, Part A - \$205,482, (S)FTE - 7, (S)State Compensatory - \$203,673	Summative - 50% increase in math, writing, reading, science, and social studies on state assessment.
5. Use the SMART Goals process to monitor progress of student achievement. (Target Group: All) (Strategic Priorities: 4)	Asst. Supt. Curriculum/Instruction, Principal, Superintendent(s)	August - May		
6. Partner with Lead4ward to provide district-level support through Accountability Connect and and at the campus level through the Leading Learning Series. (Target Group: All)	Asst. Supt. Curriculum/Instruction, Principal	Year round		

# GILMER ISD

**Goal 2.** All students in Gilmer ISD will graduate from High School and receive a quality education with rigorous instructional standards that adequately prepares them for college, a career, or the military.

**Objective 7.** The percentage of 3rd grade students that score Meets Grade Level Standards or above on STAAR Reading will increase to 47% and the percentage of 3rd grade students that score Meets Grade Level Standards or above on STAAR Math will increase to 52% by the year 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 4)				

# GILMER ISD

**Goal 3.** Gilmer ISD will recruit, train, and retain Highly Qualified faculty, staff, and support personnel to improve student academic performance.

**Objective 1.** Provide targeted staff development for faculty and staff to train and encourage teachers to use instructional strategies, including technology, that expand student thinking and that meet the needs of all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement focused staff development plan. (Title I SW: 4) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Instructional Coaches	August to June	(O)Professional Development	Summative - 100% of students will meet or exceed the standard on state assessment.
2. Provide CPI training for selected staff members. (Title I SW: 1) (Target Group: SPED)	Assistant Principal(s), Director of Special Education, Paraprofessionals, Principal, Teacher(s)	August and January	(S)IDEA Special Education	Summative - 100% of selected staff members pass assessment following training.
3. Provide staff development opportunities for campus administrators to ensure coordination of management and instructional strategies to improve the campus environment, and to keep administrators abreast of current research. (Title I SW: 1) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Instructional Coaches	July - June	(F)Title II, A Principal and Teacher Improvement - \$2,000	Formative - Minutes, agendas, certificates, and 3-year plan developed for campus improvement.
4. Contract with a consultant to provide training on Balanced Literacy and the implementation of Fountas and Pinnell Classroom resources. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 2)	Asst. Supt. Curriculum/Instruction, Director of Literacy, Principal	August - May	(L)Consultant	Criteria: Formative Walkthroughs
5. Contract with Region 7 Cooperative for Professional Development Services: Academic Content, GT, Fine Arts, and Guidance and Counseling, Discovery Education, and Digital Learning. (Target Group: All) (Strategic Priorities: 1)	Asst. Supt. Curriculum/Instruction, Superintendent(s)	Aug-May	(F)Title I, Part A - \$6,861, (F)Title II, A Principal and Teacher Improvement - \$51,669	Criteria: Summative T-TESS goals of teachers and T-PSS goal of principals
6. Contract with Region 7 for E-Train Advantage to provide staff training for sexual harassment, child sexual abuse, special education, ethics, peer abuse and bullying, copyright, FERPA, and blood borne pathogens (Target Group: All) (Strategic Priorities: 1)	Asst. Supt. Curriculum/Instruction	August - October	(F)Title II, A Principal and Teacher Improvement - \$6,400, (O)Region 7	Criteria: Summative - 100% of GISD staff trained
7. Staff will use a 45-minute PLC period for	Director of Technology,	August - May	(O)Time	Criteria: Formative: Sign-in sheets

# GILMER ISD

**Goal 3.** Gilmer ISD will recruit, train, and retain Highly Qualified faculty, staff, and support personnel to improve student academic performance.

**Objective 1.** Provide targeted staff development for faculty and staff to train and encourage teachers to use instructional strategies, including technology, that expand student thinking and that meet the needs of all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
job-embedded staff development, including technology training. (Target Group: All) (Strategic Priorities: 1)	Instructional Coaches, Principal			and meeting agendas
8. Contract with Region 7 for the Bilingual/ESL Cooperative to provide professional development for teachers of ELL students. (Target Group: ESL) (Strategic Priorities: 1)	Coordinator of Fed/Special Programs	August- July	(F)Title III, LEP - \$3,402, (O)Time	Criteria: Formative: Walkthroughs and Student Achievement Summative: T-TESS
9. Instructional coaches will provide training and support in the areas of content, classroom management, instructional delivery, and assessment to new teachers and veteran teachers to help develop, support, and retain teachers in the district. (Target Group: All) (Strategic Priorities: 1)	Asst. Supt. Curriculum/Instruction, Instructional Coaches, Principal	August - May	(O)Time	Criteria: Formative: Walkthroughs Summative: T-TESS

# GILMER ISD

**Goal 3.** Gilmer ISD will recruit, train, and retain Highly Qualified faculty, staff, and support personnel to improve student academic performance.

**Objective 2.** Ensure that low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Equally distribute students of all ethnicities and SES status among all teachers. (Title I SW: 3,5) (Target Group: H,W,AA,ECD,LEP,SPED,GT,M,F,AtRisk)	Counselor(s), Principal	August to May	(L)Class Rosters/Schedules	Formative - 100% of students are taught by highly qualified teachers.
2. Continue search for highly qualified bilingual/esl certified teachers. (Title I SW: 1,3,5) (Target Group: LEP)	Principal, Superintendent(s)	Monthly	(O)District Website, (O)Region 7, (O)TASA	Formative - Increase the number of highly qualified bilingual teachers.
3. Continue search for highly qualified science and math teachers. (Title I SW: 1,3,5) (Target Group: All)	Principal, Superintendent(s)	Monthly	(O)District Website, (O)Region 7, (O)TASA	Summative - Increase the number of highly qualified math and science teachers.
4. Participate in job fairs to search for new teachers to fill opening in all areas and to search for highly qualified teachers in high need areas. (Title I SW: 1,3) (Target Group: All)	Asst. Supt. Administrative Leadership	Nov, Feb, March, April	(S)Local Funds	Summative - Number of teachers hired from job fair interviews.
5. Host Interview Day for potential candidates to interview with principals from each campus to hire quality teachers. Teachers hired based on their interviews on this day will receive \$500 in August during new teacher orientation. (Title I SW: 1,5) (Target Group: All)	Asst. Supt. Administrative Leadership	April	(S)Local Funds	Summative - Increased number of early hires.

# GILMER ISD

**Goal 3.** Gilmer ISD will recruit, train, and retain Highly Qualified faculty, staff, and support personnel to improve student academic performance.

**Objective 3.** Attract and retain highly qualified teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Post available positions through the Region VII personnel cooperative, Gilmer ISD web site, Skyward, and TASA web site. (Title I SW: 3) (Target Group: All)	Superintendent(s)	As positions become available	(O)District Website, (O)Region 7, (O)TASA	Summative - 100% of new employees are highly qualified.
2. Continue mentorship program, ie., stipends for mentors and mentees, training for mentors and mentees, regularly scheduled meetings and training sessions with mentors and mentees. (Title I SW: 3,5) (Target Group: All)	Asst. Supt. Administrative Leadership	Monthly	(F)Title I, Part A - \$10,000	Summative - 100% of new employees are highly qualified and provide high-quality instruction.
3. Participate in college and career fairs to recruit teachers for Gilmer ISD. (Title I SW: 3,5) (Target Group: All)	Asst. Supt. Administrative Leadership	November to May	(S)Local Funds	Summative - Increase the number of applications and resumes from 63 to 75.
4. Conduct one Saturday Interview Day in the spring where principals from all campuses interview candidates for open teaching positions. (Title I SW: 3,5) (Target Group: All)	Asst. Supt. Administrative Leadership, Asst. Supt. Curriculum/Instruction, BJH Principal, GES Principal, GHS Principal, GIS Principal	February/April	(O)Time	Summative - 50% of open positions will be filled.

# GILMER ISD

**Goal 3.** Gilmer ISD will recruit, train, and retain Highly Qualified faculty, staff, and support personnel to improve student academic performance.

**Objective 4.** Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers in cooperation with the campus principal develop individual plans to determine specific strategies to meet the highly qualified requirements. (Title I SW: 3,4) (Target Group: All)	Principal, Teacher(s)	August to May	(O)Region 7	Summative - 100% of professionals are highly qualified.
2. Work with universities and region service centers to develop deficiency plans and alternative certification routes to increase the number of highly qualified teachers. (Title I SW: 3,5) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Principal, Superintendent(s)	Monthly	(O)Time	Formative - 100% of staff are highly qualified.
3. Provide mentors to all new teachers in the district. (Title I SW: 3,4) (Target Group: All)	Asst. Supt. Administrative Leadership, Principal	Every 3 months	(O)Time	Summative - 100% of professionals are highly qualified on each campus.
4. Implement three year Invest mentoring program to support teachers with 0-3 years of teaching experience. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Asst. Supt. Administrative Leadership	August - May	(O)Time, (S)Local Funds	Criteria: Summative: Increased retention of 0-3 year teachers



# GILMER ISD

**Goal 3.** Gilmer ISD will recruit, train, and retain Highly Qualified faculty, staff, and support personnel to improve student academic performance.

**Objective 5.** Provide a supportive, nurturing climate that promotes risk-taking and innovative thinking.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for substitute teachers. (Title I SW: 1) (Target Group: All)	Asst. Supt. Administrative Leadership, Asst. Supt. Curriculum/Instruction	3 times per year	(O)Time	Summative - Increase quality of instruction during teacher absences.
2. Present Gilmer "Not on My Watch" awards for anyone in the district demonstrating special success. (Title I SW: 1,6) (Target Group: All)	Board of Trustees, Superintendent(s)	Monthly	(S)Local Funds	Summative - Increase recognition of staff.
3. Provide orientation training for teachers new to the district. (Title I SW: 4) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Director of Instruction/Assessment, Director of Technology, Instructional Coaches	August	(S)Local Funds	Summative - Increase success and retention of new employees.

# GILMER ISD

**Goal 4.** Gilmer ISD will build positive parent, business, and community partnerships to ensure the academic, social, and emotional development of students.

**Objective 1.** Involve all stakeholders in the development and implementation of a shared vision.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate vision and belief statements to guide district direction. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All)	Board of Trustees, Superintendent(s)	August	(O)Time	Summative - Results on six week assessments and state assessment scores.
2. Campuses will identify and display Greatest Area of Need Goal Trees to focus on most critical instructional components needing special attention. (Title I SW: 1,2,6,8) (Target Group: AA,ECD)	Principal, SMART Goals Steering Committee, Superintendent(s), Teacher(s)	August	(O)Time	Summative - Campuses reach GAN targets and goals.
3. Promote school and district accomplishments in support of enhanced collaboration, partnerships, funding and recognition of leadership locally, regionally, and across the state. (Title I SW: 1,2,6) (Target Group: All)	Superintendent(s)	Monthly	(S)Local Funds	Summative - PRIDE awards for students and teachers. Employee and community member awards for going the extra mile for students and the school. Recognition in the district newsletter and in the local paper.
4. Increase frequency of communication to all Board of Education members, administrators, and teachers. (Title I SW: 1) (Target Group: All)	Superintendent(s)	Weekly	(O)Time	Formative - Communication from superintendent, attendance at campus team planning meetings, teacher group meetings.
5. Distribute campus newsletters to parents to keep them informed. Campus newsletters may be sent home with students, placed on the district website, or may be emailed to parents. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Principal	Each six weeks	(O)District Website, (O)Time	Summative - Number of newsletter communiques distributed to parents.
6. Utilize paraprofessionals and professionals as interpreters at campus events to further assist the non-English proficient students and their parents in communication and academics. (Title I SW: 1,10) (Target Group: LEP)	Director of Instruction/Assessment, Principal	Monthly	(F)Title III, LEP - \$250	Summative - Sign-in sheets, agendas, and extra-duty pay sheets for family night and parent involvement activities.

# GILMER ISD

**Goal 4.** Gilmer ISD will build positive parent, business, and community partnerships to ensure the academic, social, and emotional development of students.

**Objective 1.** Involve all stakeholders in the development and implementation of a shared vision.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Hold 4 meetings per year with ACE Committee (site-based) in conjunction with the Parent Involvement Committe to improve communication among all stakeholders and to gain valuable feedback from our constituents. (Title I SW: 1,6) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Director of Teacher Support and Parent Engagement	October, December, February, May	(O)Time	Summative - Notices for meetings, agendas, minutes, action plans

# GILMER ISD

**Goal 4.** Gilmer ISD will build positive parent, business, and community partnerships to ensure the academic, social, and emotional development of students.

**Objective 2.** Create a system to promote parental and community involvement with educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue district site-based decision making committee - Advisors on Curriculum and Education (ACE). (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All)	ACE Committee, Asst. Supt. Curriculum/Instruction, Superintendent(s)	August/January/April/May	(O)Time	Formative - Meeting agendas and minutes.
2. Hold public meeting to review Texas Academic Performance Report. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All)	ACE Committee, Asst. Supt. Curriculum/Instruction, Superintendent(s)	November	(S)Texas Academic Performance Report (TAPR)	Summative - Meeting agenda and minutes.
3. Review and advise superintendent regarding the annual school calendar (Title I SW: 1,2,5,6,8,9) (Target Group: All)	ACE Committee, Asst. Supt. Curriculum/Instruction, Superintendent(s)	February	(O)Time	Summative - Meeting agenda and minutes.
4. Review and advise Federal Program and State Compensatory Education budget needs. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All)	ACE Committee, Asst. Supt. Curriculum/Instruction, Superintendent(s)	May	(F)Title I, Part A, (F)Title II, A Principal and Teacher Improvement, (F)Title III, LEP, (S)FTE, (S)State Compensatory	Summative - Meeting agenda and minutes.
5. Review comprehensive needs assessment and prioritize needs to develop district improvement plan. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All)	ACE Committee, Asst. Supt. Curriculum/Instruction, Superintendent(s)	May	(O)Instructional Survey, (O)PEIMS 425 Record Report, (O)Professional Development, (O)State Assessment Data, (O)Training Documents, (S)Texas Academic Performance Report (TAPR)	Summative - Meeting agenda and minutes; district improvement plan
6. Implement parent involvement activities during the day and in the evenings to encourage parent participation. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Director of Teacher Support and Parent Engagement, Principal	August to May	(O)Time	Summative - Parent sign-in sheets.
7. Review the Title I schoolwide purpose and strategies to meet the needs of all students at each campus. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All)	Principal	August/September	(L)Student Handbook	Summative - Parent sign-in sheets and meeting agendas.
8. Post Texas Academic Performance Report, No Child Left Behind School Report Card, District and Campus School Report Card, and Campus and District Improvement Plans, and	Asst. Supt. Curriculum/Instruction, Director of Technology, Exec. Dir. Business/Finance,	As reports become available	(O)Time	Summative - Documents posted to district website.

# GILMER ISD

**Goal 4.** Gilmer ISD will build positive parent, business, and community partnerships to ensure the academic, social, and emotional development of students.

**Objective 2.** Create a system to promote parental and community involvement with educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Fiscal Management Reports on the district website to keep parents and community informed. (Title I SW: 1,6,9,10) (Target Group: All)	Superintendent(s)			
9. Post parent portal link for student assessment results on district website. (Title I SW: 6) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Director of Technology	March	(O)District Website	Formative - Portal posted on district website.
10. Strengthen systems of support and opportunities for ongoing discourse, feedback, and professional development and training across the system. (Title I SW: 9) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Director of Technology, Principal, Superintendent(s), Teacher(s)	Each Six Weeks	(O)District Website, (O)Email communication/phone calls, (O)Parent Conferences, (O)Professional Development, (O)Report Cards/Progress Reports	Formative - Comprehensive needs assessment.
11. Strengthen linkages and partnerships to community groups, identify common ground, and build consensus regarding Board and District priorities. (Title I SW: 1) (Target Group: All)	Board of Trustees, Superintendent(s)	Monthly	(L)GISD Policy Manual, (O)District Website	Summative - Attendance at monthly board meetings. Sign-in sheets for parent meetings at campuses and at district site-based meetings.
12. Embrace and acknowledge diversity and increase parental and community involvement to ensure equity of access to challenging academic programs for all students. (Title I SW: 1,6) (Target Group: All)	Superintendent(s)	2 times per year	(O)Time	Summative - Meeting summary and sign in sheets
13. Increase parent and community engagement in the educational process for all as well as those represented in each ESSA subgroup as measured by attendance at PTO meetings, open houses, district, school committee participation and special school functions. (Title I SW: 1,6) (Target Group: All)	Asst. Supt. Curriculum/Instruction, Director of Instruction/Assessment, Director of Teacher Support and Parent Engagement, Principal, Superintendent(s)	4 times per year	(F)Title I, Part A - \$9,436, (F)Title III, LEP - \$3,300	Summative - Minutes from meetings, agendas, sign-in sheets.
14. Implement the Skyward parent portal to improve parent communication for student	Director of Technology, Principal, Teacher(s)	Daily	(O)District Website	Summative - 50% increase in parent involvement.

# GILMER ISD

**Goal 4.** Gilmer ISD will build positive parent, business, and community partnerships to ensure the academic, social, and emotional development of students.

**Objective 2.** Create a system to promote parental and community involvement with educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
grades and attendance. (Title I SW: 9,10) (Target Group: All)				
15. Employ a Director of Student Services to focus on at-risk students to increase attendance, improve grades, encourage students to work toward graduation, and to improve communication between school and home. (Title I SW: 6) (Target Group: ECD,AtRisk)	Superintendent(s)	August to May	(S)FTE - 1, (S)State Compensatory	Summative - Log of home visits and parent contacts. Documentation of student support.

# GILMER ISD

**Goal 5.** Gilmer ISD will maintain strong management practices and capital improvement plans to achieve districtwide efficiency.

**Objective 1.** Maintain 3 months operating balance in the general fund.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Accurately project revenue to support the instructional and operational programs for the district. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All)	Exec. Dir. Business/Finance	August	(F)Federal Revenue, (L)Local Revenue, (S)State Revenue	Summative - Monthly report of expenditures and fund balance to Board of Trustees.
2. Prepare a balanced budget to support the instructional and operational programs of the district. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All)	Board of Trustees, Exec. Dir. Business/Finance, Superintendent(s)	August	(F)Federal Revenue, (L)Local Revenue, (S)State Revenue	Formative - Adopt the budget.
3. Monitor expenditures to ensure budget is administered appropriately. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All)	Exec. Dir. Business/Finance, Superintendent(s)	Monthly	(F)Federal Revenue, (L)Local Revenue, (S)State Revenue	Formative - Monthly report to Board of Trustees regarding expenditures of each program area.

# GILMER ISD

**Goal 5.** Gilmer ISD will maintain strong management practices and capital improvement plans to achieve districtwide efficiency.

**Objective 2.** Develop a Competitive Pay Scale in relationship to similar districts.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement TASB pay system for all employees. (Title I SW: 1,3,5) (Target Group: All)	Superintendent(s)	August	(S)TASB	Summative - Increase percent of employees retained each year.
2. Monitor and adjust pay scales based on economic data. (Title I SW: 1,3,5) (Target Group: All)	Superintendent(s)	August	(S)TASB	Summative - Increase percentage of teachers retained annually.
3. Set beginning teacher pay scale to compete with or exceed area school districts. (Title I SW: 3,5) (Target Group: All)	Superintendent(s)	August	(S)TASB	Summative - Increase the number of highly qualified staff and retention of those staff members.
4. Develop pay incentives for teachers with greater than 5 years of experience and greater than 20 years experience. (Title I SW: 3,5) (Target Group: All)	Superintendent(s)	August	(S)TASB	Summative - Increase percent of teachers retained annually.
5. Provide an additional \$500 for teachers who have a master's degree. (Title I SW: 1,3,5) (Target Group: All)	Superintendent(s)	August	(S)Local Funds	Summative - Increase the number of teachers retained annually.
6. Provide stipends for certified ESL/Bilingual teachers. (Title I SW: 1,3,5) (Target Group: All)	Superintendent(s)	Monthly	(S)Local Funds	Formative - Increase the number of ESL/Bilingual teachers in the district.



# GILMER ISD

**Goal 5.** Gilmer ISD will maintain strong management practices and capital improvement plans to achieve districtwide efficiency.

**Objective 3.** Develop and implement a preventative maintenance plan to increase building life.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate facility audit to determine needs for preventative maintenance plan. (Target Group: All)	Asst. Supt. School Operations	Spring 2020	(S)Local Funds	Summative - Preventative Maintenance Plan
2. Schedule preventative maintenance activity in bi-weekly, monthly, semi-monthly, and annual format. (Target Group: All)	Asst. Supt. School Operations	Spring 2020	(O)Time	Summative - Preventative Maintenance Plan
3. Provide training to maintenance staff on Preventative Maintenance Plan. (Target Group: All)	Asst. Supt. School Operations	Summer 2020	(O)Time	Summative - Sign-in Sheets; Maintenance Log

# GILMER ISD

**Goal 5.** Gilmer ISD will maintain strong management practices and capital improvement plans to achieve districtwide efficiency.

**Objective 4.** Develop a capital improvement plan from facility audit data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update Preventative Maintenance Plan. (Target Group: All)	Asst. Supt. School Operations	Fall, 2020	(O)Time	Summative - Maintenance budget/repair costs
2. Develop summer cleaning schedule. (Target Group: All)	Asst. Supt. School Operations	Spring/Summer 2020	(S)Local Funds	Summative - August building walkthroughs.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Data Sources

Community Input  
Disaggregated STAAR Data  
Graduation Records  
PEIMS Reports  
Staff/Parents/Community/ Business members involved w/SBDM

### Student Achievement Strengths

- District Accountability Rating of a B
- \$100,000+ Scholarships obtained by graduating seniors
- High % of students going into the military
- GHS student was a Broadcom Master Science Fair Winner (Top 30 in Nation)
- Number of Duke Scholars recognized at both the junior high and intermediate campus
- AP scholars at GHS
- Successful extracurricular-all areas, all levels
- Number of dual credit hours our students enter college with
- Industry-based certifications
- Workforce development partnerships

### Student Achievement Weaknesses

- -Increase number of students who achieve Masters level of proficiency on STAAR and EOC
- Increase focus on AP
- Addition of more industry-based certifications
- Increase practicums of CTE students who are enrolled in industry-based certifications
- Transportation issues for practicums and/or internships

# Comprehensive Needs Assessment

## Student Achievement Needs

GISD will need to collaborate with teachers to find out where each student lies due to the change in instruction with COVID-19. The absence of EOY MAP and STAAR data will be a challenge to the start of the 2020-2021 school year.

I had one class that had a higher population of SPED. I had to share an aid with another class that had a higher population of SPED. This was difficult because I knew the other class needed her more.

## Student Achievement Summary

Data will look different as will the instruction at the beginning of the new school year. Teachers and Instructional Coaches are planning during the summer to adjust the scope and sequence to include additional spiraling and reteach.

## School Culture and Climate

### School Culture and Climate Strengths

- Perception is dependent upon experience and difficult to define.

I would say the overall perception is very good and GISD is viewed as a district where students and parents are valued and provided a quality education. Overall, it is a positive environment for those willing to take responsibility for their education.

Expectations at GISD are simply follow the rules and address issues properly. None of the expectations in GISD are unreasonable.

### School Culture and Climate Weaknesses

- No surprise...Negative experience tends to lead to negative perception. If a student or parent have a negative experience with GISD personnel, right or wrong, their perception of the district will be negative regardless the effort put forth to change it. That isn't to say we shouldn't try to provide evidence to sway negative perception the other direction, it is simply an ongoing challenge that may not be overcome in some instances.

## School Culture and Climate Needs

# Comprehensive Needs Assessment

Events that involve the minority families more and continue meetings using Zoom or other technology platforms to disseminate information to both staff, students, and families.

ID	Start time	Completion time	Email
1	3/16/20 15:18:45	3/16/20 15:19:28	anonymous
2	3/16/20 15:18:57	3/16/20 15:19:36	anonymous
3	3/16/20 15:18:43	3/16/20 15:19:41	anonymous
4	3/16/20 15:18:43	3/16/20 15:19:46	anonymous
5	3/16/20 15:18:45	3/16/20 15:19:50	anonymous
6	3/16/20 15:18:58	3/16/20 15:19:59	anonymous
7	3/16/20 15:19:15	3/16/20 15:20:04	anonymous
8	3/16/20 15:18:53	3/16/20 15:20:05	anonymous
9	3/16/20 15:18:54	3/16/20 15:20:16	anonymous
10	3/16/20 15:19:11	3/16/20 15:20:21	anonymous
11	3/16/20 15:19:24	3/16/20 15:20:24	anonymous
12	3/16/20 15:19:31	3/16/20 15:20:27	anonymous
13	3/16/20 15:19:05	3/16/20 15:20:37	anonymous
14	3/16/20 15:19:11	3/16/20 15:20:44	anonymous
15	3/16/20 15:19:57	3/16/20 15:20:58	anonymous
16	3/16/20 15:19:40	3/16/20 15:21:04	anonymous
17	3/16/20 15:19:46	3/16/20 15:21:14	anonymous
18	3/16/20 15:18:54	3/16/20 15:21:16	anonymous
19	3/16/20 15:19:29	3/16/20 15:21:30	anonymous
20	3/16/20 15:20:33	3/16/20 15:21:48	anonymous
21	3/16/20 15:19:41	3/16/20 15:21:52	anonymous
22	3/16/20 15:20:51	3/16/20 15:21:53	anonymous
23	3/16/20 15:21:23	3/16/20 15:22:19	anonymous
24	3/16/20 15:21:28	3/16/20 15:22:24	anonymous
25	3/16/20 15:20:23	3/16/20 15:22:24	anonymous
26	3/16/20 15:21:11	3/16/20 15:22:34	anonymous
27	3/16/20 15:22:08	3/16/20 15:22:52	anonymous
28	3/16/20 15:21:52	3/16/20 15:23:08	anonymous
29	3/16/20 15:21:45	3/16/20 15:23:15	anonymous
30	3/16/20 15:18:57	3/16/20 15:23:37	anonymous
31	3/16/20 15:23:04	3/16/20 15:24:20	anonymous
32	3/16/20 15:20:02	3/16/20 15:25:00	anonymous
33	3/16/20 15:22:58	3/16/20 15:25:27	anonymous
34	3/16/20 15:24:59	3/16/20 15:25:41	anonymous
35	3/16/20 15:24:46	3/16/20 15:26:00	anonymous
36	3/16/20 15:25:29	3/16/20 15:26:26	anonymous
37	3/16/20 15:24:57	3/16/20 15:26:30	anonymous
38	3/16/20 15:25:40	3/16/20 15:26:43	anonymous
39	3/16/20 15:26:21	3/16/20 15:27:48	anonymous
40	3/16/20 15:26:08	3/16/20 15:27:50	anonymous
41	3/16/20 15:27:23	3/16/20 15:28:13	anonymous
42	3/16/20 15:27:11	3/16/20 15:28:26	anonymous
43	3/16/20 15:27:15	3/16/20 15:28:56	anonymous
44	3/16/20 15:28:39	3/16/20 15:29:34	anonymous
45	3/16/20 15:23:37	3/16/20 15:29:42	anonymous
46	3/16/20 15:28:29	3/16/20 15:29:45	anonymous
47	3/16/20 15:28:56	3/16/20 15:29:49	anonymous
48	3/16/20 15:29:09	3/16/20 15:29:57	anonymous
49	3/16/20 15:28:54	3/16/20 15:30:04	anonymous

50	3/16/20 15:28:46	3/16/20 15:30:18	anonymous
51	3/16/20 15:29:27	3/16/20 15:30:22	anonymous
52	3/16/20 15:30:01	3/16/20 15:30:59	anonymous
53	3/16/20 15:30:15	3/16/20 15:31:09	anonymous
54	3/16/20 15:30:10	3/16/20 15:31:40	anonymous
55	3/16/20 15:30:26	3/16/20 15:31:44	anonymous
56	3/16/20 15:30:41	3/16/20 15:32:09	anonymous
57	3/16/20 15:27:14	3/16/20 15:32:28	anonymous
58	3/16/20 15:26:27	3/16/20 15:33:01	anonymous
59	3/16/20 15:32:19	3/16/20 15:33:13	anonymous
60	3/16/20 15:32:20	3/16/20 15:33:34	anonymous
61	3/16/20 15:32:35	3/16/20 15:33:43	anonymous
62	3/16/20 15:32:16	3/16/20 15:33:49	anonymous
63	3/16/20 15:33:21	3/16/20 15:35:14	anonymous
64	3/16/20 15:34:58	3/16/20 15:36:19	anonymous
65	3/16/20 15:34:35	3/16/20 15:36:38	anonymous
66	3/16/20 15:35:48	3/16/20 15:37:09	anonymous
67	3/16/20 15:36:17	3/16/20 15:37:11	anonymous
68	3/16/20 15:36:08	3/16/20 15:37:13	anonymous
69	3/16/20 15:34:54	3/16/20 15:38:01	anonymous
70	3/16/20 15:19:22	3/16/20 15:38:07	anonymous
71	3/16/20 15:35:27	3/16/20 15:38:51	anonymous
72	3/16/20 15:38:26	3/16/20 15:39:17	anonymous
73	3/16/20 15:38:53	3/16/20 15:40:21	anonymous
74	3/16/20 15:39:22	3/16/20 15:40:24	anonymous
75	3/16/20 15:38:43	3/16/20 15:40:31	anonymous
76	3/16/20 15:41:04	3/16/20 15:42:21	anonymous
77	3/16/20 15:41:45	3/16/20 15:43:15	anonymous
78	3/16/20 15:42:22	3/16/20 15:43:24	anonymous
79	3/16/20 15:45:12	3/16/20 15:46:00	anonymous
80	3/16/20 15:45:15	3/16/20 15:47:37	anonymous
81	3/16/20 15:46:30	3/16/20 15:48:14	anonymous
82	3/16/20 15:48:06	3/16/20 15:49:00	anonymous
83	3/16/20 15:48:48	3/16/20 15:50:12	anonymous
84	3/16/20 15:49:04	3/16/20 15:50:26	anonymous
85	3/16/20 15:49:32	3/16/20 15:51:08	anonymous
86	3/16/20 15:50:24	3/16/20 15:51:13	anonymous
87	3/16/20 15:52:35	3/16/20 15:53:23	anonymous
88	3/16/20 15:52:40	3/16/20 15:53:49	anonymous
89	3/16/20 15:52:53	3/16/20 15:54:19	anonymous
90	3/16/20 15:52:42	3/16/20 15:56:28	anonymous
91	3/16/20 15:55:09	3/16/20 15:56:38	anonymous
92	3/16/20 15:56:21	3/16/20 15:57:15	anonymous
93	3/16/20 15:57:02	3/16/20 15:58:10	anonymous
94	3/16/20 15:57:13	3/16/20 15:58:16	anonymous
95	3/16/20 15:59:18	3/16/20 16:01:04	anonymous
96	3/16/20 16:00:50	3/16/20 16:01:41	anonymous
97	3/16/20 16:00:53	3/16/20 16:02:19	anonymous
98	3/16/20 16:01:22	3/16/20 16:03:01	anonymous
99	3/16/20 16:02:10	3/16/20 16:03:24	anonymous

100	3/16/20 16:05:57	3/16/20 16:07:01	anonymous
101	3/16/20 16:05:48	3/16/20 16:08:11	anonymous
102	3/16/20 16:06:39	3/16/20 16:08:11	anonymous
103	3/16/20 16:07:25	3/16/20 16:08:42	anonymous
104	3/16/20 16:07:11	3/16/20 16:10:36	anonymous
105	3/16/20 16:10:18	3/16/20 16:11:09	anonymous
106	3/16/20 16:10:21	3/16/20 16:11:18	anonymous
107	3/16/20 16:10:34	3/16/20 16:12:05	anonymous
108	3/16/20 16:09:53	3/16/20 16:13:29	anonymous
109	3/16/20 16:12:24	3/16/20 16:14:10	anonymous
110	3/16/20 16:15:21	3/16/20 16:17:04	anonymous
111	3/16/20 16:17:32	3/16/20 16:18:49	anonymous
112	3/16/20 16:17:03	3/16/20 16:19:20	anonymous
113	3/16/20 16:19:49	3/16/20 16:21:12	anonymous
114	3/16/20 16:24:16	3/16/20 16:27:22	anonymous
115	3/16/20 16:27:14	3/16/20 16:28:18	anonymous
116	3/16/20 16:34:27	3/16/20 16:35:55	anonymous
117	3/16/20 16:36:22	3/16/20 16:37:18	anonymous
118	3/16/20 16:37:25	3/16/20 16:38:59	anonymous
119	3/16/20 16:37:04	3/16/20 16:39:44	anonymous
120	3/16/20 16:39:51	3/16/20 16:41:14	anonymous
121	3/16/20 16:44:20	3/16/20 16:46:05	anonymous
122	3/16/20 16:45:57	3/16/20 16:47:15	anonymous
123	3/16/20 16:46:04	3/16/20 16:47:28	anonymous
124	3/16/20 16:48:54	3/16/20 16:49:42	anonymous
125	3/16/20 16:50:25	3/16/20 16:51:33	anonymous
126	3/16/20 16:52:56	3/16/20 16:55:05	anonymous
127	3/16/20 16:59:04	3/16/20 17:00:16	anonymous
128	3/16/20 16:59:05	3/16/20 17:01:30	anonymous
129	3/16/20 16:59:53	3/16/20 17:01:46	anonymous
130	3/16/20 17:04:48	3/16/20 17:06:56	anonymous
131	3/16/20 17:10:45	3/16/20 17:13:26	anonymous
132	3/16/20 17:15:49	3/16/20 17:17:29	anonymous
133	3/16/20 17:15:50	3/16/20 17:18:08	anonymous
134	3/16/20 17:18:45	3/16/20 17:19:52	anonymous
135	3/16/20 17:18:45	3/16/20 17:20:28	anonymous
136	3/16/20 17:35:39	3/16/20 17:36:23	anonymous
137	3/16/20 17:35:38	3/16/20 17:36:35	anonymous
138	3/16/20 17:36:34	3/16/20 17:37:51	anonymous
139	3/16/20 17:38:51	3/16/20 17:39:59	anonymous
140	3/16/20 17:45:27	3/16/20 17:46:22	anonymous
141	3/16/20 17:44:37	3/16/20 17:46:57	anonymous
142	3/16/20 17:48:23	3/16/20 17:49:38	anonymous
143	3/16/20 17:56:53	3/16/20 18:02:04	anonymous
144	3/16/20 18:05:58	3/16/20 18:07:42	anonymous
145	3/16/20 18:18:51	3/16/20 18:21:18	anonymous
146	3/16/20 18:40:19	3/16/20 18:44:06	anonymous
147	3/16/20 18:52:17	3/16/20 18:53:57	anonymous
148	3/16/20 18:52:14	3/16/20 18:53:58	anonymous
149	3/16/20 19:05:40	3/16/20 19:07:03	anonymous



150	3/16/20 19:17:20	3/16/20 19:17:49	anonymous
151	3/16/20 19:30:00	3/16/20 19:31:15	anonymous
152	3/16/20 19:30:16	3/16/20 19:31:46	anonymous
153	3/16/20 19:33:21	3/16/20 19:33:49	anonymous
154	3/16/20 19:48:30	3/16/20 19:50:55	anonymous
155	3/16/20 19:49:04	3/16/20 19:51:09	anonymous
156	3/16/20 19:55:04	3/16/20 19:55:43	anonymous
157	3/16/20 19:59:50	3/16/20 20:00:52	anonymous
158	3/16/20 20:38:06	3/16/20 20:39:02	anonymous
159	3/16/20 20:39:42	3/16/20 20:40:59	anonymous
160	3/16/20 20:40:52	3/16/20 20:41:42	anonymous
161	3/16/20 20:52:00	3/16/20 20:53:13	anonymous
162	3/16/20 21:01:30	3/16/20 21:02:31	anonymous
163	3/16/20 21:25:52	3/16/20 21:27:32	anonymous
164	3/16/20 21:45:01	3/16/20 21:46:53	anonymous
165	3/16/20 21:46:04	3/16/20 21:47:03	anonymous
166	3/16/20 21:49:07	3/16/20 21:50:32	anonymous
167	3/16/20 21:56:09	3/16/20 21:57:19	anonymous
168	3/16/20 22:08:59	3/16/20 22:10:09	anonymous
169	3/16/20 22:35:40	3/16/20 22:36:48	anonymous
170	3/16/20 22:41:25	3/16/20 22:43:15	anonymous
171	3/16/20 23:13:25	3/16/20 23:14:18	anonymous
172	3/16/20 23:13:20	3/16/20 23:15:13	anonymous
173	3/16/20 23:13:37	3/16/20 23:15:55	anonymous
174	3/16/20 23:27:11	3/16/20 23:28:20	anonymous
175	3/16/20 23:40:15	3/16/20 23:42:01	anonymous
176	3/17/20 1:15:41	3/17/20 1:17:21	anonymous
177	3/17/20 3:39:07	3/17/20 3:41:16	anonymous
178	3/17/20 6:15:59	3/17/20 6:17:22	anonymous
179	3/17/20 7:19:20	3/17/20 7:20:19	anonymous
180	3/17/20 8:30:16	3/17/20 8:32:07	anonymous
181	3/17/20 8:51:27	3/17/20 8:52:53	anonymous
182	3/17/20 9:12:49	3/17/20 9:14:08	anonymous
183	3/17/20 9:22:23	3/17/20 9:25:54	anonymous
184	3/17/20 9:31:57	3/17/20 9:32:44	anonymous
185	3/17/20 9:47:11	3/17/20 9:50:31	anonymous
186	3/17/20 9:52:56	3/17/20 9:53:59	anonymous
187	3/17/20 10:00:23	3/17/20 10:01:35	anonymous
188	3/17/20 10:15:36	3/17/20 10:17:05	anonymous
189	3/17/20 10:20:03	3/17/20 10:21:42	anonymous
190	3/17/20 10:20:52	3/17/20 10:22:21	anonymous
191	3/17/20 10:33:58	3/17/20 10:35:20	anonymous
192	3/17/20 10:44:56	3/17/20 10:46:45	anonymous
193	3/17/20 10:52:31	3/17/20 10:53:25	anonymous
194	3/17/20 11:25:08	3/17/20 11:26:18	anonymous
195	3/17/20 11:46:56	3/17/20 11:49:17	anonymous
196	3/17/20 11:52:26	3/17/20 11:55:17	anonymous
197	3/17/20 11:55:17	3/17/20 11:56:19	anonymous
198	3/17/20 12:05:56	3/17/20 12:06:57	anonymous
199	3/17/20 12:21:08	3/17/20 12:24:15	anonymous

200	3/17/20 12:37:54	3/17/20 12:39:44	anonymous
201	3/17/20 12:50:46	3/17/20 12:52:57	anonymous
202	3/17/20 13:07:53	3/17/20 13:08:52	anonymous
203	3/17/20 13:31:33	3/17/20 13:33:43	anonymous
204	3/17/20 16:01:42	3/17/20 16:03:34	anonymous
205	3/17/20 16:23:07	3/17/20 16:25:18	anonymous
206	3/17/20 16:40:31	3/17/20 16:42:05	anonymous
207	3/17/20 17:57:11	3/17/20 17:58:28	anonymous
208	3/17/20 18:10:21	3/17/20 18:11:47	anonymous
209	3/17/20 20:35:49	3/17/20 20:37:24	anonymous
210	3/18/20 2:11:31	3/18/20 2:12:02	anonymous
211	3/18/20 3:34:40	3/18/20 3:36:53	anonymous
212	3/18/20 9:26:53	3/18/20 9:28:20	anonymous
213	3/18/20 9:27:02	3/18/20 9:29:05	anonymous
214	3/18/20 10:14:29	3/18/20 10:16:05	anonymous
215	3/18/20 12:03:06	3/18/20 12:05:27	anonymous
216	3/18/20 16:01:05	3/18/20 16:02:16	anonymous
217	3/18/20 16:22:36	3/18/20 16:24:02	anonymous
218	3/18/20 16:59:32	3/18/20 17:01:06	anonymous
219	3/18/20 18:22:15	3/18/20 18:23:28	anonymous
220	3/19/20 3:07:20	3/19/20 3:09:41	anonymous
221	3/19/20 13:36:05	3/19/20 13:37:15	anonymous
222	3/22/20 10:33:16	3/22/20 10:37:12	anonymous
223	3/22/20 17:02:49	3/22/20 17:03:49	anonymous

Name	Please check all that apply Where do you get most information? Which of the following best describes your child's needs?
	Infant/Toddler (0-2 years) School Newsletter;Camp Helping with homework
	Infant/Toddler (0-2 years) GISD District Website;Ca Helping with homework
	Infant/Toddler (0-2 years) Campus Website;Childre Social and emotional dev
	Elementary; Teachers;Weekly Folders Understanding standardi
	Middle School;High Scho GISD District Website;Fa Helping with homework
	Elementary;High School; School Newsletter;Principal;Teachers;Children;Fac
	Infant/Toddler (0-2 years) School Newsletter;Camp Helping with homework
	Elementary; School Newsletter;GISD I Helping with homework
	Elementary;Middle Scho GISD District Website;Te Health, safety, and nutrit
	Preschool (3-4 years);Ele Principal; Helping with homework
	Elementary; Teachers;Facebook; Helping with homework
	Infant/Toddler (0-2 years) Principal;Teachers;Week Helping with homework
	Middle School;High Scho GISD District Website;Ca Improving student readin
	Preschool (3-4 years);Ele Teachers;Children;Weekl Helping my child prepare
	Infant/Toddler (0-2 years) GISD District Website;We Helping with homework
	Elementary;High School; Children;Weekly Folders; Helping with homework
	Elementary;High School; School Newsletter;Princi Improving student readin
	High School; Facebook; Helping with homework
	Middle School;High Scho School Newsletter;Princi Helping with homework
	Elementary;Middle Scho Teachers;Children;Weekl Helping with homework
	Middle School; Facebook; Helping with homework
	Elementary;Middle Scho GISD District Website;We Helping with homework
	Elementary;Middle Scho School Newsletter;Week Raising resilient/responsi
	Elementary; Children;Weekly Folders; Helping with homework
	Middle School; School Newsletter;GISD I Improving student readin
	Elementary; School Newsletter;Teach Helping with homework
	Infant/Toddler (0-2 years) GISD District Website;Fa Improving student readin
	Preschool (3-4 years);Ele School Newsletter;Princi Helping with homework
	Elementary;Middle Scho Teachers;Weekly Folders Helping my child prepare
	Middle School; Principal;Teachers;Childr Improving student readin
	Elementary;Middle Scho GISD District Website;Pri Raising resilient/responsi
	Elementary; School Newsletter;Teach Helping with homework
	Infant/Toddler (0-2 years) School Newsletter;Childr Helping with homework
	Infant/Toddler (0-2 years) GISD District Website; Helping with homework
	Elementary;Middle Scho Campus Website;Teache Helping with homework
	Infant/Toddler (0-2 years) School Newsletter;Teach Helping with homework
	Middle School; Children;Facebook; Social and emotional dev
	Preschool (3-4 years);Mix Children;Facebook; Helping with homework
	Elementary;Middle Scho Principal;Teachers;Childr Special needs and learnin
	Elementary;Middle Scho Principal;Teachers;Childr Improving student readin
	Elementary; School Newsletter;Teach Helping with homework
	Preschool (3-4 years);Ele School Newsletter;GISD I Improving student readin
	Middle School;High Scho Children;Facebook; Helping my child prepare
	Middle School;High Scho School Newsletter;GISD I Helping with homework
	Elementary; School Newsletter;Princi Understanding standardi
	Elementary; Teachers;Children;Weekl Helping with homework
	Elementary;High School; School Newsletter;Facebook;
	Elementary; School Newsletter;Teach Improving student readin
	Infant/Toddler (0-2 years) School Newsletter;Childr Helping with homework

Infant/Toddler (0-2 years)	School Newsletter;Teachers;Weekly Folders;Facebook
Elementary;	School Newsletter;Principals;Helping with homework
Preschool (3-4 years);Elementary;	Campus Website;Teachers;Children;Weekly Folder
Elementary;Middle School;	Children;Facebook; Helping with homework
Elementary;Middle School;	School Newsletter;GISD I Helping with homework
Elementary;Middle School;	Teachers;Children;Weekly Helping with homework
Elementary;	School Newsletter; Improving student reading
Preschool (3-4 years);Elementary;	Teachers;Facebook; Helping with homework
Infant/Toddler (0-2 years)	School Newsletter;Teachers;Helping with homework
Elementary;Middle School;	Campus Website;Weekly Improving student reading
Middle School;	School Newsletter;GISD I Parenting teens;
Elementary;Middle School;	GISD District Website;Weekly Folders;
Elementary;High School;	School Newsletter;Weekly Helping with homework
Preschool (3-4 years);Elementary;	GISD District Website;Campus Website;Helping with homework
Elementary;	GISD District Website;Children;Improving student reading
Infant/Toddler (0-2 years)	GISD District Website;Campus Website;Improving student reading
Elementary;Middle School;	School Newsletter;GISD I Improving student reading
Middle School;	GISD District Website;Teachers;Helping with homework
Elementary;Middle School;	School Newsletter;Principals;Helping with homework
Middle School;	School Newsletter;GISD I Improving student reading
Middle School;High School;	Facebook;
Infant/Toddler (0-2 years)	School Newsletter;GISD I Helping with homework
Elementary;	School Newsletter;Facebook; Helping with homework
Middle School;	School Newsletter;Teachers;Improving parent-child communication
Preschool (3-4 years);Elementary;	School Newsletter;GISD District Website;Campus Website
Elementary;	School Newsletter;GISD I Helping with homework
Elementary;	School Newsletter;Teachers;Weekly Folders;
Elementary;Middle School;	GISD District Website;Campus Website;
Middle School;	Children; Special needs and learning
Preschool (3-4 years);Elementary;	GISD District Website;
Elementary;	School Newsletter; Helping with homework
Middle School;High School;	GISD District Website;Children; Helping with homework
Elementary;	GISD District Website;Campus Website;Improving student reading
Middle School;	GISD District Website;Children;
Preschool (3-4 years);Elementary;	School Newsletter;GISD I Helping with homework
Middle School;High School;	GISD District Website;Campus Website;Helping with homework
Elementary;Middle School;	Facebook; Helping with homework
Infant/Toddler (0-2 years)	School Newsletter;Weekly Helping with homework
Middle School;High School;	GISD District Website; Improving student reading
Middle School;	Facebook; Parenting teens;Improving student reading
Elementary;	GISD District Website;Campus Website;Helping with homework
Preschool (3-4 years);Elementary;	GISD District Website;Principals;Helping with homework
Infant/Toddler (0-2 years)	School Newsletter;GISD I Helping with homework
Infant/Toddler (0-2 years)	School Newsletter;Teachers;Helping with homework
Elementary;	School Newsletter;Children;Helping with homework
Preschool (3-4 years);Elementary;	School Newsletter;GISD I Helping with homework
Infant/Toddler (0-2 years)	Facebook; Health, safety, and nutrition
Elementary;	School Newsletter;GISD I Helping with homework
Infant/Toddler (0-2 years)	School Newsletter;Children;Helping with homework
Elementary;	GISD District Website;Principals;Improving student reading

Middle School;High Scho	GISD District Website;Ca	Social and emotional dev
Middle School;	School Newsletter;GISD I	Helping with homework a
Infant/Toddler (0-2 years	Facebook;	Improving student readir
Elementary;	School Newsletter;Childr	Special needs and learnir
Infant/Toddler (0-2 years	School Newsletter;Teach	Improving student readir
Elementary;	School Newsletter;Teach	Helping with homework a
Elementary;	Facebook;	Positive discipline strateg
Elementary;Middle Scho	School Newsletter;Week	Raising resilient/responsi
Infant/Toddler (0-2 years	GISD District Website;We	Helping with homework a
Middle School;High Scho	Children;	Helping my child prepare
High School;	Facebook;	Helping my child prepare
Elementary;	Children;Weekly Folders;	Helping with homework a
Preschool (3-4 years);Ele	GISD District Website;Te	Improving student readir
Elementary;	School Newsletter;Teach	Helping with homework a
Infant/Toddler (0-2 years	School Newsletter;Faceb	Helping with homework a
Middle School;High Scho	GISD District Website;Ca	Helping with homework a
Middle School;High Scho	GISD District Website;Fa	Helping with homework a
Middle School;High Scho	GISD District Website;Ca	Improving student readir
Middle School;High Scho	Facebook;	Helping with homework a
Elementary;Middle Scho	School Newsletter;Camp	Special needs and learnir
Elementary;Middle Scho	School Newsletter;GISD I	Helping with homework a
Infant/Toddler (0-2 years	Facebook;	Helping with homework a
Preschool (3-4 years);Ele	School Newsletter;Faceb	Improving student readir
Infant/Toddler (0-2 years	School Newsletter;GISD I	Understanding standardi
Infant/Toddler (0-2 years	Teachers;Facebook;	Helping with homework a
Middle School;	Facebook;	Improving student readir
Elementary;Middle Scho	School Newsletter;GISD I	Positive discipline strateg
Preschool (3-4 years);Ele	GISD District Website;Ca	Helping with homework a
Elementary;Middle Scho	School Newsletter;Teach	Helping with homework a
Preschool (3-4 years);Ele	Children;Weekly Folders;	Helping with homework a
Preschool (3-4 years);Mic	School Newsletter;	Helping with homework a
Preschool (3-4 years);Ele	School Newsletter;Princi	Social and emotional dev
Infant/Toddler (0-2 years	School Newsletter;Princi	Helping with homework a
Elementary;	School Newsletter;Faceb	Improving student readir
Preschool (3-4 years);Ele	School Newsletter;Teach	Improving student readir
Middle School;High Scho	GISD District Website;Ca	Raising resilient/responsi
Elementary;High School;	Campus Website;Weekly Folders;Facebook;	
Elementary;Middle Scho	GISD District Website;Fa	Helping my child prepare
Middle School;High Scho	School Newsletter;GISD I	Helping with homework a
Infant/Toddler (0-2 years	GISD District Website;Ca	Raising resilient/responsi
Infant/Toddler (0-2 years	School Newsletter;Faceb	Improving student readir
Elementary;	School Newsletter;GISD I	Helping with homework a
Elementary;High School;	Principal;Teachers;	Helping my child prepare
Elementary;High School;	Campus Website;	
Elementary;High School;	School Newsletter;GISD I	Helping with homework a
Elementary;Middle Scho	GISD District Website;Fa	Improving student readir
Elementary;High School;	GISD District Website;Pri	Improving student readir
Elementary;High School;	Campus Website;	Positive discipline strateg
Elementary;	Teachers;Weekly Folders	Improving student readir
Elementary;	School Newsletter;GISD I	Raising resilient/responsi

Elementary;	Facebook;	
Elementary;Middle School;	Campus Website;Facebook;	Helping my child prepare
Elementary;Middle School;	GISD District Website;Facebook;	Helping my child prepare
Elementary;Middle School;	School Newsletter;Teachers;	Helping with homework
Middle School;	GISD District Website;Facebook;	Helping with homework
Elementary;High School;	School Newsletter;GISD District Website;	Helping with homework
Middle School;High School;	Principal;	
Elementary;Middle School;	School Newsletter;Facebook;	Helping with homework
Elementary;	School Newsletter;Weekly Folders;	Helping with homework
Elementary;Middle School;	GISD District Website;Campus Website;	Helping with homework
Elementary;	Weekly Folders;Facebook;	Helping with homework
Elementary;	School Newsletter;Weekly Folders;	Helping with homework
Middle School;	School Newsletter;Facebook;	Helping with homework
Infant/Toddler (0-2 years)	School Newsletter;Teachers;	Understanding standard
Elementary;Middle School;	Teachers;Weekly Folders;	Helping with homework
Infant/Toddler (0-2 years)	School Newsletter;	Helping with homework
Middle School;High School;	GISD District Website;Facebook;	
Middle School;	GISD District Website;Teachers;	Improving student reading
Preschool (3-4 years);Elementary;	School Newsletter;Teachers;	Improving student reading
Infant/Toddler (0-2 years)	Teachers;Children;Facebook;	Helping my child prepare
Elementary;Middle School;	Campus Website;Teachers;	Helping with homework
Middle School;	Facebook;	Helping with homework
Middle School;	GISD District Website;Campus Website;	Helping with homework
Middle School;	Campus Website;	Understanding standard
Infant/Toddler (0-2 years)	School Newsletter;Teachers;	Helping with homework
Middle School;High School;	Principal;Children;Facebook;	Helping my child prepare
Middle School;High School;	GISD District Website;Teachers;	Helping with homework
Elementary;Middle School;	Principal;Teachers;Children;	Helping with homework
Elementary;	Facebook;	Helping with homework
Elementary;Middle School;	School Newsletter;Facebook;	Helping with homework
Preschool (3-4 years);Elementary;	Teachers;Children;Weekly Folders;	Improving parent-child communication
Elementary;High School;	Teachers;Facebook;	Helping with homework
Elementary;	Campus Website;Weekly Folders;	Improving student reading
Middle School;High School;	Children;Facebook;	Social and emotional development
Elementary;	School Newsletter;Principal;	Helping with homework
Middle School;High School;	School Newsletter;GISD District Website;	Helping with homework
Middle School;	School Newsletter;	Parenting teens;
Elementary;	GISD District Website;Campus Website;	Helping with homework
Elementary;	Teachers;Weekly Folders;	Improving student reading
Middle School;High School;	School Newsletter;	Helping with homework
Middle School;	School Newsletter;Campus Website;	Helping my child prepare
Elementary;	School Newsletter;Children;	Understanding standard
Elementary;Middle School;	School Newsletter;Children;	Improving student reading
Middle School;High School;	Facebook;	Understanding standard
Elementary;	School Newsletter;Facebook;	Helping with homework
Infant/Toddler (0-2 years)	School Newsletter;GISD District Website;	Helping with homework
Elementary;	Campus Website;Teachers;	Improving student reading
Elementary;	School Newsletter;Teachers;	Raising resilient/responsible
Elementary;	School Newsletter;	Improving student reading
Infant/Toddler (0-2 years)	GISD District Website;Children;	Helping with homework

Elementary;Middle School;Facebook;	Helping with homework
Middle School;High School;GISD District Website;Children;	Helping with homework
Infant/Toddler (0-2 years);Teachers;Children;Facebook;	Helping with homework
Infant/Toddler (0-2 years);Teachers;Weekly Folders;	Improving student reading
Middle School;Teachers;Children;	
Infant/Toddler (0-2 years);School Newsletter;Children;	Helping with homework
Elementary;Middle School;GISD District Website;Children;	Helping with homework
Infant/Toddler (0-2 years);School Newsletter;Principal;	Helping with homework
Middle School;Campus Website;Facebook;	Helping with homework
Elementary;GISD District Website;Teachers;	Helping with homework
Middle School;High School;Facebook;	
Infant/Toddler (0-2 years);School Newsletter;Children;	Helping with homework
Middle School;Campus Website;Principal;	Helping with homework
Elementary;Middle School;Principal;Facebook;	Helping with homework
Preschool (3-4 years);Middle School;GISD District Website;Teachers;	Improving student reading
Middle School;GISD District Website;Principal;Teachers;	
Middle School;School Newsletter;	Helping with homework
Preschool (3-4 years);Middle School;School Newsletter;	Helping with homework
Elementary;Middle School;Children;	Helping with homework
Infant/Toddler (0-2 years);Children;Facebook;	Helping with homework
Infant/Toddler (0-2 years);School Newsletter;GISD District Website;	Helping with homework
Middle School;High School;Principal;Teachers;Facebook;	Helping my child prepare
Elementary;Middle School;School Newsletter;Teachers;	Helping with homework
Middle School;High School;Children;	Improving student reading







ook;

Print materials sent home;Online information from the school website that I can access at my convenien

Print materials sent home;Online information from the school website that I can access at my convenien

Print materials sent home;

Online information from the school website that I can access at my convenience;

Print materials sent home;Online information from the school website that I can access at my convenien

Print materials sent home;

Online information from the school website that I can access at my convenience;

Print materials sent home;Online information from the school website that I can access at my convenien

Print materials sent home;Online information from the school website that I can access at my convenien

Online information from the school website that I can access at my convenience;

Online information from the school website that I can access at my convenience;

Print materials sent home;

Print materials sent home;Online information from the school website that I can access at my convenien

Print materials sent home;

Print materials sent home;Online information from the school website that I can access at my convenien

Online information from the school website that I can access at my convenience;

Online information from the school website that I can access at my convenience;

Print materials sent home;

ig, math, or science skills;Helping my child prepare for college;Raising resilient/responsible children;

Print materials sent home;

Print materials sent home;Online information from the school website that I can access at my convenien

Print materials sent home;

Print materials sent home;Parent coffees or workshops at the school;

Online information from the school website that I can access at my convenience;

Print materials sent home;Online information from the school website that I can access at my convenien

Print materials sent home;Online information from the school website that I can access at my convenien

Print materials sent home;Parent coffees or workshops at the school;

Online information from the school website that I can access at my convenience;

Print materials sent home;

Print materials sent home;Online information from the school website that I can access at my convenien

Print materials sent home;

Print materials sent home;

Print materials sent home;Online information from the school website that I can access at my convenien

Online information from the school website that I can access at my convenience;

Print materials sent home;Online information from the school website that I can access at my convenien

Online information from the school website that I can access at my convenience;

Online information from the school website that I can access at my convenience;

Online information from the school website that I can access at my convenience;Materials available in th

Print materials sent home;

Print materials sent home;

Online information from the school website that I can access at my convenience;

Print materials sent home;

Print materials sent home;Online information from the school website that I can access at my convenien

Print materials sent home;Online information from the school website that I can access at my convenien

Print materials sent home;Online information from the school website that I can access at my convenien

Online information from the school website that I can access at my convenience;

Print materials sent home;Online information from the school website that I can access at my convenien





Online information from the school website that I can access at my convenience;  
Print materials sent home; Online information from the school website that I can access at my convenience;  
Print materials sent home; Online information from the school website that I can access at my convenience;  
ig, math, or science skills; Social and emotional development; Positive discipline strategies; Raising resilient

Print materials sent home; Online information from the school website that I can access at my convenience;  
Online information from the school website that I can access at my convenience;  
Print materials sent home;  
Print materials sent home; Online information from the school website that I can access at my convenience;  
Print materials sent home; Online information from the school website that I can access at my convenience;

Print materials sent home; Online information from the school website that I can access at my convenience;  
Online information from the school website that I can access at my convenience;  
Print materials sent home; Online information from the school website that I can access at my convenience;  
Print materials sent home;  
Online information from the school website that I can access at my convenience;  
Print materials sent home; Online information from the school website that I can access at my convenience;  
Print materials sent home;  
Print materials sent home; Online information from the school website that I can access at my convenience;  
Print materials sent home;  
Online information from the school website that I can access at my convenience;  
Online information from the school website that I can access at my convenience;  
Print materials sent home;  
Online information from the school website that I can access at my convenience;

shops at the school; Materials available in the school library or parent center;

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

- Exceptional support for staff across the board.

Widely publicized and supported PD opportunities. Continuous improvement is stressed to a high degree at all levels.

Data on what PD is being attended and ensuring the PD has value added for staff. Data gathered also helps determine clear guidelines on what is/is not considered applicable PD. It is collected and verified depending on the subject being taught.

Any type a staff member could possibly need; on-line, in person, through the district, through the region, offered by outside agencies, etc. If it is applicable to the subject or position, it has a very good chance of being accepted as PD by the district.

### Staff Quality, Recruitment and Retention Weaknesses

Staff members may complete what they think is applicable PD only to find out it isn't. This may put them and their administrators in a bind to find applicable PD late in the year, which may not be available.

### Staff Quality, Recruitment and Retention Needs

The need for bilingual and Spanish teachers still presents itself as a need for GISD.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Data Sources

# Comprehensive Needs Assessment

Staff/Parents/Community/ Business members involved w/SBDM

## Curriculum, Instruction and Assessment Strengths

- Measure of Academic Progress (MAP)
- Increased focus on unit assessments and entering data into Target
- Understanding by Design Implementation
- Region 10 and Region 4 materials provided to teachers for planning (GRIDS, Implementation Guides)
- Use and effectiveness of Learning List
- Increased availability of technology for student use
- STEM at elementary campus
- Use of IXL to scaffold students in correlation to MAP results
- Teaming/PLC time provided to all teachers at every campus

## Curriculum, Instruction and Assessment Weaknesses

- Familiarity of Fountes and Pinnell curriculum
- Introducing short answer questions on assessments to prepare for inclusion on Math, Social Studies and Science STAAR and EOC
- High School ELA adoption
- Pathways of Studies for future
- HB3 and PreK Plan with CCMR
- Knowledge of how to use PEG writing
- Translation of documents for Spanish speakers for general instruction in the classroom
- Vertical Alignment (1 grade level above and 1 grade level below)
- More Lead4Ward training on resources available

## Curriculum, Instruction and Assessment Needs

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Needs (Continued)

Adjustments for the missed face-to-face instruction due to COVID 19. These adjustments to the scope and sequence can address key topics and areas that can spiral back content that may have ben missed.

## Family and Community Involvement

### Family and Community Involvement Data Sources

Community Input  
Parent Participation  
Parental Involvement Policy  
Staff/Parents/Community/ Business members involved w/SBDM

### Family and Community Involvement Strengths

- Event for Hispanic Community done in all Spanish
- Community members volunteer to help judge intermediate and junior high science fair
- Parent University
- Increase number of parent and community volunteers
- Door greeters at each campus in the morning
- New website for information
- Construction updates and community walkthrough of new building
- Use of workforce development in Gilmer to benefit POS
- Involvement of the Census Bureau to get information to parents at parent events
- • GISD has a well-developed Parent Engagement Plan. The plan encourages parent participation at all levels of a student's education as well as offering suggestions for parent involvement in student extracurricular activities by way of booster clubs and volunteering on campus. Additionally, meeting times and locations are well publicized.
- The Parent Engagement Plan identifies several services available to support families. Critical among them are the efforts to ensure open



# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

lines of communication with parents.

- Membership to councils/committees; Family and community education courses; etc.

## Family and Community Involvement Weaknesses

- Translation at all parent events in Spanish
- Parent Involvement at secondary levels
- Participation of our students parents in the 2020 Census
- Availability of local internships and practicums leading to employment
- Involve parents in content lessons
- Capability is a major challenge. Many parents in our district are unable to be as engaged as they may otherwise be due to financial or other limitations.

Unwillingness to be involved is also an issue. Some parents simply don't want to participate in the opportunities offered.

Overcoming the stigma wherein inability may lead to unwillingness. Some parents may incorrectly assume since they can't, they won't or since they can't, their input isn't valued anyway. We must combat the idea of "my voice won't be heard" or "this doesn't affect my child, so I'm not going to participate"

Communication is critical. Technology is only an advantage to those that can access it. We have overcome this problem during the pandemic of 2020. We should use this same approach to ensuring we provide every avenue for our parent's to be involved, including sending printed information home to those who we know need it delivered.

## Family and Community Involvement Needs

Technology to ensure that communication and involvement continue even if the COVID -19 affects the 2020-2021 school year.

Bruce has no "event" other than the sports to bring or involve the parents/community. New Beginnings is doing a great job of representing the community connection but we need more.

Parent Committee for the Hispanic Parents and parents of students who have dyslexia

# Comprehensive Needs Assessment

## School Context and Organization

### School Context and Organization Strengths

The context and organization of GISD is student focused. Each aspect can be tied to this principle...what benefits the students. Quality teaching and learning are a focus of this district. Teachers are encouraged to observe one another and share techniques to provide the most advantageous learning environment for our students we can provide. No one teaching technique is perfect, but a combination can be close.

### School Context and Organization Weaknesses

Staff members may complete what they think is applicable PD only to find out it isn't. This may put them and their administrators in a bind to find applicable PD late in the year, which may not be available.

Not taking a deficiency or perceived deficiency as a personal attack.

Getting teachers to use instructional coaches and peer collaboration. It isn't easy to admit you need help, even when it isn't stigmatized. GISD does a great job of de-stigmatizing assistance to teachers at all levels.

### School Context and Organization Needs

Parent Committee for the Hispanic Parents and parents of students who have dyslexia.

## Technology

### Technology Strengths

# Comprehensive Needs Assessment

Getting teachers to use instructional coaches and peer collaboration. It isn't easy to admit you need help, even when it isn't stigmatized. GISD does a great job of de-stigmatizing assistance to teachers at all levels.

Not taking a deficiency or perceived deficiency as a personal attack.

Getting teachers to use instructional coaches and peer collaboration. It isn't easy to admit you need help, even when it isn't stigmatized. GISD does a great job of de-stigmatizing assistance to teachers at all levels.

## Technology Weaknesses

Staff members may complete what they think is applicable PD only to find out it isn't. This may put them and their administrators in a bind to find applicable PD late in the year, which may not be available.

## Technology Needs

Ensuring students and teachers understand their role in school safety and personal health.

# Comprehensive Needs Assessment Data Sources

Community Input  
Disaggregated STAAR Data  
Discipline Referrals  
Highly Qualified Staff  
Multi-Year Trends  
Parental Involvement Policy  
PBM Risk Levels  
Staff/Parents/Community/ Business members involved w/SBDM