

# Georgetown Independent School District

## District Improvement Plan

### 2020-2021 Goals/Performance Objectives/Strategies



GEORGETOWN ISD

*Home of the most inspired students, served by the most empowered leaders...*

# Mission Statement

*Inspiring and empowering every learner to lead, grow, and serve.*

## Vision

*Home of the most inspired students, served by the most empowered leaders.*

## Value Statement

### Beliefs

We believe public education is the foundation of our community.

Our actions should be student-centered.

It is our responsibility to prepare students for their future.

Developing leaders is vital to our success.

Instruction should be designed based on the needs of the learners.

Community engagement enhances educational experiences.

### Goals

Develop a future ready learning experience that reflects student voice, choice and ownership.

Engage the community to become champions and advocates for student success and the future of the District.

Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

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# Goals

**Goal 1:** Student Centered: Develop a future ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 1:** All GISD Learners will graduate College, Career, and/or Military Ready by 2024

76% of students in GISD will graduate meeting the state's CCMR criteria by August of 2021.

26% of students in GISD enrolled in an AP course will successfully complete the AP exam with a score of 3 or higher.

4% of students in GISD will meet the threshold for CCMR through earning an Industry Based Certification by August of 2021.

50% of GISD students will meet the threshold for CCMR through TSI Reading and Math standards by August of 2021.

**Evaluation Data Sources:** CCMR Data from the State and OnData Suite 2: Eduphoria Workshop Attendance.










<b>Strategy 1:</b> Compile and maintain a list of all IBCs for all programs in GISD on each campus and train CTE teachers on content. <b>Strategy's Expected Result/Impact:</b> Increase the number of reported IBCs to the state via PEIMS. <b>Staff Responsible for Monitoring:</b> Dir. of CCMR with support from CTE Coordinator and CTE teachers.	Reviews			
	Formative			Summative
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<b>Strategy 2:</b> Secure or provide professional learning for CTE teachers in their course's culminating IBC requirements. <b>Strategy's Expected Result/Impact:</b> Increase knowledge among teachers for available options and increase number of earned IBCs. <b>Staff Responsible for Monitoring:</b> Dir. of CCMR with support from Advanced Academics Coordinator.	Reviews			
	Formative			Summative
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<b>Strategy 3:</b> Provide curriculum writing training for CTE teachers. <b>Strategy's Expected Result/Impact:</b> CTE Teachers are supported by having a comprehensive curriculum. <b>Staff Responsible for Monitoring:</b> Dir. of CCMR with support from Advanced Academics Coordinator, Chief Strategist for Learning and Design and curriculum coordinators.	Reviews			
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<b>Strategy 4:</b> Develop teacher teams across GISD within subject bands and lead learning on using data to inform goal setting and instructional decisions. <b>Strategy's Expected Result/Impact:</b> Appropriately trained teachers that make informed instructional decisions that impact students learning and performance. <b>Staff Responsible for Monitoring:</b> Dir. of CCMR with support from Advanced Academics Coordinator, Chief Strategist for Learning and Design and curriculum coordinators.	Reviews			
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<b>Strategy 5:</b> Schedule time for AP teacher teams to collaborate and create instructional designs informed by data. <b>Strategy's Expected Result/Impact:</b> Rich, data-driven instruction from AP teachers that better prepares students for their respective exam. <b>Staff Responsible for Monitoring:</b> Dir. of CCMR with support from Advanced Academics Coordinator.	<b>Reviews</b>			
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<b>Strategy 6:</b> Create intervention matrixes for reading and math. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who meet the threshold for CCMR for TSI Reading and Math standards. <b>Staff Responsible for Monitoring:</b> Dir. of CCMR with support from Advanced Academics Coordinator.	<b>Reviews</b>			
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<b>Strategy 7:</b> Create advising pathways for students who are not on track for TSI readiness. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who meet the threshold for CCMR for TSI Reading and Math standards. <b>Staff Responsible for Monitoring:</b> Dir. of CCMR with support from Advanced Academics Coordinator.	<b>Reviews</b>			
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<b>Strategy 8:</b> Create a plan for the CCMR Team and Coordinators (math, English, ESL, and SpEd) to attend TSI training. <b>Strategy's Expected Result/Impact:</b> Increase knowledge of college readiness skills assessed on the TSI. <b>Staff Responsible for Monitoring:</b> Dir. of CCMR with support from Advanced Academics Coordinator.	<b>Reviews</b>			
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**Goal 1: Student Centered:** Develop a future ready learning experience that reflects student voice, choice, and ownership.



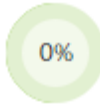
**Performance Objective 2:** Increase opportunities and systems to address physical, mental, and emotional wellness.

**Evaluation Data Sources:** Social-Emotional Learning Survey, Suicide Threat Assessment Log, GAP intervention / Repeat Placement, Comprehensive Counseling Program Scope & Sequence

<p><b>Strategy 1:</b> In alignment with the Texas Model for Comprehensive School Counseling Programs, campuses will implement a comprehensive guidance program. Programming will be informed by data including the annual SEL needs survey.</p> <p><b>Strategy's Expected Result/Impact:</b> Needs assessments can assist school counselors in better evaluating any gaps and potential target areas for school counseling program goals at the campus level. The data compiled through needs assessments can assist with planning all aspects of the comprehensive school counseling program and for the development of school counseling program goals.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services, Coordinator of School Counseling, SEL / Mental Health Specialist</p>	Reviews			
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<p><b>Strategy 2:</b> In alignment with Texas Legislation, campuses will implement a comprehensive guidance program. Programming will be aligned with the Texas Model of School Counseling competencies.</p> <p><b>Strategy's Expected Result/Impact:</b> A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services &amp; Coordinator of School Counseling</p>	Reviews			
	Formative			Summative
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<p><b>Strategy 3:</b> In alignment with Texas Legislation, campuses will implement a comprehensive guidance program. Programming will be delivered within the multi-tiered system of support including large group, small group, and individual student interactions.</p> <p><b>Strategy's Expected Result/Impact:</b> HB 18 SECTION 1.11 Section 33.005 The school counselor shall design the program to include: (1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives; (2) a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk; (3) an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and (4) system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services &amp; Coordinator of School Counseling</p>	Reviews			
	Formative			Summative
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<b>Strategy 4:</b> Revision of the SEL survey for valid and consistent use that can provide longitudinal data for student growth in CASEL competencies. <b>Strategy's Expected Result/Impact:</b> The use of a consistent measure allows longitudinal data to be collected so programs can be informed of their impact at the community, campus, and individual levels. <b>Staff Responsible for Monitoring:</b> Director of Counseling Services & SEL / Mental Health Specialist	Reviews			
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<b>Strategy 5:</b> "Cohort One" SEL campuses will set SEL data-informed goals and measure progress toward these goals. "Cohort One" teachers will increase the delivery of CASEL aligned Social-Emotional Learning competencies within their classrooms through integration. <b>Strategy's Expected Result/Impact:</b> Students will be provided with CASEL-aligned Social-Emotional Learning support in classrooms. <b>Staff Responsible for Monitoring:</b> Director of Counseling Services & SEL / Mental Health Specialist	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 6:</b> "Cohort Two" SEL campuses will move through the SEL Academy which includes: Equity, Trauma, and SEL practices. <b>Strategy's Expected Result/Impact:</b> Campus staff will increase knowledge of and expertise in practices that will impact student SEL support through the SEL Academy. <b>Staff Responsible for Monitoring:</b> Director of Counseling Services & SEL / Mental Health Specialist	Reviews			
	Formative			Summative
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<b>Strategy 7:</b> GAP, EVHS, and GHS will implement Mpowrd Program as an intervention for students affected by substance use as well as other maladaptive behaviors associated with student mental and emotional health. <b>Strategy's Expected Result/Impact:</b> Through implementation of the Mpowrd program, students will experience empowerment, positive behavioral changes, steps for healing, meeting personal challenges and outreach. <b>Staff Responsible for Monitoring:</b> Director of Counseling Services & SEL / Mental Health Specialist	Reviews			
	Formative			Summative
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<b>Strategy 8:</b> EVHS and GHS will implement Hope Squad as a peer-to-peer suicide prevention model. <b>Strategy's Expected Result/Impact:</b> Increased student awareness in the areas of suicide prevention, social-emotional learning and mental health resources. <b>Staff Responsible for Monitoring:</b> Director of Counseling Services	Reviews			
	Formative			Summative
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<b>Strategy 9:</b> GISD staff be provided with growth opportunities for extensive trauma-informed care. This opportunity will be provided to one-hundred and fifty staff members on an annual basis. <b>Strategy's Expected Result/Impact:</b> Staff members will begin to understand the role of trauma, how it impacts students, and how to appropriately respond. <b>Staff Responsible for Monitoring:</b> Director of Counseling Services	Reviews			
	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1: Student Centered:** Develop a future ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 3:** Increase and implement systems of support to improve grade level literacy and numeracy.



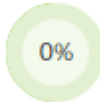
The percent of 3rd grade students that meet grade level or above on STAAR Reading will increase from 37% to 44% by May 2021.  
The percent of 3rd grade students that meet grade level or above on STAAR Math will increase from 35% to 48% by May of 2021.






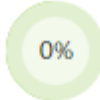

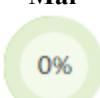
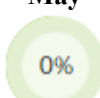
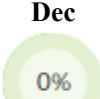
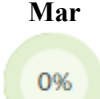
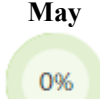

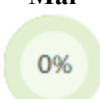

The percent of 8th grade students that meet grade level or above on STAAR Reading will increase from 51% to 53% by May 2021.  
The percent of 8th grade students that meet grade level or above on STAAR Math will increase from 37% to 42% by May 2021.

The average 11th grade student performance on SAT Math will increase by 37 points by May 2021 (Baseline=493).  
The average 11th grade student performance on SAT Reading will increase by 42 points by May 2021 (Baseline=502).





**Evaluation Data Sources:** MAP, STAAR, & SAT, Standards Based Report Cards

<b>Strategy 1:</b> Designing engaging work aligned to TEKS and the GISD Learner Profile.  Support staff in designing engaging work by providing professional learning opportunities aimed at unpacking standards, webbing activities and aligning assessments.  <b>Strategy's Expected Result/Impact:</b> Professional learning sessions will be aligned to unpacking standards and webbing units aligned to the GISD curriculum.  Feedback will be gathered from professional learning sessions in order to measure needs met and needs still remaining.  Staff will design and deliver engaging work for students that is aligned to the curriculum.  <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning Design with support from curriculum coordinators, chief strategists, learning design coaches and digital learning coaches.	Reviews			
	Formative			Summative
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<b>Strategy 2:</b> Explore, develop, and provide support for the use of protocols for analyzing student work in order to assess alignment to the TEKS and learner profile.  <b>Strategy's Expected Result/Impact:</b> Staff will be better equipped to design and deliver work aligned to the curriculum.  Staff will have systems and protocols to inform improvement and adjustment.  <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning Design with support from curriculum coordinators, chief strategists, learning design coaches and digital learning coaches.	Reviews			
	Formative			Summative
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<b>Strategy 3:</b> Create a Design Capacity Matrix in order to be able to assess understanding and implementation of the Designing Engaging Work Process.  <b>Strategy's Expected Result/Impact:</b> Capacity Matrix will exist and be used to self assess individual capacity for designing engaging work.  <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning Design with support from curriculum coordinators, chief strategists, learning design coaches and digital learning coaches.	Reviews			
	Formative			Summative
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<b>Strategy 4:</b> Build the capacity of campus leaders to implement the Leading Learning Process (which includes, but is not limited to unpacking standards and webbing work). <b>Strategy's Expected Result/Impact:</b> All campus and district leaders will be able to lead Design as incorporated in the Leading Learning Process. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning Design with support from curriculum coordinators, chief strategists, learning design coaches and digital learning coaches	<b>Reviews</b>			
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<b>Strategy 5:</b> Identify teacher focus groups to gather feedback on curriculum resource improvements. <b>Strategy's Expected Result/Impact:</b> A well-communicated feedback loop process will exist that will allow for feedback and improvement of the GISD Curriculum Documents and tools. <b>Staff Responsible for Monitoring:</b> Chief Strategists for Learning Design & Assessment and Feedback, Curriculum Coordinators, Director of Assessment and Feedback.	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<b>Strategy 6:</b> Develop plan for Literacy Academies to begin implementation SY 2020. Academies will be required for all elementary principals and PreK-3 grade teachers. <b>Strategy's Expected Result/Impact:</b> Reading Academies will be developed and all elementary principals and PreK-3 teachers will have attended by Fall 2021 <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning Design and Coordinators.	<b>Reviews</b>			
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<b>Strategy 7:</b> Develop a 5 year Early Childhood Literacy and Numeracy plan for implementation 2020-2021. (HB 3) <b>Strategy's Expected Result/Impact:</b> A 5 year plan will be presented to the board for approval by the end of January 2021. <b>Staff Responsible for Monitoring:</b> Chief Strategists, and Development Team members	<b>Reviews</b>			
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<b>Strategy 8:</b> Design and support feedback systems to assess whether students are learning what they need to learn. <b>Strategy's Expected Result/Impact:</b> Teachers have access and are able to utilize assessment systems to improve assessment alignment and determine whether students are learning targeted skills and standards. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Assessment and Feedback, Director of Assessment and Feedback, supported by Chief Strategists and Curriculum Coordinators.	<b>Reviews</b>			
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<b>Strategy 9:</b> Identify strategies and supports for progress monitoring <b>Strategy's Expected Result/Impact:</b> Inventory of progress monitoring tools will be developed and assessed for gaps and strategic abandonment. <b>Staff Responsible for Monitoring:</b> Director of Assessment & Feedback, and RtI Coordinator.	<b>Reviews</b>			
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<b>Strategy 10:</b> Support full implementation of NWEA MAP as an assessment for Reading & Math in K-8 to include teacher professional learning around implementation and use of data, full implementation in the classroom, use of data to inform personalized instructional decision making.  <b>Strategy's Expected Result/Impact:</b> K-8 Reading & Math teachers will have valid data to inform instruction and differentiation resulting in growth for all students. Data will be communicated to parents.  K-8 Teachers will be able to access and speak to the MAP reports as it pertains to their instruction and learning needs of students. (feedback interviews, surveys)  <b>Staff Responsible for Monitoring:</b> Director of Assessment & Feedback (lead), with support from curriculum coordinators, campus leadership, and Chief Strategists.	<b>Reviews</b>			
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<b>Strategy 11:</b> Improve and calibrate the Standards Based Report Card tools and system for K-3 and prepare campuses and departments for expansion to 4th and 5th grades in 2021-2022.  <b>Strategy's Expected Result/Impact:</b> Consistent and calibrated assessment practices with Standards Based Grading and Reporting in K-3 determined through observation and stakeholder survey. Common tasks and assessments will be created and utilized to ensure consistency in application of standards based grading.  <b>Staff Responsible for Monitoring:</b> Chief Strategist of Assessment & Feedback (lead), with support from Chief Strategist for Learning Design, and curriculum & assessment coordinators.	<b>Reviews</b>			
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<b>Strategy 12:</b> Identify current assessment systems, practices, processes, and tools used in order to perform a gap analysis, identify priority needs, and implement supports for 2021-2022.  <b>Strategy's Expected Result/Impact:</b> Teachers will have consistent access to progress monitoring tools and intervention to support student learning.  <b>Staff Responsible for Monitoring:</b> Chief Strategist for Assessment & Feedback (lead), with support from Chief Strategist for Learning Design, and Coordinators.	<b>Reviews</b>			
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<b>Strategy 13:</b> Provide professional learning for campus and district leadership in the utilization of data to drive instructional decisions and program management.  <b>Strategy's Expected Result/Impact:</b> Data for Texas English Language Proficiency Assessment System (TELPAS) and Individualized Education Programs (IEPs) will be available to teachers to use to inform instructional improvement decisions to meet the needs of students.  <b>Staff Responsible for Monitoring:</b> Director of Assessment & Feedback (lead), with support from Chief Strategist of Learning Design, and Coordinators.	<b>Reviews</b>			
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<b>Strategy 14:</b> Ensure that Curriculum Based Assessments (CBAs) serve as sample formative assessments for teachers to use to drive instructional decisions. Continue to review CBAs for effectiveness and alignment to state standards and high priority learning standards.  <b>Strategy's Expected Result/Impact:</b> CBAs embedded in the curriculum documents.  <b>Staff Responsible for Monitoring:</b> Chief Strategist for Assessment & Feedback (lead), with support from Chief Strategist for Learning Design, and Coordinators.	<b>Reviews</b>			
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<b>Strategy 15:</b> Develop a process for assessing and communicating growth in Learner Profile attributes. <b>Strategy's Expected Result/Impact:</b> Learner profile rubrics / continua for all grade levels will be crafted in alignment to the GISD Learner Profile. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Assessment & Feedback (lead), with support from Chief Strategists, Teachers, and Principals.	<b>Reviews</b>			
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<b>Strategy 16:</b> Community Based Accountability Leadership Team will lead the development of and piloted work of implementing a Community Based Accountability System. <b>Strategy's Expected Result/Impact:</b> Pilot campuses are identified for participation Community Based Accountability. Key questions for 3 pillars will be crafted and pilot campuses will report progress and evidences by June 2021. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Assessment & Feedback (lead), with support from Community Based Accountability System team (CBAS).	<b>Reviews</b>			
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<b>Strategy 17:</b> Develop a support system for campus interventionists in order to align processes and tools for supporting Tier II & III interventions. <b>Strategy's Expected Result/Impact:</b> A schedule of support opportunities will exist. <b>Staff Responsible for Monitoring:</b> Director of Assessment & Feedback and RtI Coordinator (leads), with support from Chief Strategists of Assessment & Feedback and Learning Design.	<b>Reviews</b>			
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<b>Strategy 18:</b> Customize instruction based on student learning assessment and feedback.  Provide professional learning on balanced literacy and reader's/writer's workshop for ELAR teachers. <b>Strategy's Expected Result/Impact:</b> ELAR and SLAR experience and increase level of personalized learning opportunities. <b>Staff Responsible for Monitoring:</b> Curriculum Coordinators with support from Chief Strategists and Campus Leaders.	<b>Reviews</b>			
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<b>Strategy 19:</b> Identify, provide training for and implement a standards aligned assessment resource. <b>Strategy's Expected Result/Impact:</b> Item bank and assessment system is available for teachers assessment design and implementation. Assessments will be aligned to content standards. <b>Staff Responsible for Monitoring:</b> Chief Strategists for Assessment and Feedback, Director of Assessment and Feedback.	<b>Reviews</b>			
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<b>Strategy 20:</b> Provide professional learning on guided math for teachers in grade PK-5 <b>Strategy's Expected Result/Impact:</b> Provide an increased level of personalized learning for math instruction <b>Staff Responsible for Monitoring:</b> Math Coordinator (lead), with support from Chief Strategist for Learning Design	<b>Reviews</b>			
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<b>Strategy 21:</b> Activate a design team for personalized learning in GISD. <b>Strategy's Expected Result/Impact:</b> Personalized learning in GISD will be defined and well understood by district and campus leaders. Next steps in developing personalized learning systems for students will be determined. <b>Staff Responsible for Monitoring:</b> Coordinator of Personalized and Professional Learning, Chief Strategists, Curriculum Coordinators.	<b>Reviews</b>			
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<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 1: Student Centered:** Develop a future ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 4:** Increase student perception of engagement in work provided in schools.








**Evaluation Data Sources:** Student perception data from district surveys.

<b>Strategy 1:</b> Develop a student survey in order to measure perception of engagement. <b>Strategy's Expected Result/Impact:</b> A student survey will exist and be used to gather feedback on perceptions of engagement. <b>Staff Responsible for Monitoring:</b> Chief Strategists and Campus leadership	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 2:</b> Provide Designing Engaging Work professional learning for teachers and campus leaders. <b>Strategy's Expected Result/Impact:</b> Increase in the number of teachers and administrators trained in DEW.  Students experience work that is more aligned to their motives and needs. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning Design, Curriculum Coordinators, Coordinator of Professional and Personalized Learning.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<b>Strategy 3:</b> Support the development of a coaching for design process on every campus. <b>Strategy's Expected Result/Impact:</b> Campus instructional leaders will be trained and equipped to coach and support instructional development at their campus. <b>Staff Responsible for Monitoring:</b> Chief Strategists	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<b>Strategy 4:</b> Student engagement will be regularly assessed. <b>Strategy's Expected Result/Impact:</b> Routine survey/feedback opportunities to measure student perception of meaning and value of work assigned will exist and support instructional decisions. Teachers will know when students find meaning and value in work being assigned. Teachers will have information in order to design work for engagement. <b>Staff Responsible for Monitoring:</b> Chief Strategist of Assessment and Feedback, Data Analyst, Campus Leaders	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Student Centered:** Develop a future ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 5:** Beginner and intermediate ESL students will receive targeted instruction to accelerate language development and growth.

**Evaluation Data Sources:** Rosetta Stone progress monitoring tool and TELPAS








<b>Strategy 1:</b> ESL lead teachers will receive training and collaborate regularly on how to best utilize progress monitoring data to target instruction for their beginner/intermediate students. <b>Strategy's Expected Result/Impact:</b> Teachers will personalize learning for their for their beginner/intermediate ESL students which will lead to language proficiency growth. <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator, Director of Federal Programs, and Executive Director of Federal and Special Programs <b>Equity Plan</b>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 1: Student Centered:** Develop a future ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 6:** The Dual Language Program will develop learners that are bilingual, biliterate, and bicultural by facilitating a culture of collaboration that advocates for the academic, linguistic, and social success of all language learners.

**Evaluation Data Sources:** Current Gomez & Gomez Dual Language framework/language allocation plan.  
MAP data, Istation data





<b>Strategy 1:</b> A Dual Language Design Team made up of administrators, teachers, and parents will evaluate the program structure and components and create a comprehensive plan for the future of the DL program, including options for continuation into secondary.  <b>Strategy's Expected Result/Impact:</b> A plan will be in place to implement the new program design that better supports biliteracy instruction.  <b>Staff Responsible for Monitoring:</b> Executive Director of Federal and Special Programs, Director of Federal Programs, Bilingual/ESL Coordinator  <b>Equity Plan</b>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Student Centered: Develop a future ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 7:** Increase percentage of students served by Special Education services who are meeting individual progress measures (one year's growth) in reading and math based on standardized assessment tools. (STAAR Baseline Reading = 41% and Math = 54%)

**Evaluation Data Sources:** NWEA MAP, STAAR, DRA, informal progress monitoring data









<b>Strategy 1:</b> Establish and utilize an audit process to ensure that student Individual Education Plans are data informed and focused on appropriate student achievement goals based on identified individual student needs. <b>Strategy's Expected Result/Impact:</b> A systematic and consistent process to assure student IEPs are appropriately ambitious and include accelerated instruction plans designed to ensure academic growth. <b>Staff Responsible for Monitoring:</b> Director of Special Education, Special Education Coordinators	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<b>Strategy 2:</b> Implement focused professional learning for all staff at all levels, specific to specialized instructional needs of students served by Special Education (ie: Solid Roots, Unique Learning and targeted best practices for Inclusion and Resource settings). <b>Strategy's Expected Result/Impact:</b> Staff will be better able to use resources to engage students in a more appropriately ambitious learning experience. <b>Staff Responsible for Monitoring:</b> Director of Special Education, Special Education Coordinators	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<b>Strategy 3:</b> The Special Education Department will implement an ongoing survey to gather qualitative data from parents in order to determine and analyze levels of parental involvement in IEP development and quality of services provided to students. <b>Strategy's Expected Result/Impact:</b> The Special Education Department will gain an understanding of parent perspective and need. Professionals in the department will shift focus to prioritize parent involvement. This information will help us to identify areas of need to address through training. <b>Staff Responsible for Monitoring:</b> Special Education Director	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<b>Strategy 4:</b> Support early literacy development of all students by providing resources and training through Coordinated Early Intervening Services. <b>Strategy's Expected Result/Impact:</b> Teachers will be provided with tools and knowledge to provide quality, research-based first instruction in reading. <b>Staff Responsible for Monitoring:</b> Executive Director of Special and Federal Programs <b>Funding Sources:</b> 224 IDEA B, CEIS - 224 IDEA B, SpEd	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<b>Strategy 5:</b> Special Education case managers will increase the use of existing data on student performance to inform the development of appropriately-ambitious IEPs, including Accelerated Instruction Plans, if applicable. <b>Strategy's Expected Result/Impact:</b> Special Education student IEPs will be aligned to PLAAFPS and to existing data. Focused interventions will be delivered to students in an effort to increase learning related to high priority standards. A secondary expected result is growth on individual progress measures on STAAR. <b>Staff Responsible for Monitoring:</b> Special Education Director	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug

<b>Strategy 6:</b> Create and disseminate monthly Special Education newsletter that incorporates opportunities available to support students and families. <b>Strategy's Expected Result/Impact:</b> Students and families will have an awareness of opportunities to develop in multiple areas such as academic, social, sport, economic, etc. This will give students and families more voice and choice in their learning activities. <b>Staff Responsible for Monitoring:</b> Special Education Director	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<b>Strategy 7:</b> Provide professional learning to campus administrators around discipline disproportionality related to students served by special education. Help develop alternatives to ISS and OSS in an attempt to offer practical campus solutions with less detrimental student impact. <b>Strategy's Expected Result/Impact:</b> Once discipline alternatives are being used widely, students will spend more time in the classroom receiving instruction. This will increase knowledge acquisition and content mastery, and will be apparent in data from multiple sources. <b>Staff Responsible for Monitoring:</b> Executive Director of Special and Federal Programs	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
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**Goal 1: Student Centered:** Develop a future ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 8:** GISD will improve the student-to-device ratio from 2:1 to 1:1 so that all GISD students will have access to a Chromebook to use for learning in and out of school.









**Evaluation Data Sources:** Technology device inventory ratios of distribution.

<b>Strategy 1:</b> GISD will ensure that provided devices meet the educational needs of each student. <b>Strategy's Expected Result/Impact:</b> Devices and services will be chosen and provided that allow students to access the software and systems that are required for positive educational outcomes. <b>Staff Responsible for Monitoring:</b> Chief Strategist of Technology and Innovation, Exec. Director of Tech Services, Director of Digital Learning, Curriculum Coordinators	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 2:</b> GISD will provide sustainable funding for the initial purchase and ongoing maintenance of student devices. <b>Strategy's Expected Result/Impact:</b> High quality devices will continue to be procured for future technology needs. Current devices will be maintained properly to ensure adequate service and full length life span. <b>Staff Responsible for Monitoring:</b> CFO, Chief Strategist for Technology and Innovation, Exec. Director of Tech Services, Director of Digital Learning	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 3:</b> GISD will provide a means for adequate internet access for all students. <b>Strategy's Expected Result/Impact:</b> Network infrastructure and bandwidth will be maintained at adequate levels to support the use of student devices at district buildings. All students will have access to wireless internet service at their home. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Technology and Innovation, Exec. Director of Tech Services, Director of Technology, Director of Digital Learning	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 4:</b> GISD will provide systematic support for devices to ensure they are functional for learning and continued use. <b>Strategy's Expected Result/Impact:</b> Processes, staffing plans, and logistical space will be created in order to support the deployment, use, and management of devices. This work will ensure that devices are available when needed for learning. <b>Staff Responsible for Monitoring:</b> Exec. Director of Tech Services, Director of Technology, Director of Digital Learning	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Student Centered:** Develop a future ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 9:** GISD will explore the need for and possible implementation of a robust learning management system (LMS) in order for students to access data and information about their own learning and work with teachers to create personalized learning pathways.





**Evaluation Data Sources:** Google Classroom Analytics & SeeSaw Analytics will inform user needs combined with end user pilot feedback.

<b>Strategy 1:</b> Evaluate the features and functionality of LMSs currently in use in GISD alongside a picture of success for students accessing data and information about their own learning and working with teachers to create personalized learning pathways. <b>Strategy's Expected Result/Impact:</b> Identify strengths and weaknesses of current LMSs. Identify functionality that may be missing from current LMSs. Develop a list of criteria that would meet GISD's picture of success for a robust LMS. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Technology and Innovation, Chief Strategist for Learning and Design, Director of Digital Learning	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 2:</b> Analyze 1) teacher and student usage data collected from current LMSs' analytics tools, and 2) feedback from teachers and students about how well current LMSs meet their teaching and learning needs. <b>Strategy's Expected Result/Impact:</b> Data and user feedback point to whether a more robust LMS would positively impact teaching and learning. Teachers and students may identify specific LMS needs that should be considered. <b>Staff Responsible for Monitoring:</b> Director of Digital Learning	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 3:</b> Evaluate learning management systems that closely match GISD's picture of success for a robust LMS and teacher/student-identified needs. <b>Strategy's Expected Result/Impact:</b> Determine whether one or more LMSs exist that meet our criteria and, if so, which LMS most closely matches our picture of success. <b>Staff Responsible for Monitoring:</b> Director of Digital Learning	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 4:</b> Consider the feasibility of and timeline for implementing the LMS and for training administrators, teachers, students, and parents. <b>Strategy's Expected Result/Impact:</b> Determine whether GISD should implement the LMS and when implementation and training must begin. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Technology and Innovation, Chief Strategist for Learning and Design, Director of Digital Learning	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Communication: Engage the community to become champions and advocates for student success and the future of the District.

**Performance Objective 1:** Increase communication initiatives that share the GISD story across a broad range of platforms and highlight student work.





**Evaluation Data Sources:** GISD Website, campus webpages, social media analytics.

<b>Strategy 1:</b> Expand the GISD Communication/Marketing Plan. <b>Strategy's Expected Result/Impact:</b> Increase awareness of GISD vision, mission, beliefs and Learner Profile. <b>Staff Responsible for Monitoring:</b> Executive Director for Communications	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<b>Strategy 2:</b> Improve the weekly eNewsletters to staff, parents and community to ensure it includes appropriate language translation and is more mobile-friendly. <b>Strategy's Expected Result/Impact:</b> Enhanced and increased access to District and Campus information. Increased sense of belonging via community surveys. <b>Staff Responsible for Monitoring:</b> Executive Director for Communications	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
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**Goal 2:** Communication: Engage the community to become champions and advocates for student success and the future of the District.

**Performance Objective 2:** Increase the number of volunteers and mentors serving in schools and partnerships to support student learning experiences. Create and activate COVID-safe volunteer and mentoring opportunities.

**Evaluation Data Sources:** Volunteer and mentor pairing, campus and mentee feedback surveys.

<b>Strategy 1:</b> Create more robust opportunities for community members to partner and serve the students of GISD. <b>Strategy's Expected Result/Impact:</b> Increased number of community partnerships <b>Staff Responsible for Monitoring:</b> Executive Director for Communications (lead), with support from communications staff	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 2:** Communication: Engage the community to become champions and advocates for student success and the future of the District.

**Performance Objective 3:** Improve online experience for users as measured by GISD online analytics.

**Evaluation Data Sources:** Lets Talk Dialogue, website analytics, user feedback surveys.

<b>Strategy 1:</b> Create feedback opportunities to get timely and relative user experience information to improve online services. <b>Strategy's Expected Result/Impact:</b> Ease of use improved for online users. <b>Staff Responsible for Monitoring:</b> Executive Director for Communications, supported by Chief Strategist of Assessment and Feedback	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				



**Goal 2:** Communication: Engage the community to become champions and advocates for student success and the future of the District.

**Performance Objective 4:** Communicate SRO Duties and Responsibilities in the District Improvement Plan per SB1707 (TEC 37.081(d)).





**Evaluation Data Sources:** District Improvement Plan

Strategy 1: Duties and responsibilities of the SRO:	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
Protection of the lives and property of the students, teachers, staff members and visitors of the GISD school campuses as directed.				
Enforcement of Federal, State and Local criminal laws and ordinances.				
Investigations of criminal activity and accidents occurring at assigned campuses.				
Provide traffic control during the arrival and departure of students on an as needed basis, based upon a law enforcement determination of need.				
Provide assistance to other law enforcement officers with outside investigations concerning GISD students or in matters regarding their school assignment.				
The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.				
Make the principal of the school aware of any law enforcement action taken, as soon as practicable.				
At the principal's request, take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of law.				
Advise the principal before requesting additional police assistance on campus, when practicable.				
Coordinate their activities with the principal and staff members concerned.				
Seek permission, advice, and guidance prior to enacting any program within the school.				
Encourage individual and small group discussions with students, to further establish rapport with the students.				
Make themselves available for conference with students, parents and faculty members in order to assist them with problems of law enforcement or crime prevention nature.				
Become familiar with all community agencies offering assistance to youths and their families, such as mental health clinics, drug treatment centers, etc. The SRO shall make referrals to such agencies when necessary thereby acting as a resource person to the students, faculty, and staff of the school.				

<p>Coordinate all security efforts at their assigned campuses including the coordination of a safety audit of the campus and develop a long-range plan for campus safety. The plan will incorporate input from school staff, students and parents.</p> <p>Assist the principal in identifying situations or school protocol, on campus or during school sponsored events, which have a potential for becoming dangerous situations and develop action plans, through long term problem solving, in an attempt to prevent or minimize their impact.</p> <p>Maintain detailed and accurate records of the operation of the School Resource Officer Program.</p> <p>School Resource Officers are not to be used for routine administrative duties such as lunchroom duty, hall monitor, bus duty, or other monitoring duties. If there is a problem in one of these areas, the SRO may assist the school until the problem is solved.</p> <p>Instructional responsibility of the SRO at the secondary schools:</p> <p>All instruction by the SRO shall be as a guest speaker. The principal or a member of the faculty may request the SRO to provide instruction. The SRO shall not be asked to teach on a full-time basis.</p> <p>Make a variety of specialized, short-term law related presentations available to the high school faculty and students.</p> <p>Develop an expertise in various subjects that can be presented to the students. Such subjects should include a basic understanding of the laws, the role of the police officer and the police mission, and other topics that relate to student or school safety.</p> <p>Duties and Responsibilities of Supervisor</p> <p>Program development and administration.</p> <p>Approving reports, overseeing problem solving efforts, providing leadership, training, direction, evaluations,</p> <p>Establishing rapport with the school Principals and GISD staff.</p> <p>Performing scheduled and non-scheduled visits to the school campuses.</p> <p>Liaison with School Principals.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with SB1707</p> <p><b>Staff Responsible for Monitoring:</b> Director of Campus Operations</p>	
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>	

**Goal 2:** Communication: Engage the community to become champions and advocates for student success and the future of the District.





**Performance Objective 5:** Increase Pre-K and Title Campus parent participation in programs and activities designed to promote and support the home/school partnership.







<b>Strategy 1:</b> Provide targeted professional learning for teachers of English Language Learners to include Sheltered Instruction strategies in both literacy and math. <b>Strategy's Expected Result/Impact:</b> Increased teacher capacity to support English and Spanish learners with specific linguistic accommodation strategies.  Increased student achievement on TELPAS and STAAR. <b>Staff Responsible for Monitoring:</b> Director of Special and Federal Programs, Dual Language and ESL Coordinators	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<b>Strategy 2:</b> Provide in-depth phonics training to PK-3 teachers to improve Spanish reading fluency of DL students <b>Strategy's Expected Result/Impact:</b> Increase in phonemic awareness of PreK-2 Dual Language Students. <b>Staff Responsible for Monitoring:</b> DL Coordinator (lead), with support from Director of Special & Federal Programs	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 3: Leadership:** Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

**Performance Objective 1:** Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.









**Evaluation Data Sources:** Leadership professional learning calendar, leadership appraisal systems, campus and district surveys.

<b>Strategy 1:</b> Redesign and implementation of One on One coaching model for all campus principals and district level leaders. <b>Strategy's Expected Result/Impact:</b> Campus and district leaders receive one - on - one coaching opportunities to assist in campus pathway work, leadership development and goal setting as well as just in time support for any relevant needs that arise. <b>Staff Responsible for Monitoring:</b> Chief Strategists	Reviews			
	Formative			Summative
	Dec 	Mar	May	Aug
<b>Strategy 2:</b> Expand and continue to implement AP Prep Academy (formerly aspiring leaders academy) for development of teacher leaders across the district. <b>Strategy's Expected Result/Impact:</b> Teacher leaders are aware of and grow in the GISD Leadership Commitments and are better equipped and prepared to take on both formal and informal leadership roles in GISD. <b>Staff Responsible for Monitoring:</b> Chief Strategist of Leadership and Culture, Chief Strategist of Systems and Operations.	Reviews			
	Formative			Summative
	Dec 	Mar	May	Aug
<b>Strategy 3:</b> Launch Hammerlun Leadership Academy that is designed to grow the personal characteristics and habits of effective leadership in any role in the district. <b>Strategy's Expected Result/Impact:</b> GISD Staff at all levels have access and are able to apply and be selected to participate in a series of experiences to grow personal and professional leadership skills and mindsets. <b>Staff Responsible for Monitoring:</b> Chief Strategists	Reviews			
	Formative			Summative
	Dec 	Mar	May	Aug
<b>Strategy 4:</b> Create and implement redesigned principal and assistant principal evaluation tools and processes that better align to GISD Vision, Mission, Beliefs and Leadership Commitments. <b>Strategy's Expected Result/Impact:</b> GISD campus leaders participate in active goal setting and progress monitoring as well as receive targeted feedback on the skills and attributes that are necessary to being an effective leader in GISD. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Leadership and Culture, Chief Strategist for Assessment and Feedback.	Reviews			
	Formative			Summative
	Dec 	Mar	May	Aug

<b>Strategy 5:</b> Create and implement routine small group leadership and learning conversations centered around recent and relevant modern leadership practices for leaders and various levels in GISD. <b>Strategy's Expected Result/Impact:</b> Leaders at multiple levels in GISD have meaningful dialogue around leadership philosophies, mindsets and practices aimed at supporting leader's ability to influence the work of the district. GISD leaders are better equipped and prepared to carryout the GISD mission of inspiring and empowering every learner to lead, grow, and serve. <b>Staff Responsible for Monitoring:</b> Superintendent, Chief Strategist of Leadership and Culture	Reviews			
	Formative			Summative
	Dec 	Mar	May	Aug
<b>Strategy 6:</b> GISD leaders participate in monthly leadership and collaboration sessions with consistent cohorts of district leaders. <b>Strategy's Expected Result/Impact:</b> Collaboration and connectivity is improved among GISD leaders and departments. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning Design, Chief Strategist for Innovation and Technology.	Reviews			
	Formative			Summative
	Dec 	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: Leadership:** Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.







**Performance Objective 2:** Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

<b>Strategy 1:</b> Monthly meetings for principals and district staff to engage in tactical and technical work conversations designed to meet specific campus and student related needs. <b>Strategy's Expected Result/Impact:</b> Campus leaders are supported by district staff with information, resources, time and space to collaborate and address necessary challenges facing campuses or make progress on leading and learning initiatives. <b>Staff Responsible for Monitoring:</b> Chief Strategists	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 2:</b> Create and deploy systematic experiences to foster collaboration and learning around leadership and culture including but not limited to a book study on "The Culture Code". <b>Strategy's Expected Result/Impact:</b> GISD leaders engage in leadership and culture development conversations and discuss ways to impact their role and influence as a leader in GISD. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Leadership and Culture.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 3:</b> Bi-weekly interdepartmental meetings for various district level teams and leaders will allow for collaboration and problem solving as new needs and demands arise. <b>Strategy's Expected Result/Impact:</b> District departments collaborate and problem solve across departments to build organizational capacity and reduce isolated work solutions. <b>Staff Responsible for Monitoring:</b> Chief Strategists	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 4:</b> Expand systematic approach to the usage of action teams across district and campuses. <b>Strategy's Expected Result/Impact:</b> District and campus staff most directly involved in carrying out work will be more directly involved in the decision making process. District and campus work will better align to the needs of the students. <b>Staff Responsible for Monitoring:</b> District and campus leaders.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

**Performance Objective 1:** Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized and celebrated at all levels.





**Evaluation Data Sources:** Social media, campus website, district website, recognition initiatives.

<b>Strategy 1:</b> Create and implement multiple avenues for recognition and celebration of GISD staff. <b>Strategy's Expected Result/Impact:</b> Positive reinforcement for behaviors and actions aligned to GISD Mission/Vision, Beliefs, and Strategic Framework will increase impact and influence culture and alignment for district work. <b>Staff Responsible for Monitoring:</b> Superintendent, Chief Strategist of Leadership and Culture, Exec. Director of Communications	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<b>Strategy 2:</b> Communications and multimedia campaigns regularly promote and communicate initiatives, actions, events and people that demonstrate strong alignment to GISD Vision, Mission, Beliefs and Learner Profile. <b>Strategy's Expected Result/Impact:</b> Positive reinforcement for behaviors and actions aligned to GISD Mission/Vision will increase impact and influence alignment for district work. Our community at large is more aware of this work in GISD. <b>Staff Responsible for Monitoring:</b> Executive Director of Communications.	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

**Performance Objective 2:** Align resources to provide technology and collaborative spaces that reflect a student's need for choice.

**Evaluation Data Sources:** Learning space observations





<b>Strategy 1:</b> Research and pilot systems that support personalized learning in attainment of student academic goals and growth in the GISD Learner Profile. <b>Strategy's Expected Result/Impact:</b> Research and pilot systems that support personalized learning in attainment of student academic goals and growth in the GISD Learner Profile. <b>Staff Responsible for Monitoring:</b> Chief Strategist of Technology and Innovation, Chief Strategist of Assessment and Feedback	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<b>Strategy 2:</b> Continued exploration of the use of portfolios for assessment and feedback purposes. <b>Strategy's Expected Result/Impact:</b> Portfolio tool and process will be identified. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Technology and Innovation, with support from Chief Strategist for Assessment and Feedback	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 4:** Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

**Performance Objective 3:** Increase positive perception of professional learning in GISD to support personalized learning and continuous improvement needs. (Establish baseline data 2019-2020)

**Evaluation Data Sources:** Feedback on District supported Professional Learning sessions (on-going) and district survey data.

<b>Strategy 1:</b> Design professional learning opportunities and experiences ensuring voice, choice, and ownership are key components of all GISD professional learning. <b>Strategy's Expected Result/Impact:</b> Voice, choice and ownership will be evident in professional learning and measured via session surveys and district survey. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning Design (Lead), with support from Chief Strategists, Coordinator of Professional and Personalized Learning, and development team members	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<b>Strategy 2:</b> Establish a professional learning plan for GISD that is aligned to the Strategic Framework, reflects the needs identified in campus/district improvement plans, and ensures the reflection of voice, choice, and ownership. <b>Strategy's Expected Result/Impact:</b> All professional learning offered by GISD will be aligned to the Strategic Framework and needs identified in campus and district plans and pathways. <b>Staff Responsible for Monitoring:</b> Chief Strategist for Learning Design (lead), with support from Chief Strategists, Coordinators/Directors, and principals	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				