

Gonzales Independent School District

District Improvement Plan

2024-2025



Board Approval Date: October 14, 2024
Public Presentation Date: October 14, 2024

Mission Statement

Gonzales Independent School District designs meaningful learning experiences that inspire students to make an impact beyond themselves.

Vision

Gonzales ISD is a destination district committed to growing greatness.

Core Beliefs

We believe productive citizens move society forward.

We believe student success results from meaningful learning experiences.

We believe in the power of connection and that the active role of family, community, and student and staff relationships generate positive student and staff outcomes.

We believe investing in the growth of all staff creates a community of learners and leaders.

We believe when we are responsive to student needs we increase the likelihood of their success.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

On September 24, 2024, at the District Educational Improvement Committee (DEIC) meeting, the team discussed the ESSA application and how the Title I, II, III, and IV funds will be used for the 2024-2025 school year. The District Improvement Plan (DIP) for 2024-2025 was discussed as the district. The Title funds will be used to support instruction. Title IV funds will support technology professional development and activities supporting safe and secure schools. The minutes from the meeting include a detailed list of the use of all Title funds that will positively impact students' academic, social, and emotional needs.

During the meeting, the District Educational Improvement Committee (DEIC) also approved the development of the comprehensive needs assessment. Administrators, teachers, paraprofessionals, and parents participated in this process. The meeting was led by Dr. Rachelle Ysquierdo, Executive Director of Curriculum and Instruction.

The district will continue to focus on improving the teaching and learning process across all campuses.

To produce continuous improvement across all grade levels and student demographic populations, the following priorities will continue to be the primary targets for our work for the 2024-2025 school year as we continue to implement best practices to close achievement gaps:

1. Provide support to campus and district leaders to build leadership capacity.
2. Improve the approach of Tier I instruction where teachers differentiate content, process, products, and/or the learning environment for all students.
3. Implement best practices district-wide to support the teaching and learning process, supporting the development of highly effective teachers and paraprofessionals to meet all students' needs.
4. Monitor instructional practices with classroom observations by continuing GISD District Walks with district and campus leadership and curriculum coordinators to ensure effective implementation.
5. Identify and implement evidence-based strategies to address the needs of EB students about language acquisition.
6. Identify and implement evidence-based strategies to address the needs of Special Education students, including focusing on their individual IEPs.
7. Improve fiscal management of federal and state funds to support the needs of all students, especially struggling students and those identified as at-risk.
8. Implement strategies to improve and increase parent engagement at the campus and district levels.
9. Review safe and secure assessment data to create a safer and more secure environment for all staff and students.
10. Provide additional support to meet all students' academic and social-emotional needs, especially struggling students and those identified as at-risk.

Demographics

Demographics Summary

Gonzales, Texas is located in central Gonzales County East of the San Marcos River and Northeast of the Guadalupe River. GISD covers 532 square miles. The median household income is \$49,829 according to the 2019 census which is below the median state income of \$59,570. Major employers for the county are: Gonzales ISD, BYK, and Tyson Chicken. Additional employers include: GVEC, Kitchen Pride Mushroom Farms, Purina, and Gonzales Memorial Hospital. Gonzales ISD is the sole district in Gonzales, Texas. It is a one-feeder system with five campuses.

Campuses serve the following grade levels:

- Gonzales Primary Academy: PK (166)
- Gonzales Elementary: K - 2 (537)
- Gonzales North Avenue: 3rd - 5th (549)
- Gonzales Junior High: 6th - 8th (568)
- Gonzales High School: 9th - 12th (792)

Student Demographics (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Gender		
Female	1,213	47.74%
Male	1,328	52.26%
Ethnicity		
Hispanic-Latino	1,699	66.86%
Race		
American Indian - Alaskan Native	3	0.12%
Asian	6	0.24%
Black - African American	211	8.30%
Native Hawaiian - Pacific Islander	0	0.00%
White	597	23.49%
Two-or-More	25	0.98%

Student Programs (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
Dyslexia	197	7.75%
Gifted and Talented	162	6.38%
Regional Day School Program for the Deaf	0	0.00%
Section 504	223	8.78%
Special Education (SPED)	432	17.00%
Bilingual/ESL		
Emergent Bilingual (EB)	628	24.71%
Bilingual	208	8.19%
English as a Second Language (ESL)	357	14.05%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	46	1.81%
Title I Part A		
Schoolwide Program	2,541	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 02/13/2024)	Count	Percent
At-Risk	1,643	64.66%
Foster Care	10	0.39%
IEP Continuer	5	0.20%
Immigrant	27	1.06%
Intervention Indicator	373	14.68%
Migrant	6	0.24%
Military Connected	39	1.53%
Transfer In Students	83	3.2664%
Unschoolled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	1,890	74.38%
Free Meals	1,583	62.30%
Reduced-Price Meals	98	3.86%
Other Economic Disadvantage	209	8.23%
Homeless and Unaccompanied Youth		
Homeless Status Total	16	0.63%
Shelter	0	0.00%
Doubled Up	5	0.20%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 02/13/2024)

	Count	Percent
Unsheltered	0	0.00%
Hotel/Motel	11	0.43%
Not Unaccompanied Youth	15	0.59%
Is Unaccompanied Youth	1	0.04%

Demographics Strengths

- Families are engaged in the Gonzales ISD community.
- All demographic populations continue to grow or remain the same.

Student Achievement

Student Achievement Summary

STAAR for 2023 - 2024

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	
All											
Percent of Tests											
	% at Approaches GL Standard or Above	69%	54%	66%	83%	100%	75%	%	73%	64%	
	% at Meets GL Standard or Above	39%	25%	35%	58%	100%	75%	%	55%	34%	
	% at Masters GL Standard	13%	7%	11%	22%	0%	50%	%	23%	10%	
Number of Tests											
	# at Approaches GL Standard or Above	2,607	195	1,674	712	4	6	0	16	1,885	
	# at Meets GL Standard or Above	1,486	89	883	492	4	6	0	12	994	
	# at Masters GL Standard	499	25	275	190	0	4	0	5	302	
	Total Tests	3,801	358	2,554	855	4	8	0	22	2,935	
Reading											
Percent of Tests											
	% at Approaches GL Standard or Above	70%	59%	68%	84%	100%	75%	%	64%	66%	
	% at Meets GL Standard or Above	46%	32%	42%	65%	100%	75%	%	55%	40%	
	% at Masters GL Standard	16%	8%	14%	26%	0%	50%	%	18%	12%	
Number of Tests											
	# at Approaches GL Standard or Above	1,091	91	703	286	1	3	0	7	786	
	# at Meets GL Standard or Above	715	49	434	222	1	3	0	6	482	
	# at Masters GL Standard	250	13	143	90	0	2	0	2	146	
	Total Tests	1,550	153	1,041	340	1	4	0	11	1,192	
Mathematics											
Percent of Tests											
	% at Approaches GL Standard or Above	67%	50%	64%	82%	100%	67%	%	75%	62%	

	% at Meets GL Standard or Above	34%	20%	30%	51%	100%	67%	%	63%	29%	
	% at Masters GL Standard	10%	6%	8%	19%	0%	33%	%	25%	8%	
Number of Tests											
	# at Approaches GL Standard or Above	872	63	554	246	1	2	0	Two or More Races	6	622
	# at Meets GL Standard or Above	All Students 446	African American 25	Hispanic 260	White 153	American Indian 1	Asian 2	Pacific Islander 0		5	High Focus 294
	# at Masters GL Standard	136	8	69	56	0	1	0		2	82
	Total Tests	1,307	125	871	299	1	3	0		8	1,005
Science											
Percent of Tests											
	% at Approaches GL Standard or Above	67%	54%	64%	83%	100%	100%	%	100%	63%	
	% at Meets GL Standard or Above	33%	20%	27%	56%	100%	100%	%	33%	27%	
	% at Masters GL Standard	8%	4%	5%	20%	0%	100%	%	33%	7%	
Number of Tests											
	# at Approaches GL Standard or Above	398	29	255	109	1	1	0		3	295
	# at Meets GL Standard or Above	194	11	106	74	1	1	0		1	128
	# at Masters GL Standard	50	2	20	26	0	1	0		1	31
	Total Tests	591	54	400	132	1	1	0		3	466
Social Studies											
Percent of Tests											
	% at Approaches GL Standard or Above	70%	46%	67%	85%	100%	%	%	%	67%	
	% at Meets GL Standard or Above	37%	15%	34%	51%	100%	%	%	%	33%	
	% at Masters GL Standard	18%	8%	18%	21%	0%	%	%	%	16%	
Number of Tests											
	# at Approaches GL Standard or Above	246	12	162	71	1	0	0		0	182
	# at Meets GL Standard or Above	131	4	83	43	1	0	0		0	90
	# at Masters GL Standard	63	2	43	18	0	0	0		0	43
	Total Tests	353	26	242	84	1	0	0		0	272

Graduation Rate Data Table for 2023 - 2024

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander
4-Year Graduation Rate (Gr 9-12): Class of 2023							
% Graduated	95.9%	83.3%	97.7%	93.6%	%	%	%
\$ Graduated	185	10	130	44	0	0	0
Total in Class	193	12	133	47	0	0	0
5-Year Graduation Rate (Gr 9-12): Class of 2022							
% Graduated	97.5%	100.0%	97.5%	97.4%	%	%	%
\$ Graduated	198	7	153	38	0	0	0
Total in Class	203	7	157	39	0	0	0
6-Year Graduation Rate (Gr 9-12): Class of 2021							
% Graduated	92.6%	77.8%	91.8%	97.8%	%	100.0%	%
\$ Graduated	188	7	135	44	0	1	0
Total in Class	203	9	147	45	0	1	0
Annual Dropout Rate (Gr 9-12): SY 2022 - 2023							
% Dropped Out	0.8%	0.0%	0.7%	1.5%	%	%	0.0%
# Dropped Out	7	0	4	3	0	0	0
# of Students	831	66	565	194	0	0	1

RLA	# students	Avg Raw Score	Avg Scale Score	Avg% Score	% Appr	% Meet	% Master
3RD	185	26	1448	50.01%	72.43%	47.03%	18.38
3RD SLA	3	23	1330	44.87%	66.67%	0.00%	0.00
4TH	153	29	1568	54.91%	84.97%	55.56%	22.88
4 SLA	2	12	1226	23.08%	0.00%	0.00%	0.00
5TH	187	26	1570	50.83%	70.59%	44.38%	19.79
5 SLA	5	27	1491	51.51%	40.00%	40.00%	0.00
6TH	185	27	1609	47.45%	63.24%	44.86%	18.92
7TH	187	30	1642	54.42%	69.52%	47.59%	17.11
8TH	180	28	1684	49.13%	74.44%	45.00%	21.11
English 1	230	33	3954	51.28%	59.57%	44.35%	10.00
English 2	208	31	3889	49.08%	59.62%	38.46%	2.88

RLA	# students	Avg Raw Score	Avg Scale Score	Avg% Score	% Appr	% Meet	% Master
	1525					Total	
						% Points	
						Total % Points	
						Component Score	
MATH	# students	Avg Raw Score	Avg Scale Score	Avg% Score	% Appr	% Meet	% Master
3RD	183	18	1422	48.91%	66.67%	33.33%	8.20
3RD Span	3	12	1315	37.43%	33.33%	0.00%	0.00
4TH	155	21	1539	51.45%	72.26%	39.35%	10.97
4 Span	2	8	1305	18.75%	0.00%	0.00%	0.00
5TH	182	25	1668	59.41%	82.97%	53.30%	23.63
5 Span	5	13	1469	30.95%	20.00%	20.00%	0.00
6TH	186	18	1670	41.86%	52.69%	23.12%	9.14
7TH	185	21	1733	46.56%	49.19%	26.49%	7.57
8th	139	20	1788	42.06%	62.59%	22.30%	1.44
HS Algebra	201	23	3676	39.46%	56.72%	17.91%	3.98
JH Algebra	42	35	4143	59.81%	100.00%	66.64%	23.81
	1283					Total	
						% Points	
						Total % Points	
						Component Score	
SCIENCE							
5th Science	187	18	3606	47.10%	53.48%	21.93%	6.95
5th Span Science	5	12	3188	31.79%	20.00%	0.00%	0.00
8th Sci	180	20	3648	42.66%	54.44%	26.67%	3.33
Biology	220	24	4003	45.53%	87.73%	44.55%	13.18
	592					Total	
						% Points	
						Total % Points	
						Component Score	
SOCIAL STUDIE							

RLA	# students	Avg Raw Score	Avg Scale Score	Avg% Score	% Appr	% Meet	% Master
8th Soc Stud	180	21	3540	42.61%	46.37%	17.78%	5.56
US History	172	41	4132	51.93%	89.53%	54.07%	27.33
	352					Total	
						% Points	
						Total % Points	
						Component Score	

Student Achievement Strengths

Reviewing the data:

- Students did well in the Approaches
- Students' scores in the Masters is moving in the right direction
- 4th grade students did well on the STAAR

District Culture and Climate

District Culture and Climate Summary

The district leadership team has set clear goals and expectations to address the needs of every student. In a constantly changing world, our core values remain steadfast, guiding our actions and interactions with others.

- **ALL students can and will learn**
- **Respect and embrace our diverse community**
- **Nurture positive relationships**
- **Foster a safe and orderly environment**
- **Make data-driven decisions**
- **Ensure ethical behavior**

These principles form the foundation of our work and shape our commitment to excellence.

District Culture and Climate Strengths

The district works to recognize staff throughout the year. The administration provides Tribal Treat to staff once a month. District Administrators provide treat to each staff member at each campus to show each teacher how we appreciate all their hard work.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

To enhance student academic achievement, Gonzales ISD is committed to recruiting, developing, and retaining highly effective teachers, principals, and assistant principals. We aim to improve the quality of our educational personnel through the following initiatives:

1. **Mentoring program for first and second-year teachers**
2. **Professional development opportunities**
3. **Staff rewards, incentives, and recognition programs**
4. **Continuation of Professional Learning Communities (PLCs)**
5. **Vertically aligned curriculum to enhance instructional delivery**

These initiatives reflect our dedication to fostering an environment where both students and educators can thrive.

Staff Quality, Recruitment, and Retention Strengths

Gonzales ISD values Professional Learning Communities, conferences, staff development, and in-class support. We take pride in our "Grow Your Own" program, which enables paraprofessionals to transition into teaching positions while they work on their certification. We also recognize the importance of community involvement and parent feedback.

To keep our community informed about campus and district information, we provide communication in both English and Spanish. As our district continues to grow, we are proud to represent an increasingly diverse range of languages each year. To strengthen our home-to-school partnership, campuses ensure that communication is accessible in both English and Spanish.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

To enhance student academic achievement, Gonzales ISD is committed to recruiting, developing, and retaining highly effective teachers, principals, and assistant principals. We aim to improve the quality of our educational personnel through the following initiatives:

1. **Implementation of Instructional Framework**
2. **Professional development opportunities**
3. **Support from Curriculum Coordinators and Campus Instructional Coaches**
4. **Continuation of Professional Learning Communities (PLCs)**
5. **Leadership training and development for campus and district leaders**
6. **Integration of technology in the classroom**
7. **Vertically aligned curriculum to enhance instructional delivery**

These initiatives reflect our dedication to fostering an environment where both students and educators can thrive.

Curriculum, Instruction, and Assessment Strengths

Curriculum, Instruction, and Assessment Strengths

The district's curriculum establishes clear expectations for student learning across all schools, aligning with the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS). Thanks to district-wide intervention programs, Professional Learning Communities, conferences, staff development, and in-class support, our academic program is seeing growth in student participation and performance. Gonzales ISD deeply values the support and feedback of our parents and community.

Instructional:

- System is in place, and resources are aligned Professional Development for best practices to support teachers and administrators
- Aligned assessments with database to provide teachers and administrators quick feedback

Personnel:

- Professional Development tied to resources and adoptions
- Instructional Technologist to support technology integration
- Professional Learning Communities (PLC) at each campus

Organizational:

- Cabinet meetings established at the district level
- Monthly administrative meetings with administration office
- Monthly leadership meetings with Cabinet and Principals
- Consistent meetings throughout campuses and district level leadership.

Family and Community Engagement

Family and Community Engagement Summary

The district leadership team has set clear goals and expectations to address the needs of all students. Our core values remain steadfast in an ever-changing world, providing a foundation for our efforts and guiding our interactions with others:

- **All students can and will learn**
- **Respect and embrace our diverse community**
- **Nurture positive relationships**
- **Provide a safe and orderly environment**
- **Make data-driven decisions**
- **Ensure ethical behavior**

These principles shape our commitment to fostering meaningful engagement with parents and the community.

Technology

Technology Summary

Technology Summary

The district currently has a sufficient collection of technology equipment at each campus. However, in order to better prepare our students for the global learning community, we are looking to upgrade our technology. Our goal for the year includes proposals for additional iPad carts and the necessary training for both teachers and students. Gonzales ISD is committed to providing 1:1 technology for each student in the district. While some teachers already have interactive boards in their classrooms, the district aims to provide additional interactive boards in all classrooms. We encourage students to use educational apps to enhance their learning and experiences. Additionally, teachers are provided with computers for classroom use and are encouraged to utilize various resources for lesson planning. Ultimately, our goal is to ensure that each student has access to their own technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Gonzales ISD will focus on enhancing student learning through the work provided to students.



Performance Objective 1: Gonzales ISD will increase Overall RLA Student Performance on STAAR from 68% approaches, 45% Meets, and 15% Masters to 73%, 50%, 20% respectively.









RLA performance on STAAR will increase to the following goals by campus:
Gonzales North Avenue: 79% Approaches, 52% Meets, and 25% Masters
Gonzales Junior High School: 74% Approaches, 50% Meets, and 23% Masters
Gonzales High School: 70% Approaches, 46% Meets, and 15% Masters

High Priority

HB3 Goal

Evaluation Data Sources: -Checkpoint and grading period assessments
-Mock STAAR
-STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Develop a district-wide instructional planning and delivery framework that clearly defines student engagement. Implement tools, resources, and support for curriculum access to ensure evidence-based, universally designed lessons that meet the needs of all general education students, including those in summer school. August 2024, September 2024, November 2024, December 2024, January 2025, February 2025, May 2025, June 2025, July 2025 Strategy's Expected Result/Impact: Improve overall performance of Tier I and Tier II students on benchmark assessments. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction District Curriculum Coordinators	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and execute a literacy plan for grades Prek-5 to include embedded professional development in the Science of Teaching Reading for all instructional staff. High-quality instructional materials (HQIM) will support the implementation process and ensure success among all students. This strategy will assist all students in meeting the challenging state academic standards. (Description 1,8)</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p>Strategy's Expected Result/Impact: Formative: mClass Dibels/Lectura CLI NWEA Summative: STAAR Reading results mClass Dibels/Lectura CLI NWEA</p> <p>Staff Responsible for Monitoring: Director of Student Supports & Strategic Initiatives Elementary Instructional Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and execute a professional development plan for secondary teachers to be delivered through Professional Learning Communities and district and campus professional development days that focuses on small group instruction, district-wide AVID implementation, and data-driven instruction. Utilizing resources such as McGraw Hill Study Sync, Lowman Education, and Trail of Breadcrumbs, his strategy will ensure teachers continue to refine and reinforce proven strategies to meet the needs of all students.</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p>Strategy's Expected Result/Impact: Improve overall performance of all students on benchmark and state assessments.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Secondary Coordinator of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Gonzales ISD will focus on enhancing student learning through the work provided to students.



Performance Objective 2: Gonzales ISD will increase overall Math performance on STAAR from 64% approaches, 32% meets, and 10% master to 70%, 37%, 15%.









Math performance on STAAR will increase to the following goals by campus:
Gonzales North Avenue: 77% Approaches, 46% Meets, and 20% Masters
Gonzales Junior High School: 60% Approaches, 30% Meets, and 15% Masters
Gonzales High School: 70% Approaches, 31% Meets, and 15% Masters

High Priority

HB3 Goal

Evaluation Data Sources: -Checkpoint and grading period assessments
-Mock STAAR
-STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a district-wide instructional planning and delivery framework that clearly defines student engagement. Implement tools, resources, and support for curriculum access to ensure evidence-based, universally designed lessons that meet the needs of all general education students, including those in summer school. August 2024, September 2024, November 2024, December 2024, January 2025, February 2025, May 2025, June 2025, July 2025 Strategy's Expected Result/Impact: Improve overall performance of Tier I and Tier II students on benchmark assessments. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction District Curriculum Coordinators				

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and execute a professional development plan for secondary teachers to be delivered through Professional Learning Communities and district and campus professional development days that focuses on small group instruction, district-wide AVID implementation, and data-driven instruction. Utilizing resources such as STEMScopes, Maneuvering the Middle, and Lowman education, this strategy will ensure teachers continue to refine and reinforce proven strategies to meet the needs of all students.</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p>Strategy's Expected Result/Impact: Improve overall performance of all students on benchmark and state assessments.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Secondary Coordinator of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and execute a math plan for grades Prek-5 to include embedded professional development in hands on, explicit math instruction for all instructional staff. High-quality instructional materials (HQIM) will support the implementation process and ensure success among all students. This strategy will assist all students in meeting the challenging state academic standards. (Description 1,8)</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p>Strategy's Expected Result/Impact: Improve overall performance of all students on benchmark and state assessments.</p> <p>Staff Responsible for Monitoring: Director of Student Supports & Strategic Initiatives Elementary Instructional Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Gonzales ISD will focus on enhancing student learning through the work provided to students.




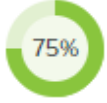




Performance Objective 3: Gonzales ISD will increase overall Science performance on STAAR from 66% approaches, 32% meets, 19% masters to 71%, 37%, 24% respectively.

Science performance on STAAR will increase to the following goals by campus:
Gonzales North Avenue: 60% Approaches, 35% Meets, and 15% Masters
Gonzales Junior High School: 60% Approaches, 31% Meets, and 15% Masters
Gonzales High School: 92% Approaches, 50% Meets, and 20% Masters

High Priority

Evaluation Data Sources: -Checkpoint and grading period assessments
-Mock STAAR
-STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Develop a district-wide instructional planning and delivery framework that clearly defines student engagement. Implement tools, resources, and support for curriculum access to ensure evidence-based, universally designed lessons that meet the needs of all general education students, including those in summer school.</p> <p>August 2024, September 2024, November 2024, December 2024, January 2025, February 2025, May 2025, June 2025, July 2025</p> <p>Strategy's Expected Result/Impact: Improve overall performance of Tier I and Tier II students on benchmark assessments.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction District Curriculum Coordinators</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and execute a professional development plan for secondary teachers to be delivered through Professional Learning Communities and district and campus professional development days that focuses on small group instruction, district-wide AVID implementation, and data-driven instruction. Utilizing resources such as SAVAAS and STEMScopes, this strategy will ensure teachers continue to refine and reinforce proven strategies to meet the needs of all students.</p> <p>August 2024, September 2024, January 2025, March 2025, May 2025</p> <p>Strategy's Expected Result/Impact: Improve overall performance of all students on benchmark and state assessments.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Secondary Coordinator of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Adjust instructional framework for grades Pre-K-5 to allow for increased time for hands-on, explicit science instruction every day. This instruction will occur alongside math to ensure students master the challenging science state standards.</p> <p>August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p>Strategy's Expected Result/Impact: Create a foundation for STEM education and improve overall performance on benchmark and fifth grade science state assessment.</p> <p>Staff Responsible for Monitoring: Director of Student Supports & Strategic Initiatives Elementary Instructional Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Gonzales ISD will focus on enhancing student learning through the work provided to students.

Performance Objective 4: Gonzales ISD will increase overall Social Studies performance on STAAR from 68% approaches, 35% meets, and 16% to 73%, 40%, 21% respectively.

Social Studies performance on STAAR will increase to the following goals by campus:

Gonzales Junior High School: 55% Approaches, 25% Meets, and 16% Masters




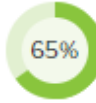
Gonzales High School: 95% Approaches, 60% Meets, and 32% Masters







High Priority

Evaluation Data Sources: -Checkpoint and grading period assessments

-Mock STAAR

-STAAR results





Strategy 1 Details	Reviews			
Strategy 1: Develop a district-wide instructional planning and delivery framework that clearly defines student engagement. Implement tools, resources, and support for curriculum access to ensure evidence-based, universally designed lessons that meet the needs of all general education students, including those in summer school. August 2024, September 2024, November 2024, December 2024, January 2025, February 2025, May 2025, June 2025, July 2025 Strategy's Expected Result/Impact: Improve overall performance of Tier I and Tier II students on benchmark assessments. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction District Curriculum Coordinators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and execute a professional development plan for secondary teachers to be delivered through Professional Learning Communities and district and campus professional development days that focuses on small group instruction, district-wide AVID implementation, and data-driven instruction. Utilizing resources such as Lowman Education, this strategy will ensure teachers continue to refine and reinforce proven strategies to meet the needs of all students. August 2024, September 2024, January 2025, March 2025, May 2025 Strategy's Expected Result/Impact: Improve overall performance of all students on benchmark and state assessments. Staff Responsible for Monitoring: Executive Director of Curriculum and Secondary Coordinator of Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: Adjust instructional framework for grades K-5 to allow for increased time for exploratory and inquiry-based social studies instruction every day. This instruction will occur alongside reading to ensure students master the challenging science state standards. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Build a foundation for civics education to prepare students for the challenges of secondary social studies state standards. Staff Responsible for Monitoring: Director of Student Supports & Strategic Initiatives Elementary Instructional Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Gonzales ISD will focus on enhancing student learning through the work provided to students.

Performance Objective 5: Provide professional learning and coaching for effective classroom routines and instructional strategies that will increase the accountability component score by at least 10% points.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessments








Strategy 1 Details	Reviews			
Strategy 1: Provide professional development throughout the year that targets content and instructional needs. Train teachers to teach at the level and rigor of the TEKS or Learning Objectives and offer hands-on applications supporting the teaching and learning process based on students' needs. Strategies will include integrating other content areas and disciplines to facilitate well-rounded instruction. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Classroom Observations District Assessments STAAR/EOC and EOC Retest Staff Responsible for Monitoring: Elementary and Secondary Curriculum Coordinators Director of Student Supports & Strategic Initiatives	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide district coordinators and campus instructional specialists at all campuses with support to improve Tier I instruction and provide targeted professional development based on weaknesses identified on district assessments. August 2024, September 2024, October 2024, November 2024, February 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Formative: increase in student achievement on the following assessments District Assessments MOCK Summative: STAAR Assessments Staff Responsible for Monitoring: District Curriculum Coordinators Executive Director of Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development throughout the year that targets content and instructional needs. Train teachers to teach at the level and rigor of the TEKS or Learning Objectives and offer hands-on applications supporting the teaching and learning process based on students' needs. Strategies will include integrating other content areas and disciplines to facilitate well-rounded instruction.</p> <p>August 2024, September 2024, November 2024, January 2025, April 2025, May 2025, June 2025</p> <p>Strategy's Expected Result/Impact: Formative: Classroom Observations DCA Summative: STAAR/EOC Retest</p> <p>Staff Responsible for Monitoring: District Instructional Coordinators Executive Director or Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Gonzales ISD will focus on enhancing student learning through the work provided to students.

Performance Objective 6: Gonzales ISD will ensure that 95% of teachers across all grade levels have integrated technology-enhanced learning activities into at least 30% of their curriculum.

Evaluation Data Sources: -Observational Data
-PLC, planning minutes
-Lesson plans





Strategy 1 Details	Reviews			
Strategy 1: Ensure ongoing integration between digital student resources and Skyward Student (SIS) and/or ClassLink (LMS) for student and teacher ease of product access. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Accessibility for students and staff. Staff Responsible for Monitoring: Data Integration Specialist, System Administrator, Technology Director	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop a comprehensive professional development plan, focused on using digital tools to enhance lesson plans. The workshops will be in-person with teachers attending a minimum of 4 workshops during the school year. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Increased staff usage of technology as a tool/resource for instruction. Staff Responsible for Monitoring: Instructional Technologist, Curriculum and Instruction Department, Campuses	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Administer a Student Digital Literacy and Engagement Survey twice a year to measure the effectiveness of technology integration in the classroom. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Increased self-serve options, decreased demand for tech support Staff Responsible for Monitoring: Systems Administrator, Technology Director	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Increase customer satisfaction by improving response time to tickets through reorganization of technology department workflow. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Improved response time, customer service, and process alignment Staff Responsible for Monitoring: Campus Technician Lead, Director of Technology	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Gonzales ISD will focus on enhancing student learning through the work provided to students.

Performance Objective 7: Implement tracking systems to monitor individual students' progress and schedule accelerated instruction and interventions that will support the improvement of students' progress by increasing the component score by at least 10% points.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data and the 2024 STAAR and EOC assessments.

Strategy 1 Details	Reviews			
Strategy 1: Provide intervention time at each campuses. The focus is on increasing the use of high-quality instructional materials and pedagogical practices within intervention courses. By doing so, campus instructional specialists will work with teachers to develop effective Accelerated Learning intervention plans for students who are at risk for academic failure. (Description 1) August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Classroom Observations District Assessments mClass STAAR/EOC CLI EOY Reports Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction District Instructional Coordinators Director of Student Supports & Strategic Initiatives	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The district will offer intervention services during After School Centers of Education and Apache Academy. All STAARs will provide academic assistance in reading, mathematics, science, social studies, writing, and college and career readiness. To address HB1416, accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These supplemental instructional opportunities can be provided by enrichment classes and other methods during the school year and/or during summer school programs. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: -Close achievement gaps -Provide enrichment -Family engagement -College, Career, Military, Readiness Staff Responsible for Monitoring: Director of Student Supports and Strategic Initiative	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue



Goal 2: Gonzales ISD will provide equitable instructional services for student success.







Performance Objective 1: Gonzales ISD will increase Emergent Bilingual student performance:

By June 2025, the percentage of Emergent Bilingual students making at least one English proficiency level progress on TELPAS.

By June 2025, bilingual students will gain at least 5% in Lectura/DIBELS.

Evaluation Data Sources: The district will review the results from the district curriculum-based assessment data, 2024 TELPAS data, the 2024 STAAR and EOC results and the CBE passing rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Implement bilingual (transitional) programs with fidelity at all elementary campuses to achieve the program goals, including providing training, instructional materials, instructional strategies, and monitoring implementation to assist Emerging Bilingual students, including Gifted and Talented and Special Education students, in meeting the challenging state language and academic standards.</p> <p>July 2024, August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p>Strategy's Expected Result/Impact: Improve overall performance of EB and non-EB students on district assessments Improve language acquisition of EB and non-EB students on mClass assessments Transitional bilingual program students will continue to build a first language foundation while improving their second language acquisition STAAR Results for 3-5 grade TELPAS progress mClass EOY reports in both languages NWEA</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Bilingual Coordinator</p> <p>Results Driven Accountability</p>				

Strategy 2 Details	Reviews			
Strategy 2: Provide supplemental language programs, professional development, and resources to support language acquisition and academic development of Emergent Bilinguals, including Gifted and Talented and Special Education, to meet the challenging state academic standards. July 2024, August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025. Strategy's Expected Result/Impact: Improve overall performance of EB students on district assessments Student usage reports STAAR results TELPAS progress Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Bilingual Coordinator Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Gonzales ISD will provide equitable instructional services for student success.

Performance Objective 2: Gonzales ISD will provide equitable services to meet the needs of students in special programs and increase the performance of students receiving special education services.

By June 2025, 42% (an increase from 33%) of Special Education students in grades 3-8 will at least approach grade-level standards on the 2024 STAAR for RLA.

By June 2025, 42% (an increase from 33%) of Special Education students in grades 3-8 will at least approach grade-level standards on the 2024 STAAR for Math.



By June 2025, 30% (an increase from 19%) of Special Education students in grades 3-8 will at least approach grade-level standards on the 2024 STAAR assessments for Science and Social Studies.


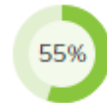

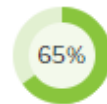
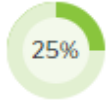





By June 2025, at least 50% of Special Education students (combined) will approach grade-level standards on the 2024 STAAR for English I, II, Algebra I, US History, and Biology.

By June 2025, at least 95% of Special Education students will obtain a minimum of satisfactory on all STAAR Alternate assessments.

High Priority

- Evaluation Data Sources:** -Checkpoint and grading period assessments
-Mock STAAR
-STAAR results

Strategy 1 Details		Reviews			
Strategy 1: Utilizing Special Education Data aligned instructional delivery framework for students of special populations and implementing a district-wide model in increasing instructional practices at all campuses, including providing training, materials, strategies for instruction, and monitoring the implementation of the student's individualized education plan in increasing student performance by mastering their IEP goals with the grade-level academic standards. (Description 1) September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Shared understanding of student and staff expectations for instructional delivery designed to meet the needs of all students Staff Responsible for Monitoring: Special Programs, Curriculum and Instruction, Campus Instructional Leaders Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: Gonzales ISD will utilize professional organization caseload recommendations and provide training and coaching opportunities to identify student strengths and weaknesses in their present levels of academic and functional performance (PLAAFP) for students receiving special education. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Staffing ratios reflect caseload recommendations Staff Responsible for Monitoring: Special Populations, Human Resources	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Meeting the needs of all students Staff Responsible for Monitoring: Special Programs	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed-upon accommodations to ensure ADA compliance for all students with disabilities. The district will establish procedures for child find, referrals, and evaluations. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Meeting the needs of all students Staff Responsible for Monitoring: Special Programs	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Gonzales ISD will provide equitable instructional services for student success.

Performance Objective 3: By improving the number of special education students graduating "IEP Complete and Workforce Ready," the percentage of high school graduates who receive special services achieving College, Career, and Military Readiness (CCMR) criteria by 10%, we can increase the percentage of high school graduates who receive special services.

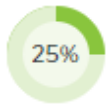

Data: 2021= 6%, 2022= 13%, 2023= 0% and 2024= 0%.









High Priority

HB3 Goal

Evaluation Data Sources: Student Information System (SIS) for career plans
CCMR data from Texas Education Agency (TEA)
IEP completion data
TSI and higher education enrollment reports
Special Education RDA reports
CTE Department Support Interest Survey results (Region 20 Co-op feedback and training)
Graduation Type codes reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Transition Planning for Special Education Students August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Increase in special education students graduating "IEP Complete and Workforce Ready" through enhanced transition planning services that focuses on career development, vocational skills, and postsecondary readiness. Staff Responsible for Monitoring: Special Education Coordinators, Transition Specialists, CTE Instructors, IEP Case Managers, Multi-Tiered System of Support (MTSS) Specialist Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Early Career Planning and Integration with SIS August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: All students, including those in special education and junior high, will have parent signed 4-year career plans inputted into the district's SIS. This will lead to better alignment of course selections with career and postsecondary goals. Staff Responsible for Monitoring: Guidance Counselors (JH & HS), SIS District Administrator, CTE Coordinator, Multi-Tiered System of Support (MTSS) Specialist, Campus Principal Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Build Partnerships with Local Businesses and Community Programs August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: By collaborating with local businesses, vocational rehabilitation services, and community organizations, students will gain access to internships, job placements, and work-based learning opportunities. This will increase the number of students graduating "workforce ready" by providing hands-on experience in real work environments. Staff Responsible for Monitoring: CTE Coordinator, Guidance Counselors, Career Prep & Practicum Teacher (Local Business Liaison) Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Gonzales ISD will provide equitable instructional services for student success.


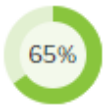


Performance Objective 4: Gonzales ISD will work with Region 13 Migrant Education Program and the Shared Service Arrangement (SSA) contact and utilize a system such as MTSS: Multi-Tiered System of Support to assess the specific academic needs of Priority for Service (PFS) migratory students and address each need with targeted instructional and support services.







Strategy 1 Details	Reviews			
Strategy 1: Perform monthly progress monitoring checks for Priority for Service for Migratory students. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: This will be retained locally at Gonzales ISD and available upon request. Priority for Services (PFS) Spreadsheet, email communication Staff Responsible for Monitoring: Director of Student Supports and Strategic Initiative Migrant Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Monitor migrant students Staff Responsible for Monitoring: Director of Student Supports and Strategic Initiative Migrant Administrator	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Gonzales ISD will recruit, develop, and retain high-quality staff.

Performance Objective 1: Develop innovative recruiting and retention strategies to attract and retain highly qualified candidates at Gonzales ISD.

Evaluation Data Sources: -TAPR

Strategy 1 Details	Reviews			
Strategy 1: Through the Gonzales ISD Mentor Program, mentor support is provided to inexperienced and out-of-field first-year and second-year teachers. (Description 2) August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Training certificate for participants Sign-in sheets Program agendas Mentor results from observations Teacher survey New teacher survey results and post-needs assessment Teacher retention rates Program Evaluation Staff Responsible for Monitoring: Human Resources Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide leadership training for district administrators to improve instructional practices and develop a positive school culture and climate for all teachers, including inexperienced or out-of-field teachers. (Description 2) (This includes attending trainings and conferences to support building leadership capacity.) August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Classroom Visits T-P ESS Accountability Review Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development to support campus administrators in building and maintaining highly effective staff by implementing and conducting learning walks on each campus. (Provide mentorship for all campus principals to support attaining campus goals and objectives.) September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Tracking teacher performance on T-TESS Monthly walkthroughs Teacher T-TESS results Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Gonzales ISD will recruit, develop, and retain high-quality staff.











Performance Objective 2: Develop "Grow Your Own" Programs within Gonzales ISD to increase internal candidates from within the district and community.

- Evaluation Data Sources:** -Program participation
-Program development and implementation

Strategy 1 Details	Reviews			
Strategy 1: Provide a program supporting the paraprofessional transition to a locally certified classroom teacher. August 2024, September 2024, November 2024, December 2024, January 2025, February 2025, May 2025, June 2025, July 2025 Strategy's Expected Result/Impact: -Increase internal teaching candidates Staff Responsible for Monitoring: Human Resources	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 75%	<div><div></div></div> 80%		
Strategy 2 Details	Reviews			
Strategy 2: To enhance the paraprofessional certification process, an alternate plan involves several key components. Instructional paraprofessionals can attend professional development sessions alongside classroom teachers, fostering a collaborative learning environment. Additionally, we will provide paraprofessionals with targeted training and resources to support their work with teachers and students. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Training plan for all paraprofessionals as required under NCLB/ESSA Observations Sign-in sheets Certificates Data reports generated from Eduphoria Staff Responsible for Monitoring: Director of Human Resource	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 45%	<div><div></div></div> 55%		
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 4: Gonzales ISD will build effective communication in a safe and secure environment that fosters positive relationships with parents, families, and community members.

Performance Objective 1: Gonzales ISD will provide a safe and secure learning environment for students as measured by the Texas safety Audit reports and the federal safe school report

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement appropriate cybersecurity safeguards to ensure the delivery of critical services. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Increased awareness of cybersecurity measures Staff Responsible for Monitoring: Technology Department	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop a calendar for cybersecurity training, reminder emails, and processes and procedures for reporting incidents. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Proactive support for cybersecurity training and incidents. Staff Responsible for Monitoring: Technology Department	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Monitor all safety checkpoints included on the annual safety audit report to ensure compliance with processes and procedures on all district and campus facilities. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Increased security across campuses Staff Responsible for Monitoring: Technology Department, Operations Department, Campuses	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 4: Gonzales ISD will build effective communication in a safe and secure environment that fosters positive relationships with parents, families, and community members.




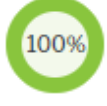





Performance Objective 2: Expand awareness and prevention efforts regarding safety and security.

Evaluation Data Sources: -Survey Analytics

-Audits

--Trends

Strategy 1 Details	Reviews			
Strategy 1: Utilize student leaders to organize opportunities for students to use their voices and work collaboratively to build awareness, prevention, and a culture of supporting one another. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Awareness, prevention, and a culture of supporting one another Staff Responsible for Monitoring: Communications, Safety and Security, and Marketing	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Refine threat assessment procedures by putting procedures in place and practicing threat protocols to ensure staff and students know how to respond to district threats. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Processes, protocols, awareness of threat response/action Staff Responsible for Monitoring: Communications, Safety and Security, Director of Operations	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Improve awareness, prevention, and response to safety and security threats by training staff annually. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Processes, protocols, awareness of threat response/action Staff Responsible for Monitoring: Communications, Safety and Security, Director of Operations	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Implement a district wide reporting system (Anonymous Alerts): bullying prevention, social emotional learning, and suicide prevention. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Increased response to mental health and safety concerns. Staff Responsible for Monitoring: Director Strategic Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Gonzales ISD provides yearly training on sexual harassment and reporting requirements for staff. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Increase the awareness of how to report sexual harassment as defined by Title IX. Staff Responsible for Monitoring: Chief of Communications and Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Gonzales ISD will build effective communication in a safe and secure environment that fosters positive relationships with parents, families, and community members.

Performance Objective 3: Develop and sustain effective structures for communication and ongoing engagement of students, staff, families, and the community





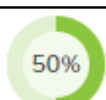
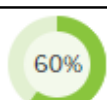
Evaluation Data Sources: Website Analytics

-Promotional Analytics

-Internal/External Surveys

-Social Media Platform Data

-Email Analytics

Strategy 1 Details	Reviews			
Strategy 1: Education of stakeholders on academic student expectations through content specific family engagement nights at least two times per semester. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Gonzales ISD will offer an after-school program that will provide support through workshops and training that will be engaging and informative for parents, families, and community members and can positively impact student learning and overall growth. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Parents will attend sessions throughout the year Staff Responsible for Monitoring: Director of the ACE program	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Establish an update website for the district and schools. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: The website will be designed to help keep community members and staff informed of what is happening in the district. Staff Responsible for Monitoring: Communications	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



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Goal 5: Gonzales ISD will implement and manage a budgeting system that allocates resources in alignment with strategic priorities.


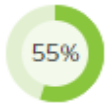






Performance Objective 1: Gonzales ISD will hold annual meetings with budget managers and other stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: Assemble a group of budget managers to review the budgeting process and provide feedback on resource alignment. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Improved communication between departments. Aligned expectations for budget development and resource management. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a process for School Board feedback for budget development process. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Evaluation of budget development, improved practices based on feedback Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Fiscal Compliance Staff Responsible for Monitoring: Director of Student Supports and Strategic Initiative	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Gonzales ISD will implement and manage a budgeting system that allocates resources in alignment with strategic priorities.

Performance Objective 2: Gonzales ISD will incorporate a link to the strategic priorities for FTE and project funding requests.

Evaluation Data Sources: Staffing alignment to strategic priorities.

Strategy 1 Details	Reviews			
Strategy 1: Revise the staffing request form to incorporate a link to the strategic priorities. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Documentation of link between staffing and strategic priorities. Staff Responsible for Monitoring: Director of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Revise the One Time Funding form to incorporate a link to the strategic priorities. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025 Strategy's Expected Result/Impact: Documentation of link between additional funding requests and strategic priorities. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance