

GANADO ISD

2021-2022

**COMPREHENSIVE NEEDS ASSESSMENT
& DISTRICT IMPROVEMENT PLAN**



"EVERY STUDENT COUNTS... EVERY MOMENT MATTERS..."

District & Campus Administration

Erin Fasel	Superintendent
Wendy Nixon	Business Manager
Sarah Woodring	Director Curriculum, Instruction and Assessment
Melissa Cunningham	Technology Director
Bert Skoruppa	Director of Maintenance
Brent Bennett	Athletic Director
Jennifer Stephenson	Ganado Elementary Principal
Katherine Edwards	Ganado Secondary Principal
Sabrina Taylor	Ganado Elementary Assistant Principal
Brian Whitecotton	Ganado Secondary Assistant Principal

Board of Trustees

Clay Green	President
Chris Hajovsky	Vice-President
Billy Benavides	Secretary
Jamie Bures	Member
Brian Peters	Member
Nick Strauss	Member
Susie Pape	Member

2021-2022 District Educational Improvement Committee

	DEIC Chair		Non-expiring term
Erin Fasel	District Professional		Non-expiring term
Sarah Woodring	Secondary Principal-Consultant		
Kathy Edwards	Elementary Principal-Consultant		
Jennifer Stephenson-Smiga	District Professional	2021-2022	2022-2023
Melissa Cunningham	EL Parent	2020-2021	2021-2022
Christina Carrasco	El Parent	2021-2022	2022-2023
Tiffany Gonzales	Secondary Parent	2021-2022	2022-2023
Amy Thedford	Secondary Parent	2021-2022	2022-2023
Joann Hernandez	Secondary Parent	2021-2022	2022-2023
Bowen Malek	Business Representative	2021-2022	2022-2023
Norman Hurt	Business Representative	2020-2021	2021-2022
Angela Stancik	Community Representative	2020-2021	2021-2022
Barbara Larson	Community Representative	2020-2021	2021-2022
Diane Bubela	EL Professional Staff	2021-2022	2022-2023
Cassie Tomanek	EL Professional Staff	2021-2022	2022-2023
Jana Johnson	EL Professional Staff	2021-2022	2022-2023
Clara Connor	EL Professional Staff	2020-2021	2021-2022
Esmeralda Salinas	JH Professional Staff	2021-2022	2022-2023
Lei Ann Girndt	JH Professional Staff	2021-2022	2022-2023
Allison Bennett	HS Professional Staff	2020-2021	2021-2022
John Harkrider	HS Professional Staff	2020-2021	2021-2022
Ronald Leos	HS Professional Staff	2021-2022	2022-2023

DISTRICT STRATEGIC PLAN

Vision

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

Mission

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

Belief Statements

Ganado ISD believes in ...

- Educating the Whole Child
- Community Support
- Positive Relationships
- Integrity
- Unity
- Compassion
- Fairness
- Academics
- Extra-curricular
- Accountability
- Safety
- Responsibility
- Good Stewardship
- Transparency
- Faith
- Consistency
- Civic Mindedness

Ganado ISD Strategic Priorities

Staff Quality, Recruitment and Retention

Vision: All Ganado ISD employees will be composed of qualified professionals who are inspiring, invested, and committed to the growth of all members of the district.

Goal:

1. Ganado ISD will recruit, retain, and competitively compensate employees who are dedicated, innovative, inclusive, and committed to educational excellence.

Operational Excellence and Financial Stewardship

Vision: Ganado ISD will promote fiscal responsibility that reflects a commitment to student learning while also providing sufficient resources for optimal operation of all District departments and facilities.

Goal:

1. Ganado ISD will develop a written budget and spending process that adheres to sound financial practices, involves effective communication with all stakeholders, provides a clear picture of all programs and needs, and provides adequate resources so that all District programs and departments can operate successfully.

Effective Communication with All Stakeholders

Vision: Ganado ISD will effectively communicate, in both English and Spanish, with all stakeholders throughout the District and the community in a positive, consistent, authentic, and timely manner by using a variety of media and resources.

Goal:

1. Ganado ISD will consistently implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, parents, and the community.

Strong School Leadership and Positive School Culture

Vision: In partnership with parents and the community, Ganado ISD will be committed to building a secure foundation of accountable staff and student leaders who consistently celebrate, support, and contribute to a unified and positive school culture.

Goal:

1. Ganado ISD will develop systems and procedures that enable staff to cultivate a unified, positive, and productive learning environment that prepares and equips students for success today and in their future.

School Safety and Climate

Vision: Ganado ISD will provide a safe and secure learning environment that fosters a community of trust and promotes student excellence.

Goal:

1. Ganado ISD will enhance security and safety while providing systems of support to guide and strengthen students' physical and emotional well-being in both academics and extracurricular settings.

High Academic Performance

Vision: Ganado ISD will improve the maximum potential for every student through an unwavering focus on high academic achievement by diverse, meaningful and engaging learning experiences that prepare our students for success in continued education, the workforce and life.

Goal:

1. Ganado ISD staff will deliver quality instruction that fosters an academic, positive social and emotional environment, that includes college, career, and military readiness through rigorous and individualized pathways of study.

Graduate Profile

Ethical
Civic Minded
Lifelong learner
Effective Communicator
Compassionate and Responsible Citizen
Strong Academic Foundation
Responsible Decision Maker
Problem Solver
Accountable

Ganado ISD Team of 8 School Board Goals

On September 10, 2019, members of the Ganado ISD School Board took part in an exercise designed to identify common values held by the District's stakeholders as well as to identify strengths observed within the Ganado ISD. After identifying the values and strengths, the Board was challenged to use that insight to select areas where Ganado ISD could grow, develop and improve; and from there, to develop measurable goals associated with the Effective Schools Framework Levers.

Ganado ISD Values:

- Leadership
- Respect
- Positive Attitudes
- Discipline
- Complacency
- Integrity
- Honesty
- Commitment to Excellence

Ganado ISD Strengths:

- Strong Community Support
- Tradition
- Student Behavior
- Small Town Atmosphere
- Student Initiative and Drive
- Facilities
- High Expectations
- Quality Communication

Ganado ISD Board Goals to Success

Board Goals and Commitments

Positive School Culture - Create a positive school culture with a compelling and aligned vision, mission, goals and values, explicit behavior expectations and management system, proactive and responsive student support services, and involved families and community.

The Board:

- Gives voice to the District's vision, mission, goals and values.
- Exemplifies high expectations for all students in academic, athletic and extracurricular endeavors as well as in behavior and conduct.
- Provides campuses with best practices resources and tools for engaging families.
- Provides data systems to track pertinent school culture data.
- Provides campuses with access to external student support services.
- Ensures that campus buildings are well maintained, safe, and conducive to learning.

- Adopts district policies and practices which align with and promote a positive school culture.

Strong School Leadership and Planning - Effective district and campus instructional leaders with clear roles and responsibilities develop, implement and monitor focused improvement plans that address the causes of low performance, include strategies to retain effective, well-supported faculty and staff, and outline steps for maintaining functional and state-of-the-art facilities.

The Board:

- Provides opportunities for ongoing support and coaching of the district and campus leaders.
- Provides the district and campuses with adequate funding and sufficient control over their budgets to ensure access to necessary resources for implementation of the school's and district's improvement plans and high-quality instruction to meet students' learning needs.
- Supports principals by protecting their time dedicated for school instructional leadership.
- Ensure that principal supervisors have necessary authority to create conditions for school success.
- Ensures that the district policies and practices adopted by the Board prioritize principal and district instructional leadership.
- Provides effective governance to support and promote student outcomes.
- Supports the hiring and retention of highly-qualified and effective administrators, faculty and staff.
- Prioritizes the needs related to facility, building and grounds and creates and implements a long-range plan to address high priority needs.

Ganado ISD HB3 Student Outcome Goals

On July 21, 2020, members of the Ganado ISD School Board took part in Board development of House Bill 3 mandated student outcome goals in Reading, Math and College Career Military Readiness. They also went through the Senate Bill 1566 mandated Evaluating and Improving Student Outcomes training that is required every two years.

HB3 Student Outcome Goals:

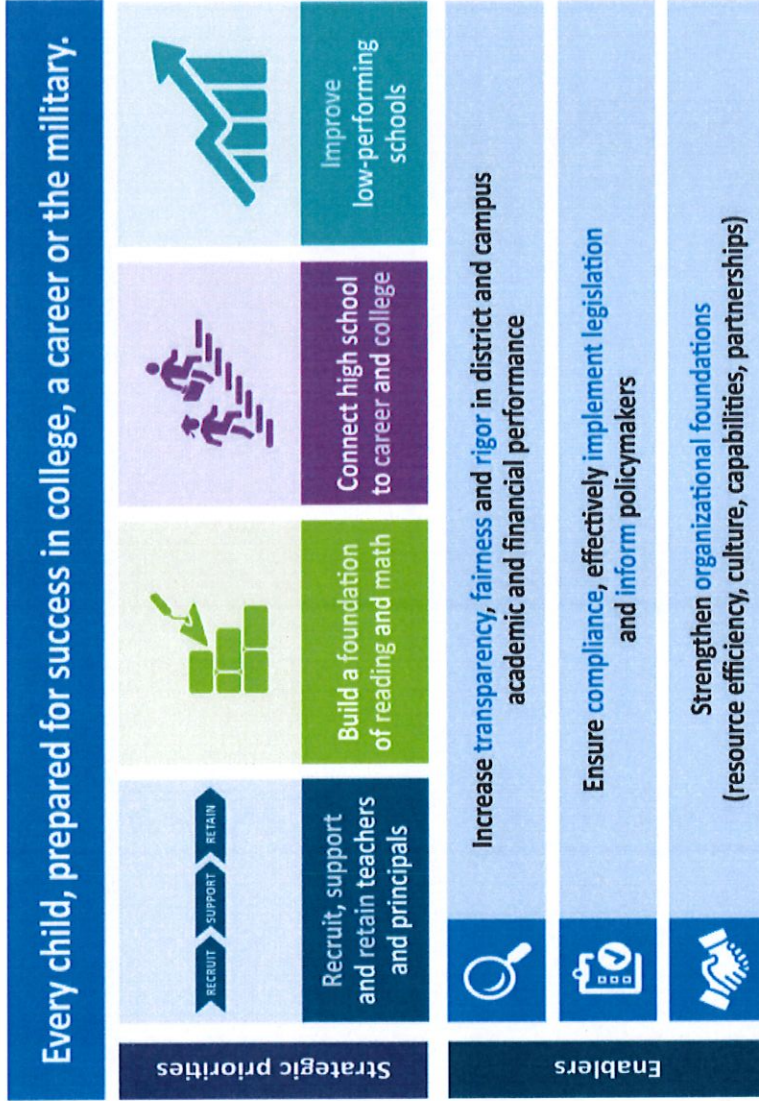
- The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 46% to 49% by June 2024.
- The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 46% by June 2024.
- The percentage of graduates that meet the criteria for CCMR will increase from 47% to 51% by August 2024.

TEA Prioritized Levers

- Lever 1: Strong School Leadership and Planning
- Lever 2: Effective, Well-Supported Teachers
- Lever 3: High Quality Curriculum
- Lever 4: High Quality Instruction
- Lever 5: Effective Instruction

TEA STRATEGIC PLAN

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

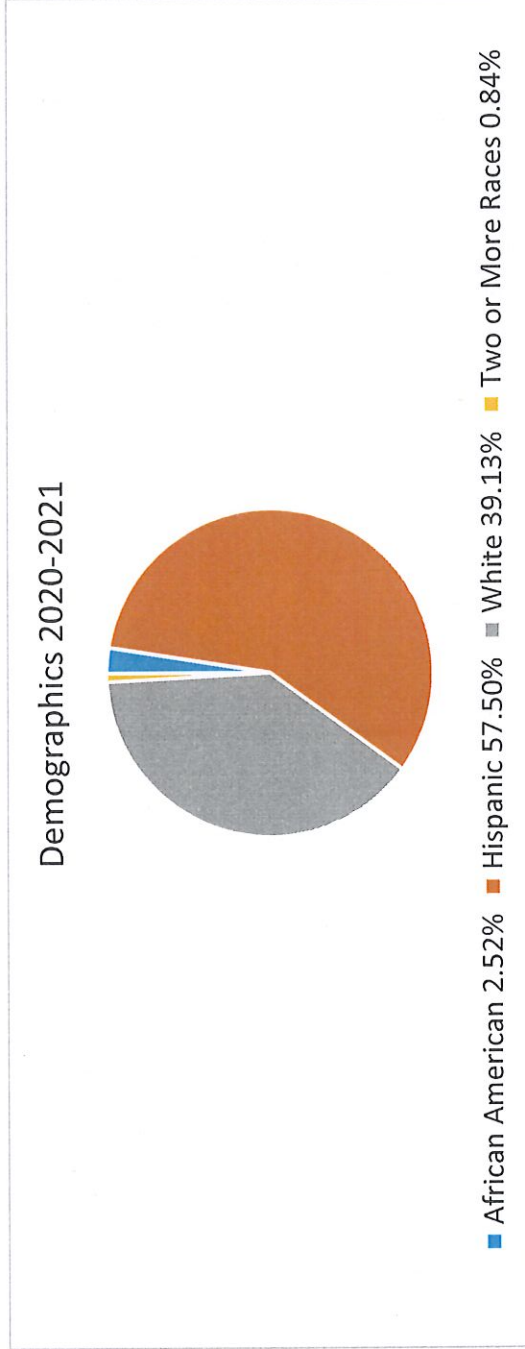


Every child, prepared for success in college, a career or the military.

Comprehensive Needs Assessment Areas of Focus

- Demographics
- Student Achievement
- School Culture & Climate
- Staff Quality, Recruitment & Retention
- Curriculum, Instruction & Assessment
- Family & Community Involvement
- School Context & Organization
- Technology
- School Finance

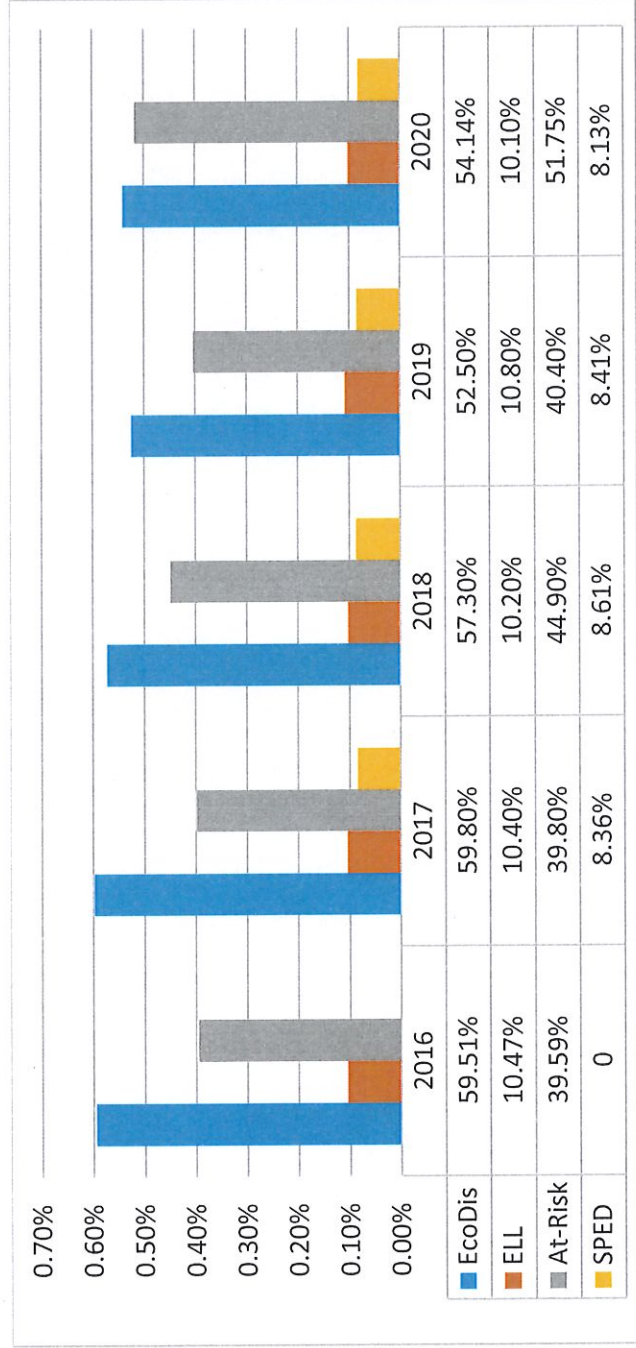
District Demographics



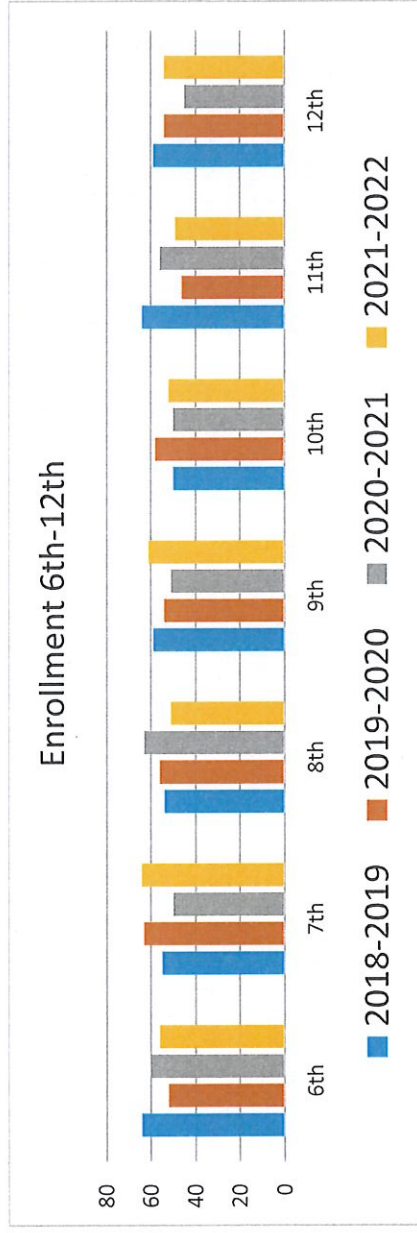
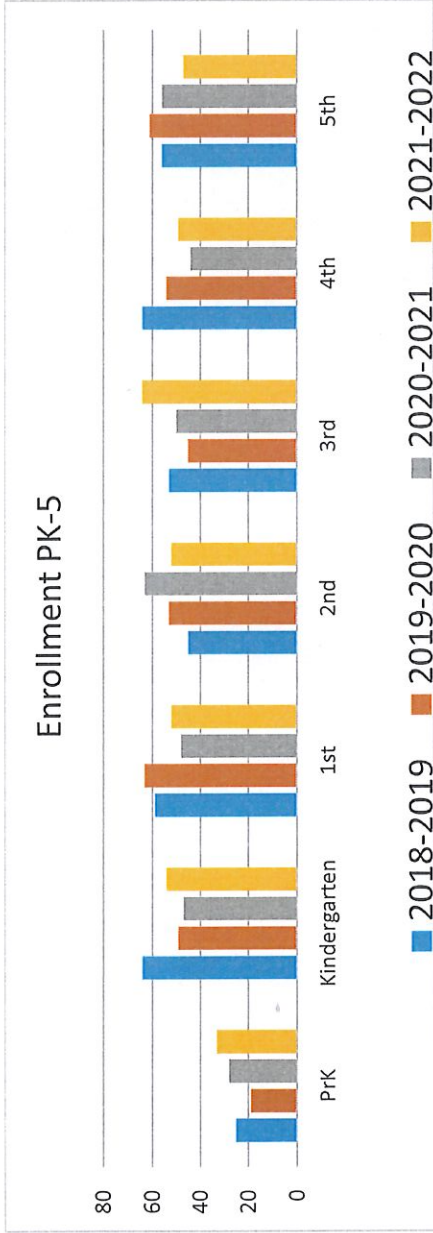
SHIFTS IN DEMOGRAPHICS & ENROLLMENT

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Students	777	766	772	731	713
African American	25	20	21	21	18
Hispanic	408	417	433	443	410
White	340	322	311	306	279
American Indian/Alaskan	1	0	0	0	0
Asian	1	0	0	1	0
Two or More	8	8	9	9	6
Economic Disadvantaged	466	439	405	447	386
Limited English Proficient	82	78	83	108	72
At Risk	310	344	312	357	369

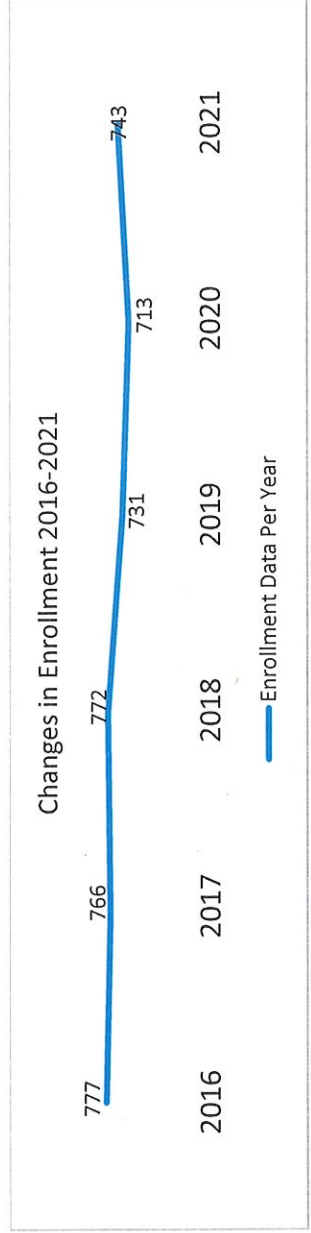
SPECIAL POPULATIONS

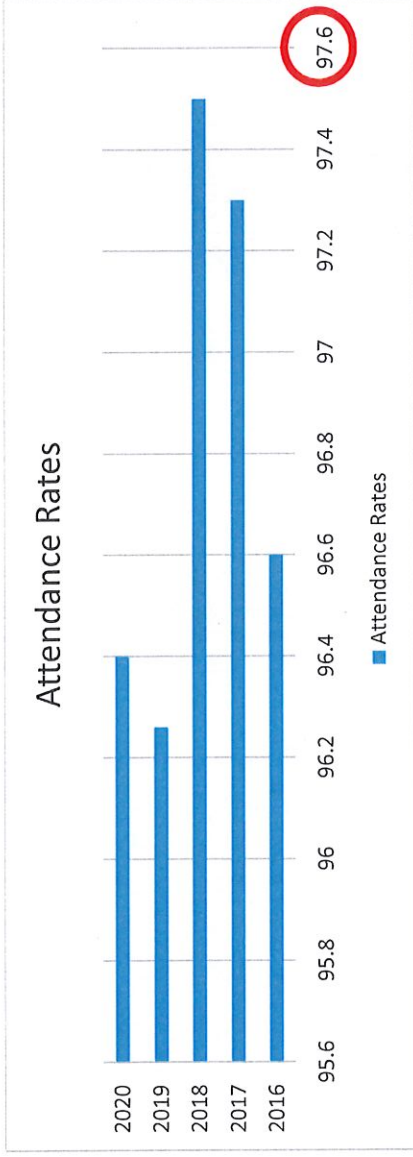


ENROLLMENT



MOBILITY AND STABILITY



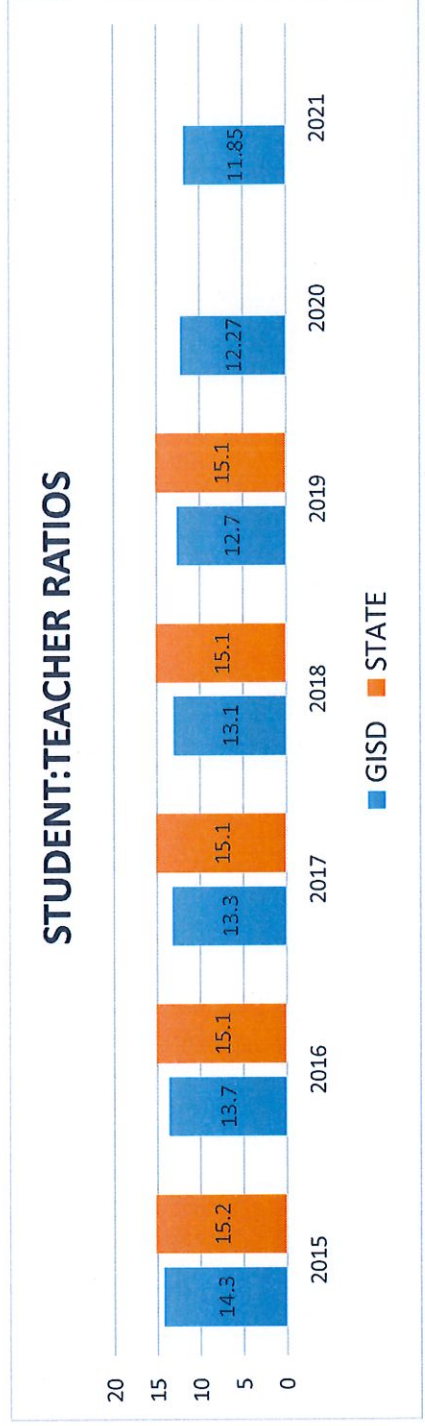


GRADUATION, COMPLETION AND DROPOUT RATES

2020-2021

Total Graduates	45	Graduation 98.83%
Foundation - no endorsement	4.44%	
Foundation - endorsement	0%	
Foundation - Distinguished level of achievement	95.55%	

TEACHER-STUDENT RATIOS



DEMOGRAPHICS

Identified Strengths

1. Enrollment overall has increased from the 2019 and 2020 school years.
2. The economically disadvantaged, English learners and Special Education numbers have remained stable since 2016.
3. The ethnic makeup of the district has remained stable for the last three years.
4. Enrollment has increased in PreK, Kinder, 1st, 3rd, 4th, 7th, 9th, 10th and 12th grades from the 2020-2021 to the 2021-2022 school year.
5. The teacher to student ratio remains below the state average.

Identified Needs

1. Attendance rates are below the state average.
2. Enrollment continues to be below the enrollment from 2016, 2017 and 2018.
3. There has been an increase in the amount of students at risk by 11% from 2019 to 2020.
4. Attendance rates are below the state average and remain lower than the attendance rates in 2016, 2017 and 2018.

Strategic Priorities & Goals

1. Continue to accept transfer students in order to increase enrollment.
2. Do a staff assessment for all positions in the district in order to hire the correct staff for our economically disadvantaged, at risk and LEP students as well as to reduce staff in relationship to student enrollment.
3. Focus intervention efforts on students who are at-risk.
4. Increase attendance rates by doing daily home calls, daily attendance tracking and use truancy prevention measures in order to increase attendance efforts.

Student Achievement STAAR READING | ELA

Grade	+/-	2021	ST	2019	ST	2018	ST	2017	ST	2016	ST
3	+12%	80%	68	85%	76%	83%	77%	73%	73%	69%	73%
4	+5%	68%	63	86%	75%	71%	73%	68%	70%	79%	75%
5	Equal	72%	72	91%	86%	96%	84%	84%	82%	84%	81%
6	+6%	67%	61	61%	68%	67%	69%	80%	69%	74%	69%
7	-7%	61%	68	76%	76%	92%	74%	67%	73%	79%	71%
8	-2%	70%	72	89%	86%	86%	86%	86%	86%	79%	87%
ENG I	+8%	74%	66	69%	68%	52%	65%	46%	64%	58%	65%
ENG II	+3%	73%	70	55%	68%	53%	67%	63%	66%	64%	67%

STAAR WRITING

Grade	+/-	2021	ST	2019	ST	2018	ST	2017	ST	2016	ST
4	+8%	61%	53	78%	67%	56%	63%	58%	65%	76%	69%
7	-9%	53%	62	65%	70%	84%	69%	71%	70%	77%	69%

STAAR MATHEMATICS

Grade	+/-	2021	ST	2019	ST	2018	ST	2017	ST	2016	ST
3	+21%	82%	61	75%	79%	78%	78%	75%	78%	65%	75%
4	+19%	77%	58	79%	75%	54%	78%	53%	76%	53%	73%
5	+29%	98%	69	89%	90%	96%	91%	93%	87%	83%	81%
6	-4%	62%	66	81%	81%	63%	77%	70%	76%	67%	72%
7	+3%	57%	54	72%	75%	76%	72%	62%	70%	58%	69%
8	-1%	59%	60	82%	88%	89%	86%	54%	85%	60%	82%
ALG	+20%	92%	72	83%	85%	60%	83%	64%	83%	72%	78%

SCIENCE

Grade	+/-	2021	ST	2019	ST	2018	ST	2017	ST	2016	ST
5	+20	81%	61	74%	75%	81%	76%	83%	74%	80%	74%
8	+7%	74%	67	79%	81%	75%	76%	69%	76%	64%	75%
BIO	+4%	85%	81	83%	88%	76%	87%	85%	86%	94%	87%

SOCIAL STUDIES

Grade	+/-	2021	ST	2019	ST	2018	ST	2017	ST	2016	ST
8	+5%	61%	56	66%	68%	52%	65%	63%	63%	50%	63%
US Hist	+5%	93%	88	82%	93%	90%	92%	85%	91%	69%	91%

Performance Level Overview

Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
<ul style="list-style-type: none"> student is <u>unlikely to succeed</u> in the next grade or course <u>without significant, ongoing academic intervention</u> student <u>does not</u> demonstrate a <u>sufficient understanding of the TEKS</u> 	<ul style="list-style-type: none"> student is <u>likely to succeed</u> in the next grade or course <u>with targeted academic intervention</u> student generally demonstrates the <u>ability to apply the TEKS in familiar contexts</u> 	<ul style="list-style-type: none"> student has a <u>high likelihood of success</u> in the next grade or course <u>but may still need some short-term, targeted academic intervention</u> student generally demonstrates the <u>ability to think critically and apply TEKS in familiar contexts</u> 	<ul style="list-style-type: none"> student is <u>expected to succeed</u> in the next grade or course <u>with little or no academic intervention</u> student demonstrates the <u>ability to think critically and apply the TEKS in varied contexts, both familiar and unfamiliar</u>

READING | ELA 2021

Grade	Approaches	St	Meets	St	Masters	St
3	80%	68%	46%	38%	16%	19%
4	68%	63%	34%	36%	14%	18%
5	72%	72%	40%	45%	23%	30%
6	66%	61%	28%	31%	12%	14%
7	61%	68%	33%	44%	20%	25%
8	70%	72%	41%	45%	11%	21%
ENG I	74%	66%	41%	50%	11%	12%
ENG II	73%	70%	61%	57%	7%	11%

MATHEMATICS

Grade	Approaches	St	Meets	St	Masters	St
3	82%	61%	48%	30%	24%	14%
4	77%	58%	39%	35%	11%	21%
5	98%	69%	79%	43%	44%	24%
6	62%	66%	25%	34%	7%	14%
7	57%	54%	24%	25%	8%	11%
8	59%	60%	10%	35%	0%	10%
ALG	92%	72%	68%	41%	32%	23%

WRITING

Grade	Approaches	St	Meets	St	Masters	St
4	61%	53%	18%	26%	2%	8%
7	53%	62%	20%	32%	0%	9%

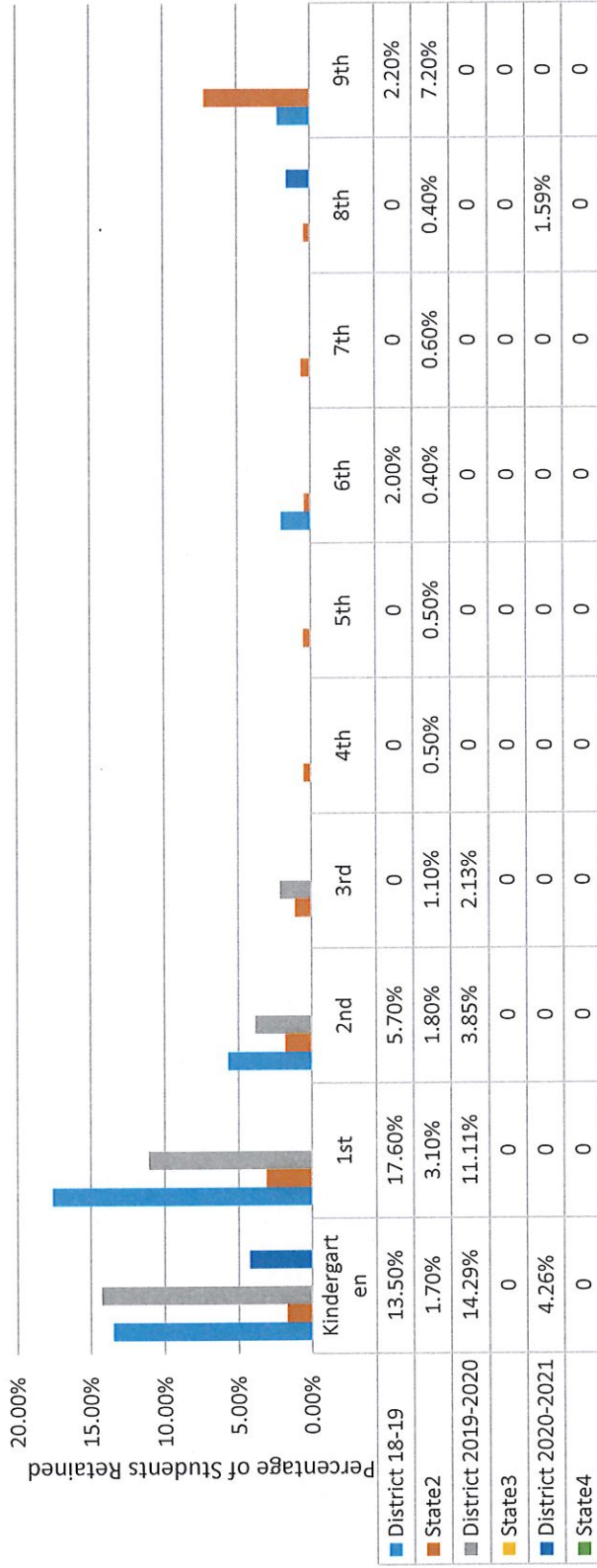
SCIENCE

Grade	Approaches	St	Meets	St	Masters	St
5	81%	61%	44%	30%	14%	12%
8	74%	67%	33%	42%	13%	23%
BIO	85%	81%	45%	54%	9%	22%

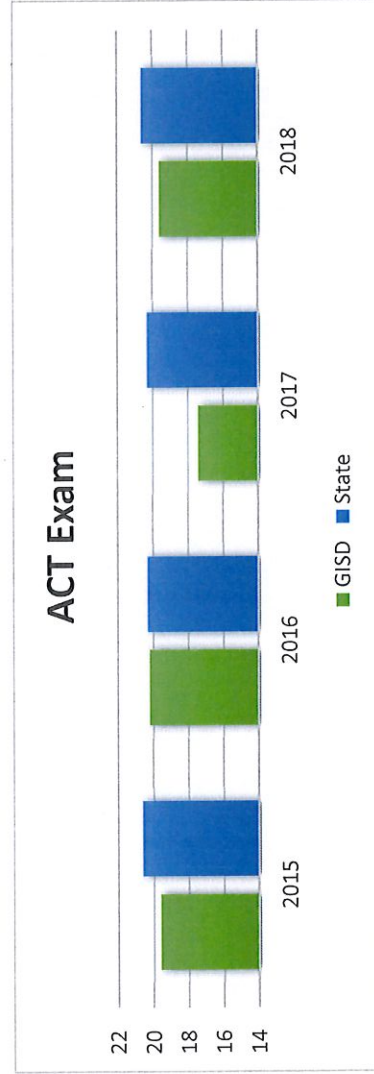
SOCIAL STUDIES

Grade	Approaches	St	Meets	St	Masters	St
8	61%	56%	13%	27%	7%	13%
US HIST	93%	88%	78%	69%	47%	43%

Retention Rates Compared to the State



ACT SCORES



COLLEGE, CAREER, AND MILITARY READY

	2020-2021	STATE
CCMR	54.5%	

TEXAS SUCCESS INITIATIVE (TSI)

	ELA	ST	MATH	ST
2015	13.3%	10.6%	3.3%	7.1%
2016	2.2%	22.6%	0%	18.1%
2017	14.0%	23.4%	12.0%	19.8%
2018	59.6%	32.1%	17.0%	23.7%
2021	11%		69%	

ADVANCED PLACEMENT | PARTICIPATION (GRADES 11-12)

	ELA	ST	MATH	ST	SCI	ST	SS	ST
2017	1%	15.9%	0%	10.9%	1.0%	10.9%	1.0%	15%
2018	0%	15.3%	0%	7.3%	0%	10.8%	0%	14.5%
2021	0%		0%		0%		0%	

ADVANCED PLACEMENT | EXAMS >/= CRITERIA (GRADES 11-12)

	ELA	ST	MATH	ST	SCI	ST	SS	ST
2017	0%	41.3%	0%	51.3%	0%	38.3%	0%	41.4%
2018	0%	42.5%	0%	52.8%	0%	38%	0%	44.6%
2021	0%		0%		0%		0%	

II. STUDENT ACHIEVEMENT

<p>Identified Strengths</p> <ol style="list-style-type: none"> 1. In 2020-2021, students in 3rd, 4th, 5th, and 6th grade reading outperformed the state on the STAAR exams overall performance. 2. In 2020-2021, students who took the English I and English II EOC outperformed the state on overall performance. 3. In 2020-2021, there was an increase in 3rd and 5th grade math and Algebra I scores from the previous school year. 4. In 2020-2021, science scores increased in both 5th grade and Biology. 5. Students who took the science and Biology STAAR and EOC exams scored above the state in overall performance. 6. In 2020-2021, math students in 3rd, 4th, 5th, 7th, and Algebra I outperformed the state in overall performance. 7. Both 8th grade history and US History STAAR and EOC scores were above the state in overall performance. 8. 3rd grade math, 5th grade math and Algebra I students outperformed the state in the approaches, meets and masters categories on the STAAR/EOC exam. 9. 5th grade science outperformed the state in approaches, meets and masters. 10. 6th grade reading, English I and English II student scores on the STAAR/EOC increased from 2019 to 2020. 11. Students who took the 4th grade writing STAAR were above the state scores in all areas. 	<p>Identified Needs</p> <ol style="list-style-type: none"> 1. Overall in Reading/ELA grades 3-8, English I and English II STAAR and EOC, students scored below the state in the masters category. 2. Grade 4-8 Reading/ELA and English I performed below the state in the meets and masters categories. 3. 6th and 8th grade math students performed below the state in all categories. 4. 7th math underperformed the state in the meets and masters categories. 5. 7th writing performed below the state in every category. 6. 8th science and Biology performed below the state at the meets and masters levels. 7. 8th social studies performed below the state in the meets and masters categories. 8. There was no advanced placement participation in 2020-2021.
<p>Strategic Priorities & Goals</p> <ol style="list-style-type: none"> 1. Administer beginning of the year curriculum based assessments that will assist teachers in identifying beginning of the year needs for intervention based on current year TEKS. 2. Use the assessment scores to build a plan to focus on recovery of gaps from the identified needs above and any continued needs for gap recovery from STAAR/EOC scores. 3. Build in focused MTSS intervention system in grades K-12 in order to recover gaps and provide interventions at grade level in order for students to be more successful in Reading/ELA, Math, Writing, History and Science. 	

4. Utilize the MTSS system with fidelity in order to recover the rating of D in the Closing the Gaps Domain for grades 6-8.
5. Utilize the curriculum, instruction and assessment design, year at a glance, and the instructional framework to focus instruction and intervention for all students.
6. Focus instruction to meet the rigor of the TEKS as they are written in order to increase student achievement levels at the approaches, meets and master's levels.
7. Utilize W.I.N time at the elementary and Enrichment time at the secondary as time for teachers to focus on moving students from approaches to meets and meets to masters.
8. Encourage students to sign up and take the ACT, SAT and TSI no later than the middle to late portion of their 11th grade. Have preparation days to help students understand the layout and foundation of both exams.
9. Schedule numerous opportunities for student to take the SAT and TSI in high school throughout the year.
10. Evaluate the course offerings across the district to meet the needs of students and get them on the pathway of CTE/dual credit and/or advanced placement with the expectation that students take and pass the AP exam, receive credit for the dual credit course or become certified in an area of CTE.

School Culture & Climate

GRADUATION RATES

YEAR	PERCENT OF GRADUATES
2020-2021	98.83%
2019-2020	
2018-2019	100%
2017-2018	93.9%
2016-2017	94.1%
2015-2016	87.9%
2014-2015	97.8%

Disciplinary Issues

Code of Conduct	Tardy	Tobacco	Disruptive Behavior	Fighting
Most violations				Fewest Violations

STUDENT INVOLVEMENT OPPORTUNITIES AND AWARDS

Athletics - Male and Female
 Band
 FCA
 FFA
 Agriculture
 Cheer
 Theater
 UIL Academics
 Culinary Arts
 Art
 Construction Technology
 Construction Academy
 Certified Nurse's Assistant Program
 Floral Design
 Ag Mechanics
 Drone Program
 Character Strong Program
 Purposeful People Program
 Dual Credit Courses
 Student Council
 Grade level Class Meetings
 Gifted and Talented Program

FCCLA
 PALS
 Yearbook/Journalism
 NJHS/NHS
 Junior FFA
 Homecoming
 All A Honor Roll
 All A/B Honor Roll
 Perfect Attendance
 Teacher's Choice (Elementary)
 Star Student (Elementary)
 PE Award (Elem)
 Music/Art Awards (Elem)
 Presidential Award (Elem)
 Spelling Bee (Elem & JH)
 Champion of Character (Elem)
 Most Improved Student (Elem)
 Accelerated Reader AR (Elem)
 Principals' Award
 Pride of the Tribe (Elem)
 Student of the Month (Elem & Sec)
 Pride Store – Pride Bucks (Elem)
 PowWow (Elem)

STAFF AND COMMUNITY INVOLVEMENT & COMMITTEES

Campus Educational Improvement Committee
 District Educational Improvement Committee
 Gifted and Talented Advisory Committee
 Student Health Advisory Committee
 Strategic Planning Follow Up Committee
 Safety and Security Committee
 Threat Assessment Team

Facilities Planning Committee
 Mentor Program Team
 Sunshine Committee
 Muffins with Moms
 Pigs with Pops

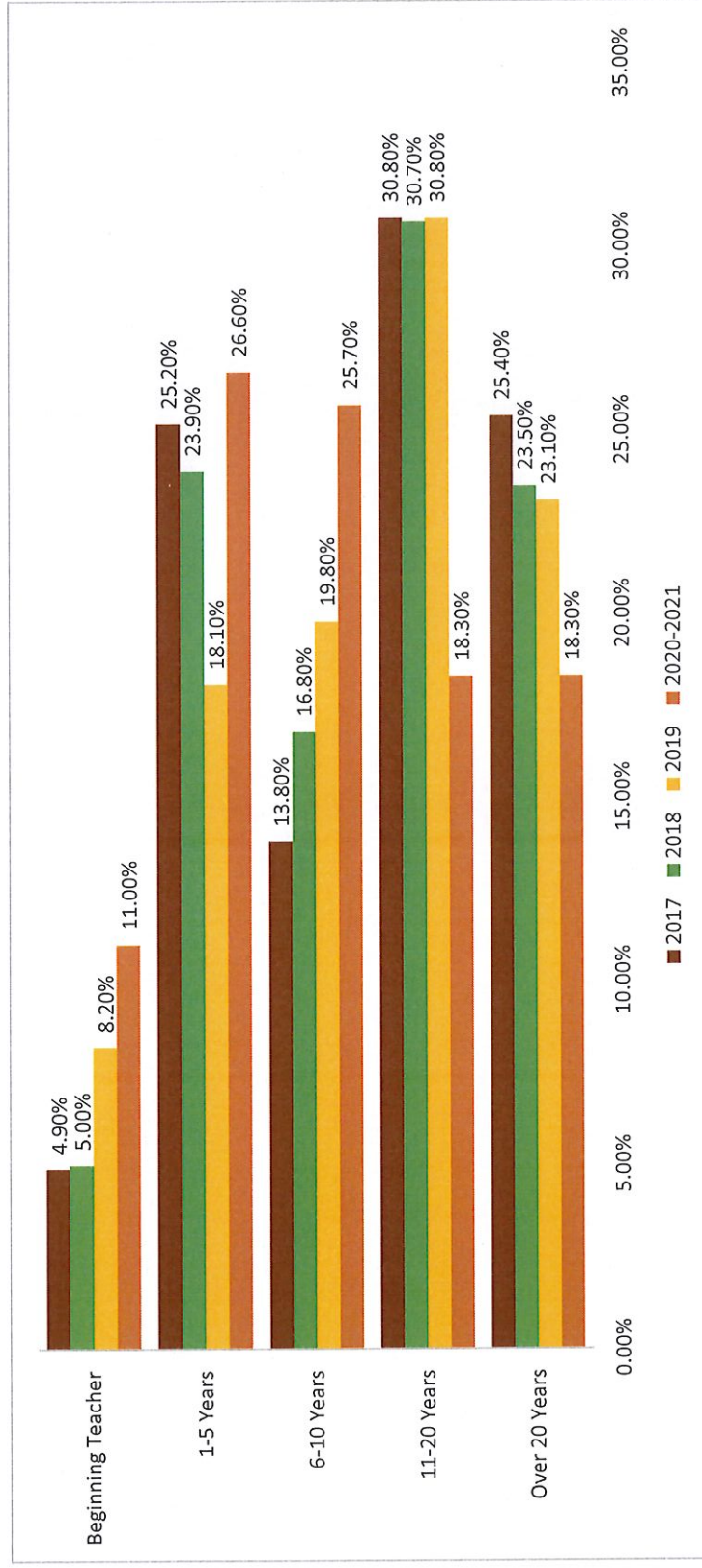
III. SCHOOL CULTURE & CLIMATE

Identified Strengths	<ol style="list-style-type: none"> 1. High Graduation Rates 2. There is a low percentage of serious disciplinary issues in the district. 3. The district has a high rate of student participation in extracurricular activities. 4. Students have multiple opportunities to be involved in school activities. 5. Celebrate staff - birthdays, "be the light" employee recognition. 6. Display of student and faculty involvement and achievements. 7. Sunshine Committee support for faculty. 8. Ongoing support, planning and feedback to campus and district leaders. 9. Students are held accountable for behavior, grades, attendance and actions. 10. Improved communication through social media to keep the school community informed of events and important information. 11. Mentorship program for new staff members has been implemented and improved upon for 2021-2022. 12. Staff have been trained on appropriate communication and use of social media postings. 13. Postings of required information on the website has improved.
Identified Needs	<ol style="list-style-type: none"> 1. The staff morale and climate needs to improve as it relates to attitude toward the success and support of their colleagues. 2. Emergency operations plans need to be appropriate, up to date, and training needs to occur for all students, faculty and staff as appropriate. 3. The district and school websites are out of date in numerous areas. 4. Implementation of the campus disciplinary plans needs to occur with efficacy. 5. Communication between and with parents about student behavior, intervention, and meeting student needs through individualized learning plans needs to improve.
Strategic Priorities & Goals	<ol style="list-style-type: none"> 1. Enhance school website for students and/or parents to be appropriately informed and communicate across multiple platforms. 2. Create a safe, respectful and open line of communication between staff and parents about student behavior, grades, intervention, and individualized learning needs. 3. Update the emergency operation plan and train all employees and students appropriately. 4. Build an emergency communication plan for the auxiliary buildings in the district. 5. Implement with efficacy the Character Strong, Purposeful People and Communities in Schools programs. 6. Implement the mentor program for new staff members with fidelity. 7. Communicate regularly with the Board of Trustees, community and parents. 8. Use social media outlets to celebrate the positives.

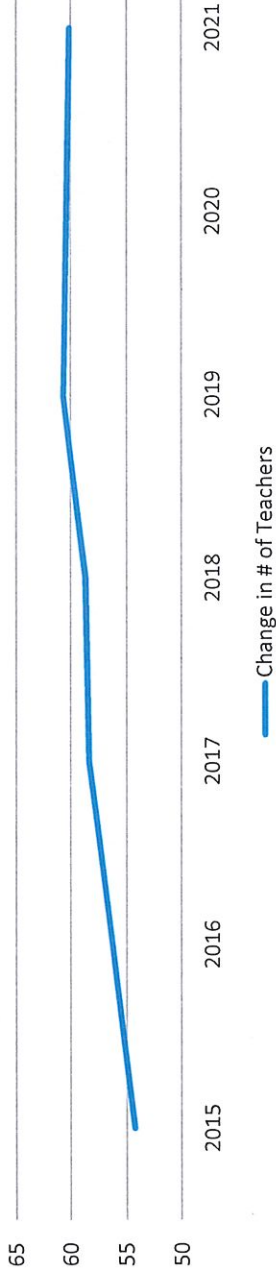
9. Encourage students and staff by having a student/staff member of the month.
10. Celebrate the good things at Board meetings.
11. Celebrate staff who go above and beyond by passing on the "Be the Light" lanterns.

STAFF QUALITY, RECRUITMENT & RETENTION

TEACHER YEARS OF EXPERIENCE



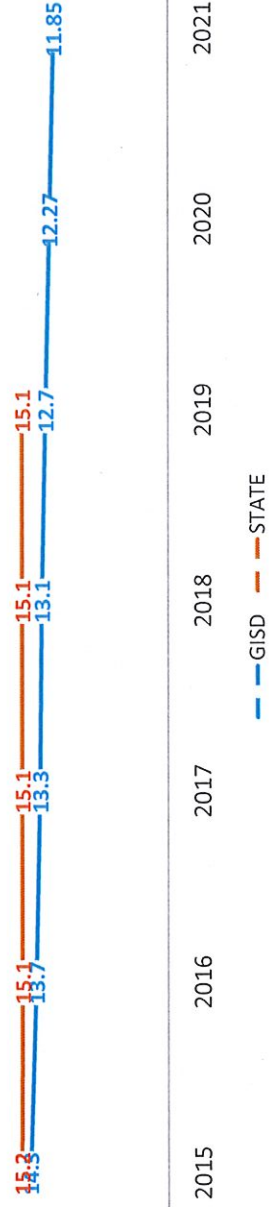
Change in # of Teachers



TEACHER TURNOVER RATE

	GISD	STATE
2021	31.15%	
2020	34.4%	
2019	27.1%	16.5%
2018	18.5%	16.6%
2017	15.5%	16.4%
2016	29.4%	16.5%
2015	21.4%	16.6%

STUDENT:TEACHER RATIOS



STAFF QUALITY, RECRUITMENT & RETENTION

<p>Identified Strengths</p>	<ol style="list-style-type: none"> 1. Ganado ISD maintains smaller student to teacher ratios than the state average. 2. Professional development and the mentor program have increased in areas where teachers need support and development. 3. Mentor program for new teachers has been implemented and is being successfully utilized by new teachers. 4. A compensation plan and hiring process have been written and are used for every employee entering Ganado ISD. 5. The compensation plan reflects appropriate increases in pay that allow Ganado ISD to be more competitive with surrounding districts. 6. A tuition based Pre-K program for staff members children has been established.
<p>Identified Needs</p>	<ol style="list-style-type: none"> 1. The highest percentage of staff in the district have only 1-5 years of experience. 2. The total number of teachers has not decreased with the decrease in enrollment. 3. A large amount of turnover has occurred in the past three years in the district. 4. Communication about compensation plans needs to be communicated early – February/March. 5. Staffing needs in DAEP/ISS need to be addressed.
<p>Strategic Priorities & Goals</p>	<ol style="list-style-type: none"> 1. Maintain higher retention rate of effective staff by celebrating, encouraging, growing and mentoring staff. 2. Utilize the Region 3 Service Center for posting positions early on their website along with other websites, as well as attending the R3 job fair and other job fairs as needed. 3. Conduct a staffing Review Assessment to determine the appropriate amount of staff in the correct areas at each campus. 4. Ongoing and open communication about T-TESS and T-PESS so that staff know where they are at in meeting district expectations. 5. Principals and assistant principals assist teachers with T-TESS goals. 6. Provide an appropriate professional development plan for individual staff throughout the district. 7. Ensure that the superintendent is coaching and supporting the executive committee through their needs and the needs of the team and professionally growing committee members. 8. Revise the compensation plan as needed in order to encourage staff members with more than five years of experience to come work in this district or stay in the district.

CURRICULUM, INSTRUCTION & ASSESSMENT

District Instructional Framework

The District will follow a researched based Instructional Framework that provides an aligned curriculum through the Region 3 ESC TEKS Resource System, proven instructional strategies, and a professional growth model for continuing education.

The Framework allows for powerful learning and powerful teaching and forms a systematic instructional process for continuity throughout the District.

Our instructional framework succeeds because it engages all students in learning and requires them to take an active role in their education.



We will implement the framework by working collaboratively through Professional Learning Communities, Administrative Rounds Model, and Instructional Rounds Model.

STANDARD-BASED CURRICULUM RESOURCES AND MATERIALS

TEKS Resource System
Google Classroom and Suite
Class Link
Plato Credit Recovery
WCJC
TxSVN
Reflex Math

Keyboarding without tears
Character Strong
Purposeful People
Online Textbooks
Eduphoria
Eduphoria Online Testing
AR Program

SCOPE AND SEQUENCE/PACING GUIDES

TEKS Resource System provides a full scope and sequence for every TEKS based core course at Ganado ISD. Pacing guides and a full year at a glance is provided for every course. In addition, all teachers have pacing calendars with instructional units mapped out to match GISD's district calendar.

INSTRUCTIONAL FOCUS DOCUMENTS

TEKS Resource system provides vertical alignment, TEKS clarification, TEKS verification, a full list of resources and instructional focus documents for each core course offered at Ganado ISD. The Instructional Focus Documents are broken down by units and all resources can be accessed through the remote online system. The IFD's include a unit overview, overarching understanding and questions, performance bundles, vocabulary words and connection to all the TEKS and ELPS (English Language Proficiency Standards) covered in each unit. Additionally, teachers have access to the TEKS Resource System TExGuide which provides lesson resources for each performance assessment listed in the instructional focus documents.

COLLABORATIVE PROCESSES

Collaborative opportunities are provided before the school year begins at in-service days. Both campuses have regularly scheduled PLC time throughout the school year. During PLCs, teachers, instructional coaches, and/or administrators meet weekly during their conference period to plan, analyze data, and collaborate. In addition, teachers are encouraged to meet after school and on occasion during the enrichment periods on an as needed bases for special grouping.

Ganado ISD Testing Calendar 2021-2022

August 31		March	
BOY Baseline Assessment Window (Elementary)		1-4	TLPAS for Secondary
		11	TLPAS Writing Collections Due
September		23	TLPAS Collections Verified
1-2	BOY Baseline Assessment Window (Elementary)	24	TLPAS Collections Rated
7-10	BOY Baseline Assessment Window (Secondary)	29	3, 4, 5 Math MOY
10	ELAR Writing Portfolio Samples Due	30	3, 4, 5 Reading MOY
15	ASVAB	31	5th Grade Science MOY
October		April	
2	SAT	5	STAAR English I EOC
		7	STAAR English II EOC
December		8	STAAR Makeup Testing Day
7	EOC English I Retest	May	
8	EOC Biology Retest	3	STAAR EOC Algebra I
9	EOC English II Retest	4	STAAR EOC Biology
10	EOC Algebra I Retest/US History Retest	5	STAAR EOC US History
January		5	STAAR 8th Grade Science
5-7	MOY Assessment Window (8 Science, 8 Social Studies, Biology, US History)	6	STAAR 8th Grade Social Studies
10-14	MOY Assessment Window (6-8 Math, 6-8 Reading, Eng. I & II, Algebra I)	10	STAAR 3, 4, 5, 6, 7, 8 Math
		11	STAAR 3, 4, 5, 6, 7, 8 Reading
February		12	STAAR 5th Grade Science
TELPAS Window February 21-April 1, 2022		13	STAAR Makeup Testing Day
21-25	TELPAS for Elementary	June	
		21	STAAR English I EOC Retest, US History Retest
		22	STAAR Algebra I Retest
		23	STAAR English II EOC Retest
		24	STAAR Biology Retest

CURRICULUM, INSTRUCTION & ASSESSMENT

<p>Identified Strengths</p> <ol style="list-style-type: none"> 1. Data rooms are being utilized to discuss where students are and how to move them forward academically. 2. PLC's have been implemented effectively at both campuses. 3. Beginning of the year baseline assessments and middle of the year assessments have been created and used to analyze data for student growth. 4. Teachers utilize technology to facilitate instruction and learning. 5. All classes have a Year at a Glance and Scope and Sequence for the 2021-2022 school year which allows teachers to pace the rigorous instruction in the classroom. 6. Instructional coaches at both schools are assisting teachers in utilizing TEKS RS and the Ganado 7 to provide rigorous instruction for all students. Each week, instructional coaches have a targeted instructional focus based on administrator observations. 7. Data/Intervention folders for every student and core content class are being developed as part of a response to intervention and to help identify student individual needs and accelerate academic growth. 8. Eduphoria is assisting with data collection and online assessments. 9. Focused W.I.N time at the elementary and Enrichment time at the secondary are occurring to fill the gaps necessary for student success. 	<p>Identified Needs</p> <ol style="list-style-type: none"> 1. More classroom visits designed specifically for helping improve instruction at all levels need to occur by the campus administrators, and administrative rounds team. 2. Feedback from walk throughs needs to be specific. 3. More frequent walkthroughs need to occur. 4. Focused conversations between principals, assistant principals, instructional coaches and teachers need to occur more often about instruction, assessment and intervention. 5. Teachers need support, direction, and timely feedback from campus and district colleagues and administration in order to be successful. 6. Utilize bell to bell teaching in order to not lose time needed to cover all TEKS appropriately. 7. Schedule teacher individualized or small group time for planning and instructional improvements with the instructional coaches.
<p>Strategic Priorities & Goals</p> <ol style="list-style-type: none"> 1. Ensure that G7 Instructional Framework & Curriculum is implemented with fidelity. 2. Ensure that the G7 Instructional Framework & Curriculum Scope and Sequence is implemented with fidelity. 3. Defined times for classroom visits, walk throughs and feedback about instruction. 4. Weekly check of lesson plans, with follow up conversations with teachers who are not effectively planning. 	

5. Utilize bell to bell teaching and reduce the amount of time away from academics and teaching.
6. Specifically plan professional development for teachers who are struggling or need additional support with the instructional coaches and/or principals.

Family and Community Involvement

PARENT VOLUNTEER INFORMATION

PTA	Project Graduation
Watchdogs - Elementary	Education Foundation
VIP - Elementary	Prom assisting/decorating
Retired teachers mentoring program/intervention with students	Committee Involvement
Parent Reading to Children	Community pep rally
Athletic Booster Clubs (2)	Pigs with Pops
Band Booster Club	Muffin with Moms
Varsity Team Meals - Backyard Boosters	Father/Daughter Dance
Team Mom Meals	Halloween Carnival
	Breakfast with Santa

PARENT AND COMMUNITY PARTNERSHIPS

Donations for in-service
 Business donations to students and staff
 T-Shirt sponsors
 Farm Bureau breakfast and luncheons - male/female athlete of week, champions of character in elementary
 Methodist Church lunch donation
 Fire department - parking, CPR training, football games, pep rallies, fire prevention month
 EMS - in service training, service dog
 Community Prayer Invocation - community churches share in the prayer
 Jackson County Fair - FFA, art contest
 Community Churches - 5th quarter
 General Fundraising - all community support
 Emergency Management Personnel - emergency operation plan
 Spanish speaking liaisons
 CTE community meetings for career readiness
 HB 4545 Tutors

FAMILY & COMMUNITY INVOLVEMENT

Identified Strengths	<ol style="list-style-type: none"> 1. The district has multiple Spanish speaking liaisons. 2. The district website can be translated in numerous languages. 3. The district has a volunteer program. 4. The district has active PTO/PTA/Booster Clubs as well as community and parent volunteer involvement. 5. The district utilizes a variety of social media to communicate with parents and community. 6. The Superintendent and administrators are available at all functions before and after school. 7. Campus administrators meet with parents when needed and call home to speak with parents/guardians as needed. 8. Progress reports are utilized at both campuses to communicate about grades and academic success. 9. Report cards are utilized at both campuses to communicate about grades and academic success. 10. District personnel are involved with numerous city officials and civic organizations and communicate with the fire department, EMS, Mayor and Judges as needed.
Identified Needs	<ol style="list-style-type: none"> 1. District and campus personnel need to meet with and be involved with city officials and civic organizations in order to coordinate, communicate and collaborate on efforts to improve and promote the school district. 2. Campus administrators, when attending games and community functions, need to be out and about speaking with the community and creating open lines of communication between the school and community. 3. Attitudes with parents/grandparents and staff members must be professional, and respectful.
Strategic Priorities & Goals	<ol style="list-style-type: none"> 1. Update the district website and social media to communicate current district initiatives and information. 2. Periodically meet with city officials and civic organizations to coordinate communication and district promotion efforts. 3. Ongoing, up to date communication, through Blackboard about district and campus information to include point of contact. 4. Regular newsletter and parent volunteer opportunities with Elementary parents. 5. Opportunities for Parent Engagement, including Data Nights and Literacy/Numeracy Nights at the Elementary. 6. Ongoing communication by Superintendent with the Board of Trustees. 7. Campus administrators attend games and community functions regularly to improve communication and strengthen trust among school/district leaders and the community.

School Organization

SCHOOL STRUCTURE

Grades PreK-5th are located at the Elementary School. Grades PreK-5 are all in the same building together and are located in colored coded pods by grade level. PreK-5th graders attend school from 7:55 am – 3:45 pm.

Grades 6-12 are all located at the Secondary School. Grades 6-12 are all in the same building together and students of all grade levels have the same lunch times, and passing periods. 6th-12th graders attend school from 7:55 am -3:45 pm.

INSTRUCTIONAL LEADERSHIP

District Superintendent – Erin Fasel
Secondary Principal – Kathy Edwards
Secondary Assistant Principal – Brian Whitecotton
Elementary Principal – Jennifer Stephenson-Smiga
Elementary Assistant Principal – Sabrina Taylor
Director of Curriculum – Sarah Woodring
Technology Director – Melissa Cunningham

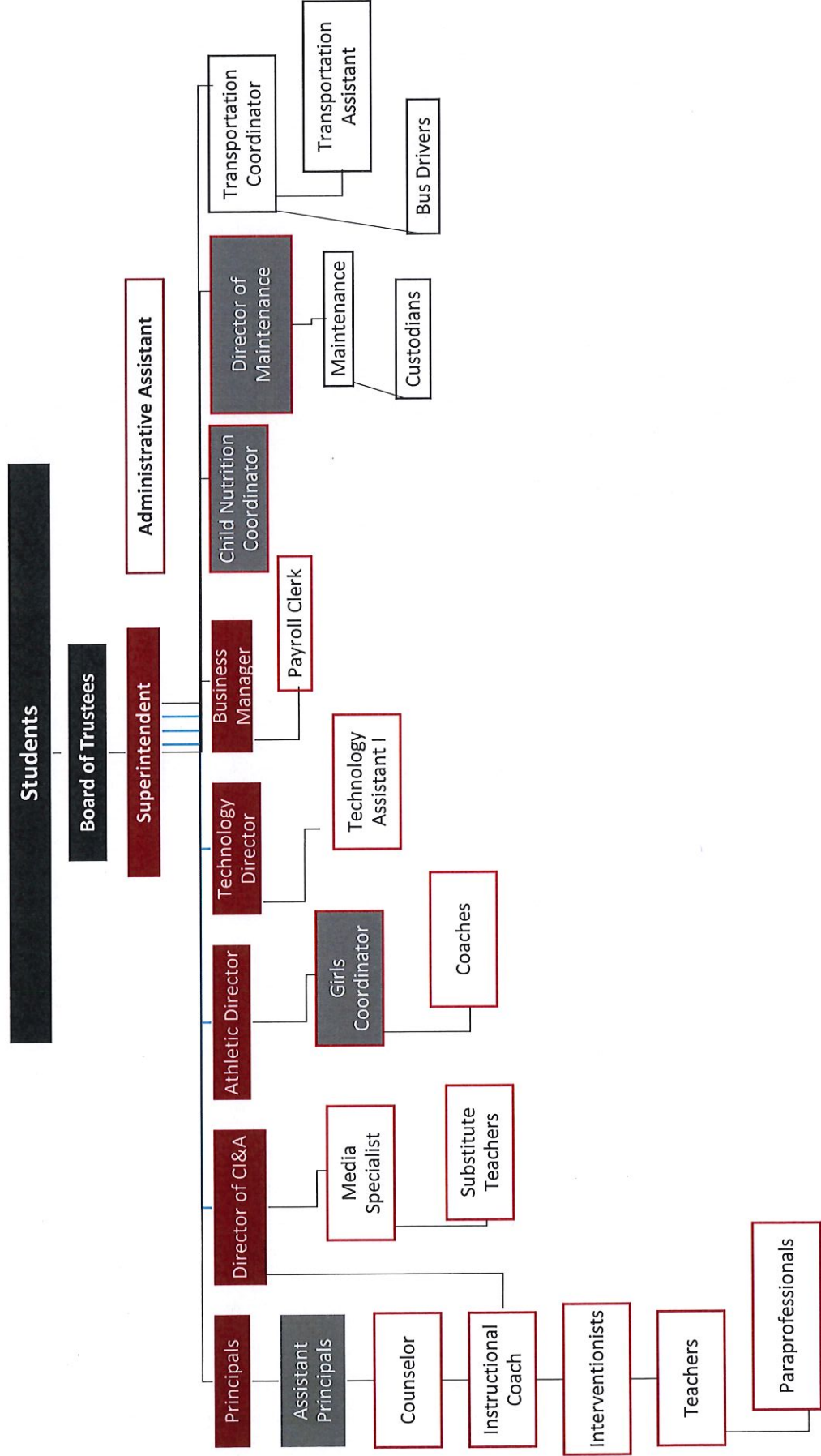
MASTER SCHEDULE

At the elementary level, students are engaged in courses that include English Language Arts, Writing, Science, Social Studies, Intervention, Keyboarding, Art, Physical Education, Music and Guidance Classes.

At the junior high, students are offered a variety of courses that include Response to Intervention, English Language Arts and Reading, Math, Science, Social Studies, Physical Education, and Athletics.

At the high school, students are offered a variety of on campus and off campus courses and programs. Those include specific regular, advanced and dual credit courses in Math, English Language Arts, Social Studies and Science. Elective and Career Technology and Engineering courses include: Athletics, Physical Education, Response to Intervention, Forensics, Principles of Ag, Professional Technologies, Ag Power, Ag Fabrication, Ag Mechanics, Floral Design, Plant Science, Horticulture, Business Information Management, Principles of AAVTC, Intro to Culinary Arts, Culinary Arts, Principles of Education, PALS, Art, Yearbook, Color Guard, Band, and Applied Music.

ORGANIZATIONAL CHART



SCHOOL ORGANIZATION

<p>Identified Strengths</p>	<ol style="list-style-type: none"> 1. Staff members are committed to providing excellence for the students of Ganado ISD. 2. The Board of Trustees desires and expects for the campuses and district to be great. 3. The course offerings at the high school level are strong and allow for multiple options for graduating with one or more endorsements. 4. The elementary master schedule and classes are strong and are a strong building block for student preparedness and options as they advance through the school system. 5. The organizational chart is strong and puts students first in decision making. 6. The organizational chart includes two instructional coaches and multiple interventionists that allow for a solid foundation of professional development for teachers and additional assistance to struggling students. 7. The core facilities in the district are sound, with the Elementary and Secondary main buildings being only 3-years-old and the cafeteria having multiple upgrades in the past five years as well as the competition gym being less than 10 years old. 8. Course offerings have been expanded at the secondary campus and elementary campuses. 9. Facility Planning Committee has been implemented – process is ongoing. 10. Protocols and procedures at both campuses and district have been established.
<p>Identified Needs</p>	<ol style="list-style-type: none"> 1. Some of the older buildings need to be assessed and a facility plan needs to be put in place to replace or upgrade the facilities to meet the needs of students in the future. 2. Continued growth for the superintendent and Board of Trustees – Team of 8 in order to meet the needs and expectations of begin great and providing the most quality education for the students of Ganado ISD. 3. Board Operating Procedures need to be established. 4. Paperwork, bills and ongoing communication from all departments needs to be improved upon with the Superintendent. 5. Protocols and procedures at both campuses and district level need to be followed with fidelity.
<p>Strategic Priorities & Goals</p>	<ol style="list-style-type: none"> 1. Continue having facility planning committee meetings in order to assess the needs of the aging buildings in the district. Put together a five and ten-year facility plan. 2. Produce and continue the professional development of the Board and Superintendent in order to meet the expectations of being great. 3. Develop, assess and implement appropriate staffing patterns by doing a Staffing Review Assessment. 4. Develop board operating procedures and expectations. 5. Use the protocols, procedures and communication plans that have been put in place at all levels. Processes can be found in the administrative hub.

Technology

All students in the Elementary, Junior High and High School have a Chromebook and are setup with Google Classroom and the entire Google Suite. Students in need of Wi-Fi capabilities have been provided a hot spot and/or have been given access to locations throughout the community where they can access free Wi-Fi.

TECHNOLOGY COMMUNICATION SYSTEMS

Blackboard is the main communication platform for the district and campuses to communicate through multiple avenues including the mobile app, Facebook, Twitter, text messaging and email.

Sports You is used for all communication for sports, athletics and extracurricular activities.

District wide, Eduphoria, Eduhero, Ascender, TEKS Resource System, and Google Suite are all used to collect, assess and disseminate information.

CLASSROOM TECHNOLOGY

All classrooms are equipped with a teacher Chromebook or Laptop, a document camera, a Smartboard, and all have access to programs such as Google Suite, Kami, Online Textbooks, Discovery Education, among multiple others that are classroom specific.

Cybersecurity

Ganado ISD runs a cybersecurity program called NIST framework and has an appointed cybersecurity coordinator. The district meets all NIST framework and DIR Texas Information Security Plan goals. Policies and procedures are in place for cybersecurity. The employee and student handbooks have the appropriate Acceptable Use Policy in them that are required to be signed in order to use any district owned technology.

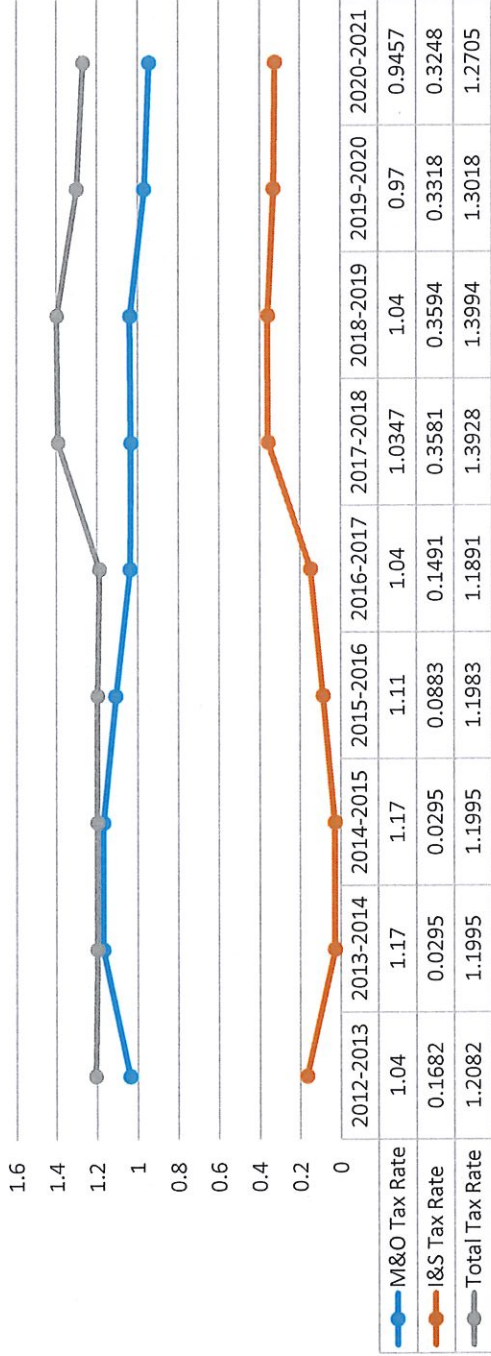
TECHNOLOGY

- | Identified Strengths | |
|----------------------|--|
| 1. | The district is a 1:1 with Chromebooks PK-12. Software such as Eduphoria, Eduhero, Ascender, TEKS Resource System and online time management systems are being used in the district to streamline processes. |
| 2. | Ganado ISD has an IT department that consists of two staff members who provide technical support, setup and infrastructure support to the entire district. |
| 3. | The District has moved to online communication in order to reduce the cost of print and mail outs. |
| 4. | The district has equipped each classroom with up to date, state of the art technology. |
| 5. | Appropriate cybersecurity framework and implementation has occurred. |

	<ol style="list-style-type: none"> 6. An online substitute system has been implemented that assists in streamlining the substitute process and allows the district to effectively collect data on absences and days used per personnel. 7. The district has moved from hourly leaves to half day and whole day leave. 8. The district has implemented blackout dates in order to reduce the amount of staff absences on crucial days such as dates of testing and before and after holidays.
<p>Identified Needs</p>	<ol style="list-style-type: none"> 1. Utilize the entire Ascender Suite to help enhance and improve online systems such as purchasing, employee pay stubs, W2 information in order to enhance and increase productivity. 2. Implement online registration for all students and open registration up as early as possible. 3. Use all of the online data programs with fidelity. 4. Implement the Eduphoria Program so that all staff have good data to use for interventions, data on student needs, and a testing program that allows our students to practice and become proficient at online testing. 5. Install desktop computers or workstations in the Ag office for use by the Ag teachers. 6. Improve the overall network health in the district.
<p>Strategic Priorities & Goals</p>	<ol style="list-style-type: none"> 1. Update the district website and social media to communicate current district initiatives and information. 2. Implement policies, procedures, and plans along with naming a cybersecurity committee to assist in the creation of strategic plans, policies, procedures and professional development plans to affiliated persons such as teachers, students, staff, IT administrators, vendors, etc... 3. Complete penetration tests, IT audit and vulnerability test with the goal of testing all systems and determining compliance with the NIST and DIR frameworks. 4. Implement the Eduphoria Program so that all staff have good data to use for interventions, data on student needs, and a testing program that allows our students to practice and become proficient at online testing. 5. Open online registration up to parents/guardians no later than April 1, 2022. 6. Encourage families to come to the school during set dates to register their students online beginning April 1, 2022, in order to assist them with any registration problems they may have.

School Finance

M&O and I&S Tax Rates



Fund Balance

Construction Fund Balance	\$404,936
Equipment Fund Balance	\$778,302
Unassigned Fund Balance	\$4,128,806
6 Months Operating Expense	\$4,188,000

District Improvement Plan 2020-2021



DISTRICT IMPROVEMENT PLAN 2020-2021

GISD Strategic Priority: High Academic Performance and Student Success: Ganado ISD will improve the maximum potential for every student through an unwavering focus on high academic achievement by diverse, meaningful and engaging learning experiences that prepare our students for success in continued education, the workforce and life.

TEA Prioritized Level 4: High Quality Curriculum

TEA Prioritized Level 5: Effective Instruction

Board HB3 Goal	The percent of 3rd grade students that score meets grade level or above on STAAR reading will increase from 46% to 49% by June 2024.
	a. The percent of 3rd grade students that score meets grade level or above on STAAR math will increase from 42% to 46% by June 2024.
	b. The percentage of graduates that meet the criteria for CCMR will increase from 47% to 51% by August 2024.
Board Goal to Success	Effective district and campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance, include strategies to retain effective, well-supported faculty and staff, and outline steps for maintaining functional and state-of -the-art facilities.
Strategic Plan Goal	Ganado ISD staff will deliver quality instruction that fosters an academic, positive social and emotional environment, that includes college, career, and military readiness through rigorous and individualized pathways of study.

Strategies/Activities	Funding Source	Person Responsible	Persons Supporting	Evidence to Demonstrate Success	Formative Evaluation Timeline
Identify areas of college, career and military readiness areas and track the progress of every student in grades 6-12 to ensure they know and have the opportunity to meet the CCMR readiness standard.	Local	Curriculum Director	Campus Counselors, Campus Administrators	Data and tracking information for every student in the district grades 6-12 that shows their progress toward college, career and military readiness.	
Implement a District Instructional Framework and research based instructional strategies called the G7 Instructional Framework. Ensure that the G7 Instructional Framework & Curriculum is implemented with fidelity along with the TEKS Resource System scope and sequence. Utilize the curriculum, instruction and assessment design, year at a glance, and the instructional framework to focus instruction and intervention for all students.	Local	Curriculum Director	Principals, Assistant Principals, Instructional Coaches, Superintendent	Teachers receive training from administrators during in-service. Ongoing support is provided during PLCs from instructional coaches. Data from Eduphoria lesson plans track evidence of implementation.	Finished – August In-service; ongoing training as needed per teacher.

<p>Continue administrative rounds at each campus in order to improve and focus on professionally developing each principal and assistant principal in the implementation of the instructional framework, instructional strategies, increasing student achievement levels of approaches, meets and masters and increasing the use best practices in a productive classroom.</p>	<p>Local</p>	<p>Campus Principals</p>	<p>Superintendent, Assistant Principals, Curriculum Director</p>	<p>Administrative Rounds for Elementary, Junior High and High School, Administrative Rounds preparation meetings.</p>	
<p>Improve upon the new teacher mentor program and implement it with fidelity throughout the 2021-2022 school year.</p>	<p>Local</p>	<p>Curriculum Director</p>	<p>All new staff, administrators and mentees.</p>	<p>New Teacher/Staff Member In-service, ongoing yearlong support from assigned mentors</p>	<p>Ongoing – August Meet Your Mentor Day, Mentors working throughout the year with Mentees</p>
<p>Develop and implement T-TESS and T-PESS evaluation calendars and training.</p>	<p>Local</p>	<p>Superintendent, Campus Principals and Assistant Principals</p>	<p>Campus Principals, Assistant Principals, Staff and Teachers</p>	<p>T-TESS Calendars, T-PESS Calendars, Evaluation system training. Evaluations and feedback.</p>	<p>Finished – Developed in June and July 2021. Dispersed to staff in Aug, Sep and Oct</p>
<p>Track, maintain and improve secondary (7-12) student participation rates in extra-curricular activities.</p>	<p>Local</p>	<p>Campus Principals, Assistant Principals and Directors</p>	<p>Extra-Curricular Coaches and Sponsors</p>	<p>List and track all students in extra-curricular activities.</p>	
<p>Develop and administer beginning of the year curriculum based assessments; disaggregate the data and use it focus interventions in the classroom and interventions as required by HB4545.</p>	<p>Local</p>	<p>Instructional Coaches, Principals, Assistant Principals</p>	<p>Curriculum Director and Teachers</p>	<p>Baseline assessment data disaggregated and utilized as valuable information to define student needs in intervention.</p>	<p>Finished – students have been broken into appropriate groupings and teachers have access to data.</p>
<p>Encourage students to sign up for and take the PSAT, ACT, SAT and TSI no later than the middle to late portion of their 11th grade year. Implement focused preparation days to help students understand the layout and foundation of these exams. Schedule numerous opportunities for student to take the SAT and TSI in high school throughout the year.</p>	<p>Local</p>	<p>Counselor and Teachers</p>	<p>Principal, Asst. Principal, Teachers</p>	<p>Increased levels of PSAT, ACT, SAT and TSI test takers and passers.</p>	<p>Emails and announcements for the 10/13/21 event occurred.</p>

Use the assessment scores to build a plan to focus on recovery of gaps from identified individual needs of students, students at risk and any continued needs for gap recovery from STAAR/EOC scores during the COVID-19 pandemic.	Federal Funds	Superintendent, Instructional Coaches, Principals, Assistant Principals, Directors	Teachers, FEV Tutor, Part time teachers	Students who were unsuccessful on 2021 STAAR/EOC assessments are receiving tutorials through part time teachers at the Elementary during WIN time and by FEV Tutors at the Secondary during Enrichment time.	Ongoing
Use STAAR/EOC assessment scores in 2022 to identify and provide summer school for all students who were unsuccessful in order to meet the requirements of HB4545.	Federal Funds	Superintendent, Instructional Coaches, Principals, Assistant Principals, Directors	Teachers, FEV Tutor, Part time teachers	Students will attend summer school in order to recover the educational gaps in order to be successful on the next STAAR/EOC assessment.	Ongoing
Build in focused MTSS intervention system in grades K-12 in order to recover gaps and provide interventions at grade level in order for students to be more successful in Reading/ELA, Math, Writing, History and Science. Utilize the MTSS system with fidelity in order to recover the rating of D in the Closing the Gaps Domain for grades 6-8.	Local	Curriculum Director and Principals	Teachers, instructional coaches	Interventions for students to improve Reading/ELA, Math, Writing, History and Science scores.	
Utilize W.I.N time at the elementary and Enrichment time at the secondary as time for teachers to focus on moving students from approaches to meets and meets to masters.	Local	Curriculum Director and Principal	Teachers	Time is utilized at both campuses to enrich students academically.	Ongoing – Elem began in August; Sec began in Oct
Evaluate the course offerings across the district to meet the needs of students and get them on the pathway of CTE/dual credit and/or advanced placement with the expectation that students take and pass the AP exam, receive credit for the dual credit course or become certified in an area of CTE.	Local	Superintendent	Principal, Counselor, and CTE Teachers	Increased certifications, and/or successful completion of dual credit or advanced placement courses.	
Hold staff and students accountable by having clearly defined goals and outcomes.	Local	Superintendent	All Staff	Communicate the goals through the strategic plan, discuss the desired outcomes in August, revisit goals as needed.	Ongoing – communicated plan in May and June 2021, spoke about goals in August in-service

Implement the Eduphoria Platform district-wide.	Local	Superintendent	CI&A Director, Principals, Asst Principals, IC's, Directors and all staff	Use Eduphoria to assist with interventions, data collection, testing, professional development, lesson plans, forms and appraisals district-wide.	Ongoing – Implemented in Summer 2021
Track and check lesson plans, and preparations for appropriate, rigorous and differentiated classroom instruction at all levels.	Local	Superintendent	Campus Admin, CI&A Director, IC Assist	Weekly lesson plan checks, follow up conversations and direct assistance from IC's.	Ongoing



DISTRICT IMPROVEMENT PLAN 2020-2021

GISD Strategic Priority: School Safety & Climate: Ganado ISD will provide a safe and secure learning environment that fosters a community of trust and promotes student excellence.

TEA Prioritized Lever 3: Positive School Culture

Board Goal to Success BG1 management system, proactive and responsive student support services, and involved families and community.

Strategic Plan Goal Ganado ISD will enhance security and safety while providing systems of support to guide and strengthen students' physical and emotional well-being in both academics and extracurricular settings.

Strategies/Activities	Funding Source	Person Responsible	Persons Supporting	Evidence to Demonstrate Success	Formative Evaluation Timeline
Create and communicate a list of student support services, that support student's physical, social and emotional needs, inside and outside of the district.	Local	Principals	Campus Counselors	List of the available options for student support services outside of the school.	
Celebrate staff who go above and beyond the regular call of duty and act as a light for the district by passing on the "Be the Light" lanterns to staff members on a regular basis and celebrating their light.	Local	Superintendent, Campus Principals	All staff	Lanterns are passed on and staff celebrated throughout the school year.	Ongoing – started during August In-service 2021.
Meet with First Responders, School Safety and Security Committee and County Safety Team to produce and updated Multi-Hazard Emergency Operations Plan.	Local	Superintendent	Emergency Operations Team	Updated and posted Multi-Hazard Emergency Operations Plan.	
Utilize social media, and Board meetings to celebrate the great things happening in the district.	Local	Superintendent	All staff and Community	Superintendent, directors and principals will focus on celebrating the positives on social media and during Board meetings.	
Celebrate staff and students by having a student and staff member of the month at all levels.	Local	Superintendent	Campus Principals	One student from each level will be the student of the month and one staff member	Ongoing – did during 2020-

			and Directors, Staff	from the district will be staff member of the month. Those elected will be celebrated at the monthly Board meeting and a picture of them will be posted to social media.	2021 and will continue in 2021-2022
Update the emergency operation plan and train all employees and students appropriately. Build an emergency communication plan for the auxiliary buildings in the district.	Local	Superintendent	Emergency Planning Committee	Meet to update the operation plan, offer training to all employees and students on the plan and produce an emergency communication plan for the auxiliary buildings.	
Implement with efficacy the Character Strong, Purposeful People and Communities in Schools programs.	Local	Principals	Teachers; Elementary Counselor	Utilize class periods and counselor time to teach Character Strong and Purposeful People to students.	
Plan and conduct an active shooter training and protocols during the Spring for the district and every campus. Work with local enforcement and emergency officials during a table planning session.	Local	Superintendent	Emergency Planning Committee, Principals and Local Emergency Officials	Set dates for active shooter training, go through a table planning session with all parties involved to improve the districts response.	
Plan for and improve upon the safety concerns regarding classroom glass windows.	Local	Superintendent	Principals	Setup a plan and train teachers and students on how to be safe in glass window classrooms.	
Separate the JH and HS lunches to improve upon the safety of all students and reduce the amount of younger students leaving campus.	Local	Secondary Principal	Campus staff	Master schedule to include a separation of JH and HS lunches.	Finished August 2021 and implemented in 2021-2022
Put lights in the new gym/band parking lot to increase parking lot safety.	Local/Fund Balance	Superintendent	Maintenance and Lighting Company	Installation of lights.	Finished August 2021



DISTRICT IMPROVEMENT PLAN 2020-2021

GISD Strategic Priority: Effective Communication with all Stakeholders: Ganado ISD will effectively communicate, in both English and Spanish, with all stakeholders throughout the District and the community in a positive, consistent, authentic, and timely manner by using a variety of media and resources.

TEA Prioritized Lever 2: Effective, Well-Supported Teachers

Ganado ISD will consistently implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, parents, and the community.

Strategic Plan Goal

Strategies/Activities	Funding Source	Person Responsible	Persons Supporting	Evidence to Demonstrate Success	Formative Evaluation Timeline
Update the district website and use social media outlets to communicate current district initiatives and information consistently.	Local	Superintendent	Executive Leadership Team	Up to date website	
Increase parent connectedness to the district and campus through multiple face to face and online platforms. Provide ongoing, up to date communication through Blackboard about district and campus information to include point of contact consistently.	Local	Superintendent	All staff members	Use of Google Classroom/Google Meets, Hot spots, Blackboard, SportsYou for extracurricular, Email, Phone Calls, Zoom, Parent Portal	
Increase external and internal stakeholder communications through multiple face to face and online platforms in order to create a climate of trust and collaboration in decision making across the district.	Local	Superintendent	All staff members - as defined by the communication method	Community Meetings, Blackboard announcements, County Safety Meetings, DEIC meetings, CEIS meetings, Emergency Operations Planning meetings, Community Groups (booster clubs, parent meetings, emergency operation meetings), open door policy, superintendent led administrative team meeting Tuesdays.	
Periodically meet with city officials and civic organizations to coordinate, communicate and promote district and community efforts.	Local	Superintendent	Administrative staff	City officials: mayor, judge, EMS, Fire; Civic Organizations	
Implement online systems to help enhance and increase productivity in the district.	Local	Administrative Team	Campus Staff	Blackboard training for multiple users, Frontline absence management, Ascender Suite for purchasing and finance, Eduphoria implementation for 2021-2022.	Training – August 2021

<p>Create an open line of communication between students, staff, parents, community, campus leaders and district leaders. Create a safe, and effective line of communication at the campus and district levels for staff members to discuss issues related to the district.</p>	<p>Local</p>	<p>Superintendent</p>	<p>All Staff</p>	<p>Increased communication through the website, blackboard, email, meetings. The superintendent is present, visible, caring and open to listening to all staff and community members. Implement parent teacher conference days with expectations of communication with parents about grades, behavior, intervention and student preparedness for STAAR/EOC assessments.</p>	<p>PT Conf Day 10/11/21</p>
<p>Communicate regularly with the Board of Trustees, community and parents.</p>	<p>Local</p>	<p>Superintendent</p>	<p>Administrators and Directors</p>	<p>Superintendent informs the board of trustees of information regarding the district as needed. Administrators and teachers communicate regularly with the community via website and media postings. Administrators and teachers communicate regularly with parents as needed via the preferred communication of the parent.</p>	<p>Ongoing – many occasions</p>
<p>Discuss updated handbooks and dress code with students. Set clear expectations and follow through consistently.</p>	<p>Local</p>	<p>Superintendent</p>	<p>All Campus Principals and Directors</p>	<p>Handbooks produced and discussed with students in each program with a handbook.</p>	<p>Cheer, Football, Dress Code, Volleyball, Band, Student Handbooks – discussed in August</p>
<p>College prep, SAT, ACT, TSI and other college testing and information to be communicated regularly with the appropriate HS students.</p>	<p>Local</p>	<p>Superintendent</p>	<p>Secondary Principal and Counselor</p>	<p>Published and discussed dates for college testing, materials and resources for college prep available to students, and ongoing communication with HS students about college information.</p>	<p>10/13/2021 - PSAT</p>
<p>Assist Spanish speaking parents/guardians by naming a bilingual liaison at each campus.</p>	<p>Local</p>	<p>Superintendent</p>	<p>Principals and Bilingual Liaison</p>	<p>Liaison to be named, stipend amount given, responsibilities discussed, and liaison utilized at each campus to improve communication between Spanish speaking families and the school district.</p>	<p>Liaisons in place September 2021</p>



DISTRICT IMPROVEMENT PLAN 2020-2021

GISD Strategic Priority: Operational Excellence and Financial Stewardship: Ganado ISD will promote fiscal responsibility that reflects a commitment to student learning while also providing sufficient resources for optimal operation of all District departments and facilities.

Board Goal to Success
 1G Effective district and campus instructional leaders with clear roles and responsibilities develop, implement and monitor focused improvement plans that address the causes of low performance, include strategies to retain effective, well-supported faculty and staff, and outline steps for maintaining functional and state-of-the-art facilities.

Strategic Plan Goal
 Ganado ISD will develop a written budget and spending process that adheres to sound financial practices, involves effective communication with all stakeholders, provides a clear picture of all programs and needs, and provides adequate resources so that all District programs and departments can operate successfully.

Strategies/Activities	Funding Source	Person Responsible	Persons Supporting	Evidence to Demonstrate Success	Formative Evaluation Timeline
Write and implement job descriptions and duties for every staff member in the district.	Local	Superintendent	All staff who supervise other staff members.	Completed job description for every staff member that has been discussed with them, signed and is in their personnel file.	Ongoing – many descriptions were written and signed along with contracts for 2021-2022
Return to a superior rating on the annual school FIRST report.	Local	Business Manager	Superintendent and Executive Leadership Team	Superior Rating	
Maintain six months of operating expenditures in fund balance.	Local	Business Manager	Superintendent	Six months operating funds in fund balance as noted on the monthly Board information in conjunction with the regular monthly reports.	
Implement policies, procedures, and plans along with naming a cybersecurity committee to assist in the creation of strategic plans, policies, procedures and professional development plans to affiliated persons such as teachers, students, staff, IT administrators, vendors, etc...	Local	Technology Director	All staff	Updated policy, a named cybersecurity committee and a professional development plan.	
Complete penetration tests, IT audit and vulnerability test with the goal of testing all systems and determining compliance with the NIST and DIR frameworks.	Local	Technology Director	Superintendent Cybersecurity Committee	Testing completed, district compliance and a planning calendar for future testing.	

Produce and continue the professional development of the Board and Superintendent in order to meet the expectations of being great.	Local	Superintendent	Board of Trustees	Continued professional development with assistance from the Region 3 Service Center.	Ongoing – TW training on 10/21/21
Accept student transfers based on transfer criteria.	Local	Superintendent	Campus Administrators	Increase enrollment by accepting student transfers who meet the transfer criteria and fill out the appropriate transfer paperwork.	Ongoing – 2020-2021 & 2021-2022
Increase daily average attendance rate.	Local	Superintendent	Campus Admin, Secretaries	Communicate expectations and needs of attendance to all students and parents at the beginning of the year and as often as is needed. Increase rates by doing daily attendance tracking, holding students accountable for tardies/attendance and utilizing truancy prevention measures.	
Revise the compensation plan as needed to be financially responsible and to encourage retention for staff members.	Local	Superintendent	Business Manager, Payroll Clerk	Align compensation plan with TASB survey data and data on compensation from surrounding school districts when possible. Use staffing review results to revise staff patterns and adjust compensation as necessary.	Ongoing – 2020-2021 & 2021-2022
Open online registration early to encourage higher participation in student registration.	Local	Superintendent	Principals, PEIMS clerk, Counselors	Registration open by April 1, 2022. Encourage families to come in and participate in online registration by having parent nights or small group registration sessions.	
Utilize a Facility Planning Committee to assist in future plans for district facilities.	Local	Superintendent	Facility Planning Committee; Board of Trustees; Administrators	Discuss the facility strengths and weaknesses, set goals for future development and set a priority list to take to the Board of Trustees for further decision making. Use and condition of every building in the district, maps of district property, five to ten year plan of new facility planning, capital improvement projects one to two year plan for facilities needing attention.	Ongoing – Sept 8, 2021; Sept 22, 2021; Oct 13, 2021



DISTRICT IMPROVEMENT PLAN 2021-2022

GISD Strategic Priority: Strong School Leadership and Positive School Culture: In partnership with parents and the community, Ganado ISD will be committed to building a secure foundation of accountable staff and student leaders who consistently celebrate, support, and contribute to a unified and positive school culture.

TEA Prioritized Lever 1: Strong School Leadership and Planning

Strategic Plan Goal: Ganado ISD will develop systems and procedures that enable staff to cultivate a unified, positive, and productive learning environment that prepares and equips students for success today and in their future.

Strategies/Activities		Funding Source	Person Responsible	Persons Supporting	Evidence to Demonstrate Success	Formative Evaluation Timeline
Reintroduce pep rallies to the students, staff and community of Ganado.	Local	Secondary and Elementary Principals	Cheer Sponsors and Teachers	Each home varsity football game there will be a pep rally that includes elementary through high school with the community invited.	Ongoing – 2021 Football Season	
Football players and cheerleaders reading with elementary students and helping with elementary car riders.	Local	Secondary and Elementary Principals	Cheer Sponsor and Athletic Director	Football and cheerleaders assisting on assigned days with elementary reading and assisting car riders.		
New teacher mentor program that is strategic in helping prepare new staff members to the district for success.	Local	Curriculum Director	Elementary and Secondary Administrators, Mentor Teachers	Implementation of new teacher mentor program, use the system with fidelity.		
Start a Sunshine Committee on each campus.	Local	Principals	Committee leader and members	Sunshine Committee to celebrate staff member birthdays, accomplishments and to support staff when they are in need.	Started at both campuses 2021-2022	
Celebrate the Culinary Arts Program by involving them in more district involved meal preparations.	Local	Superintendent and Principals	Helmcamp and Culinary Arts Students	Provide meals for Board Meetings, offer occasional meals for teacher purchase, possibly do a quarterly teacher/staff cake or coffee.	Program fed Board at Sept meeting.	
Display and celebrate more student work at the secondary campus.	Local	Superintendent and Principals	Teachers	Display student work K-12 in the hallways, celebrate grade levels with hallway decorations.	Campus decorations in August; ongoing teacher work in hallways	

Celebrate Little League and Community Organizations at district events.	Local	Superintendent	Athletic Director and Sponsors	Recognition and appreciation of teams and organizations at district events: Little League Success celebrated at football game.	Little League Celebrated at Oct 1, 2021 Football Game
Last walk for Seniors.	Local	Superintendent	Secondary Principal and Band Director	The last walk for seniors on the last week of school led by at least the drum line.	
Campus Administrators, Athletic Director to attend games and community events.	Local	Superintendent	All Administrators	Attend games, community events and committee meetings in order to improve communication and trust among school/district leaders and the community.	
Develop Board Operating Procedures and Training.	Local	Superintendent	Board of Trustees	Meet and train on appropriate board activities, and operating procedures with the Board of Trustees. Strengthen the Team of 8.	October 21, 2021
Develop and implement protocols, procedures and communication plans at all levels.	Local	Superintendent	District and Campus Administrators	Create protocols, procedures, documents, handbooks and communication plans and tools. Talk about and develop as a team. Put all forms into the Admin Hub for all to have and use regularly.	Ongoing – Hub developed June 2021



DISTRICT IMPROVEMENT PLAN 2020-2021

GISD Strategic Priority: Staff Quality, Recruitment & Retention: All Ganado ISD employees will be composed of qualified professionals who are inspiring, invested, and committed to the growth of all members of the district.

TEA Prioritized Lever 1: Strong School Leadership and Planning

Strategic Plan Goal Ganado ISD will recruit, retain, and competitively compensate employees who are dedicated, innovative, inclusive, and committed to educational excellence.

Strategies/Activities	Funding Source	Person Responsible	Persons Supporting	Evidence to Demonstrate Success	Formative Evaluation Timeline
Improve the retention rate of effective staff by celebrating, encouraging, growing, and mentoring staff.	Local	Superintendent	District and Campus Administrators	Higher rate of retention; yearlong celebrations; staff growth, mentoring program	
Utilize Region 3 for posting positions early on their website along with other websites and attend job fairs if needed in order to recruit qualified staff.	Local	Superintendent	Administrative Assistant	Job postings on multiple websites; attendance at job fairs to recruit.	

Implement and revise yearly, a compensation plan that allows GISD to be comparable to surrounding districts in compensation and hiring process.	Local	Superintendent	Business Manager; Payroll Clerk	Completed compensation plan and hiring process.	Revised in 2020 and 2021
Provide new teacher training and mentors to all new staff to the district and campus.	Local	Superintendent	Curriculum Director; All Administrative Staff	New teacher orientation days; mentor program.	Finished -- occurred in 2020 & 2021
Conduct a staffing review and assessment to determine the appropriate amount and placement of staff at each campus.	Local	Superintendent	All district and campus administrators	Completed staffing review and outline of determined needs.	
Ongoing and open communication about T-TESS and T-PSS so that staff know where they at in meeting campus and district evaluation expectations.	Local	All campus and district supervisory administrators	All employees who fall under T-TESS and T-PSS	Ongoing walkthrough, meetings notes, documentation and communication logs about T-TESS and T-PSS.	Ongoing -- goals set for teachers, training for principals has occurred
Ensure that the superintendent is coaching and supporting the executive committee in their growth needs and the needs of the team.	Local	Superintendent	All administrative and executive team members	Administrative and executive meetings for ongoing feedback and professional growth of administrators.	Ongoing Tuesday Meetings and Feedback Regularly
Provide an appropriate professional development plan for individual staff throughout the district.	Local	Curriculum Director	All administrators	Professional development plan for all teaching and administrative staff.	



DISTRICT IMPROVEMENT PLAN 2020-2021

Ganado Elementary, Junior High and High School: Build Foundation in Reading & Mathematics

Area to Address	Strategies/Activities	Funding Source	SMART Goal	Base Line Data %	3-5 Year Goal %	Data Source
STAAR Reading	Increase 3rd grade student scores at meets grade level or above on STAAR Reading scores .	Title I	47% by 2020-2021	46% in 2019-2020 46% in 2020-2021	49% by June 2024 Goal Not Achieved Yet	TAPR 2018-2019
STAAR Math	Increase 3rd grade student scores at meets grade level or above on STAAR Math scores.	Title I	43% by 2020-2021 - Achieved	42% in 2019-2020 48% in 2020-2021	46% by June 2024 Goal Achieved with 48% of 3 rd graders at the meets level in 2020-2021.	TAPR 2018-2019

School District:	
Region:	03 ESC

Priority for Service (PFS) Action Plan

Filled Out By:	Victoria Rivera
Date:	08/31/2021

School Year: 20²¹ - 20²²

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).


Goal(s): To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success.

Objective(s): To assist all PFS students with the necessary supplemental services to address identified needs. All PFS students will be served according to program requirements/guidelines and documentation of all efforts made towards achieving student success will be kept on file for review by the state agency.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Monthly	ESC MEP Staff	NGS PFS Report
Additional Activities			
<ul style="list-style-type: none"> ▪ Monthly, staff will monitor PFS reports and student progress who are PFS to ensure needs are identified and addressed in a timely manner 	Monthly	ESC MEP Staff LEA Staff	LEA PFS Action Plans (Signed) NGS PFS Report ESC PFS Contact Log

Required Strategies

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> 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 NGS Priority for Service reports. During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	<p>August 2021-June 2022</p> <p>August 2021-June 2022</p> <p>August 2021-June 2022</p>	<p>ESC MEP Staff</p> <p>ESC MEP Staff</p> <p>ESC MEP Staff</p>	<p>LEA correspondence/Email PFS Criteria Document NGS PFS Report</p> <p>ESC PFS Contact Log Home Visit Log Individual PFS Progress Review Form</p> <p>ESC PFS Contact Log Home Visit Log Individual PFS Progress Review Form</p>
Additional Activities			
<ul style="list-style-type: none"> During this academic calendar, the Migrant Coordinator or MEP staff will communicate information on the Priority for Service criteria to parents: <ul style="list-style-type: none"> A. At 1 of 3 Regional PAC Meetings B. PFS criteria will be available on the ESC Migrant web page and parents notified of the link to site throughout the academic year. 	<p>A. Regional PAC Meeting (Virtual or face-to-face)</p> <p>B. Year-Round</p>	<p>ESC MEP Staff</p>	<p>A. Regional PAC meeting agenda, meeting minutes, sign-in sheet B. https://www.esc.tx.net/Page/1102</p>
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	<p>August 2021-June 2022</p> <p>August 2021-June 2022</p> <p>August 2021-June 2022</p>	<p>ESC MEP Staff</p> <p>ESC MEP Staff</p> <p>ESC MEP Staff</p>	<p>NGS PFS Report Individual PFS Progress Review Form</p> <p>NGS PFS Report Individual PFS Progress Review Form</p> <p>NGS PFS Report Individual PFS Progress Review Form</p>
Additional Activities			
<ul style="list-style-type: none"> Identified OSY will receive priority access to services, social workers and community social services/agencies as needed to ensure identified needs are met. 	<p>Year-round</p>	<p>ESC MEP OSY Staff LEA MEP Staff</p>	<p>NGS PFS Report Individual PFS Progress Review Form ESC OSY Form</p>



 Sarah Woodruff
 LEA Signature

Date Completed
 9/2/21

Signed and dated by Victoria Rivera
 Title I, Part C Migrant Coordinator
 ESC 2021-2022

Victoria Rivera
 ESC Signature

Date Received

2021-2022 Identification and Recruitment (ID&R) Plan for Region 3 MEP and Region 3 SSA Members

**Door-to-door home visits will be dependent on local, state and/or federal restrictions due to COVID-19 pandemic protocols. Recruiters will follow ESC guidance regarding face-to-face/door-to-door home visits and community recruitment visits at the time of planned activity. COE protocol will be followed when enrolling students during COVID-19 restrictions/protocols.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<u>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</u>		
<p>A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By July 1 and/or March 30 for ID&R training or as determined by TEA. NGS training to be determined.</p>
<p>B. Other- Attend follow-up trainings for ID&R and NGS Follow-up trainings and technical assistance will be provided by ESC for ID&R and NGS.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>As needed throughout the year.</p>
<u>II. IDENTIFICATION & RECRUITMENT</u>		
<p>A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29 or as soon as possible due to COVID-19 protocols</p>
<p>B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.</p>	<p>Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29 or as soon as possible due to COVID-19 protocols</p>
<p>C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29</p>
<p>D. Conduct ID&R. Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.</p>	<p>Staff: MEP recruiters</p>	<p>Currently eligible children – by August 29; continue recruitment efforts throughout year – Potentially eligible children – Make initial outreach efforts by September 30.</p>

<p>E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.</p>	<p>Staff: MEP recruiters</p>	<p>Within 5 working days of parent signature</p>
<p>F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. - NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.</p>	<p>Staff: Designated SEA Reviewers NGS staff</p>	<p>Within 7 working days of parent signature.</p>
<p>G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>Staff: MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.</p>

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<p>III. MAPS AND INTRAREGIONAL NETWORKING</p>		
<p>A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>Contact all growers within the district boundaries by November 1.</p>
<p>B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.</p>	<p>Staff: MEP administrators and recruiters</p>	<p>By December 1 and update on ongoing basis throughout the year</p>
<p>C. Other: Update Google Map Update Google Maps of Region 3 ID&R locations as needed to document visited locations for potential and active ID&R efforts.</p>	<p>Staff: MEP administrators and recruiters</p>	<p>Update on ongoing basis throughout the year</p>
<p>IV. INTERAGENCY COORDINATION</p>		
<p>A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.</p>	<p>Staff: MEP administrators and recruiters</p>	<p>Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year</p>
<p>B. Other – Network and Coordinate with Other Educational Programs Ensure cross-program collaboration with other educational programs that provide services to all students.</p>	<p>Staff: MEP administrators and recruiters</p>	<p>Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year</p>

V. QUALITY CONTROL			
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.		Staff: MEP administrators, Designated SEA Reviewers and other MEP staff.	By August 29; update on ongoing basis
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.		Staff: MEP administrators, Designated SEA Reviewers; when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.		Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.		Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.		Staff: ESC, MEP staff	January – June
VI. EVALUATION			
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT			
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.		Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	Bi-yearly and final review by June 30