

# GROVETON ISD

## District Improvement Plan 2022-2023



B.E.S.T – Building Excellence in Students and Teachers

8/22/2022

# Title I School Wide Program Plan

1. Comprehensive needs assessment of the entire school.
2. School wide reform strategies.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development.
5. Attract highly qualified teachers to high-need schools.
6. Increase parental involvement.
7. Assist preschool children in the transition to local elementary program.
8. Include teachers in the decisions regarding the use of academic assessments.
9. Effective, timely assistance for students.
10. Coordination and integration of federal, state, and local services and programs.

# Every Student Succeeds Act (ESSA) Goals

- Holding all students to high academic standards that prepare them for success in college and careers;
- Ensuring accountability and guaranteeing that when students fall behind, steps are taken to help them and their schools improve, with a particular focus on the very lowest-performing schools, high schools with high dropout rates, and schools where subgroups are falling behind;
- Continuing to ensure that parents and educators have annual assessment information about how students are doing, while supporting states and districts in reducing unnecessary, onerous and redundant testing;
- Empowering state and local decision-makers to develop their own strong systems for school improvement;
- Protecting students from low-income families and students of color from being taught at disproportionate rates by ineffective, inexperienced, and out of field teachers.

## **2022 - 2023 Groveton Independent School District Comprehensive Needs Assessment**

Groveton ISD conducted a Needs Assessment for the 2022-2023 school year. Data from the following 8 areas was examined and needs identified:

- 1. Demographics**
- 2. Student Achievement**
- 3. Completion Rate/Dropout Rate**
- 4. Staff Quality, Recruitment and Retention**
- 5. School Culture and Climate**
- 6. Curriculum, Instruction and Assessment**
- 7. School Organization**
- 8. Technology**

A committee made up of the assistant superintendent, central office professional staff, campus principals, teachers, parents, and business and community representatives was convened to examine each area listed above. The committee examined and discussed data and made a prioritized list of needs for each area. The committee then assisted the superintendent's designee in summarizing the needs and writing the comprehensive needs assessment.

# 1. Demographics

## Data Sources Reviewed:

- 2021 Fall PEIMS Reports
- 2021 State Accountability System data
- 2020-2021 Texas Academic Progress Report
- 2020-2021 Accountability Rating: Not Rated: Declared State of Disaster

The following chart outlines the numbers and percentages of students by grade.

<b>Students</b>	<b>Count</b>	<b>Percent</b>
<b>Total</b>	<b>742</b>	<b>100.0</b>
<b>EE</b>	1	0.1
<b>Pre-Kindergarten</b>	31	4.2
<b>Kindergarten</b>	51	6.9
<b>Grade 1</b>	46	6.2
<b>Grade 2</b>	40	5.4
<b>Grade 3</b>	50	6.7
<b>Grade 4</b>	51	6.9
<b>Grade 5</b>	63	8.5
<b>Grade 6</b>	71	9.6
<b>Grade 7</b>	57	7.7
<b>Grade 8</b>	57	7.7
<b>Grade 9</b>	63	8.5
<b>Grade 10</b>	61	8.2
<b>Grade 11</b>	55	7.4
<b>Grade 12</b>	45	6.1

### Student Demographics

- African American 5.4%
- Hispanic 14.3%
- White 76.1%
- American Indian 0.1%
- Asian 0.7%
- Pacific Islander 0.1%
- 2 or more Races 3.3%

### Notable Data:

- Over the past 3 years, the Hispanic population average has slightly increased to 14.2% from 13.4%
- The number of economically disadvantaged students has dropped from 69.4% to 66.3%
- The number of students that are considered At-Risk has increased from 24.4% to 15.2%
- 27.7% of students are enrolled in CTE courses
- The number of students qualifying for Special Education services slightly decreased from 15.6% to 15.2%
- The number of students identified as ESL students has slightly decreased from 1.4% to 1.2%
- The number of student identified/served as GT students has slightly decreased from 8.3% to 8.1%
- 0.0% Graduated on the Minimum HS Program
- 0.0% Graduated on the Recommended HS Program/Distinguished Achievement Program
- 38.3% Graduated on the Foundation HS Program (No Endorsement)
- 0.0% Graduated on the Foundation HS Program (Endorsement)
- 61.7% Graduated on the Foundation HS Program (DLA)

### **Summary of Identified Needs**

- a) Meet the needs of economically disadvantaged students
- b) Increase the number of college-ready graduates
- c) Create awareness and importance of post-secondary education to all students.
- d) Increase the number of CTE certifications of students

## **2. Student Achievement**

### **Data Sources Reviewed**

- 2022 State Accountability System Ratings
- 2021 State Accountability System data (Federal) \*All Districts were not rated in 2021 due to COVID-19
- 2020-2021 Texas Academic Performance Report (State)

**A) According to the 2022 State Accountability System, Groveton ISD received an overall letter grade of “B”.**

**Student Achievement** – B – How much students know and are able to do at the end of year.

STAAR Performance- 84

College, Career, and Military Readiness- 71

Graduation Rate- 100

**Overall -82**

**School Progress**- A – How students are performing over time and compares progress to similar schools

Academic Growth- 90

Relative Performance- 79

**Overall- 90- the higher of growth or performance is used**

**Closing the Gaps**- B- How well different populations of students in the district are performing

**Overall – 80**

Even in schools where many students perform well, performance gaps can exist among different groups of students. The Closing the Gaps domain looks at each group of students separately and sets achievement targets for those groups along four different areas. **The more targets that are met, the more points are awarded.**

- B) According to the 2018-2019 Texas Academic Performance Report, Groveton ISD received an accountability rating of “B”.**
- a. At the time of this report, the 2021-2022 TAPR was not available.

**2019 Special Education Determination Status:** Meets Requirements

**2017 Armed Services Vocational Aptitude Battery (ASVAB):** Meets Requirements

**STAAR % at Approaches Grade Level or Above**

<b>All Subjects</b>	<b>State</b>	<b>Region 6</b>	<b>District</b>
Class of 2018	77%	77%	74%
Class of 2019	78%	78%	79%
Class of 2020	COVID	COVID	COVID
Class of 2021	67%	73%	74%
<b>Reading/ELA</b>			
Class of 2018	74%	75%	72%
Class of 2019	75%	75%	74%
Class of 2020	COVID	COVID	COVID
Class of 2021	68%	72%	74%
<b>Math</b>			
Class of 2018	81%	81%	80%
Class of 2019	82%	82%	83%
Class of 2020	COVID	COVID	COVID
Class of 2021	66%	73%	75%
<b>Writing</b>			
Class of 2018	66%	66%	55%
Class of 2019	68%	68%	73%
Class of 2020	COVID	COVID	COVID
Class of 2021	58%	62%	78%
<b>Science</b>			
Class of 2018	80%	81%	79%
Class of 2019	81%	83%	84%
Class of 2020	COVID	COVID	COVID



Class of 2021	71%	77%	75%
<b>Social Studies</b>			
Class of 2018	78%	80%	75%
Class of 2019	81%	82%	83%
Class of 2020	COVID	COVID	COVID
Class of 2021	73%	78%	63%

### ACT/SAT Results

ACT/SAT Results (tested)	District	African American	Hispanic	White
Class of 2017	51.9%	*	*	58.1%
Class of 2018	51.3%	*	66.7%	48.4
Class of 2019	55.3%		66.7%	48.4%
Class of 2020	46.8%	16.7%	28.6%	54.5%
At/Above Criterion	District	African American	Hispanic	White
Class of 2017	21.4%	*	*	24.0%
Class of 2018	40.0%	*	*	53.3%
Class of 2019	53.8%	*	*	47.6%
Class of 2020	36.4%	*	*	27.8%
Average SAT Score	District	African American	Hispanic	White
Class of 2017	1064	-	*	1064
Class of 2018	1042	-	*	1064
Class of 2019	1113	*	*	1101
Class of 2020	1057	*	*	1057
Average ACT Score	District	African American	Hispanic	White
Class of 2017	21.2	-	-	21.1
Class of 2018	*	-	-	*
Class of 2019	23	-	*	22.6
Class of 2020	*	-	-	*

### Summary of Identified Needs:

- Continue to follow a vertically aligned curriculum district-wide. \*\*PBM
- Staff development in effective cross-curriculum teaching strategies.
- Professional development on strategies of instructional effectiveness in STAAR/EOC objectives.
- Determine instructional resources for English Language Learners

- e) Increase the number of students graduating with endorsements under the foundation plan.
- f) Encourage male CTE students to complete nontraditional courses
- g) Increase the number of students participating and placing in academic

### **3. Attendance/Completion Rate/Dropout Rate**

#### **Data Sources Reviewed**

- 2021 State Accountability System data (Federal) \*All Districts were not rated in 2021 due to COVID-19
- 2020-2021 Texas Academic Performance Report (State)
- 2019 State Accountability System data

Attendance Rate	State	Region 6	District
2016-2017	95.7%	96.1%	95.6%
2017-2018	95.4%	95.8%	95.4%
2018-2019	95.4%	95.9%	95.6%
2019-2020	98.3%	98.8%	99.0%
Annual Dropout Rate (Grades 7-8)			
2016-2017	0.3%	0.1%	0.0%
2017-2018	0.4%	0.2%	0.0%
2018-2019	0.4%	0.2%	0.0%
2019-2020	0.5%	0.2%	0.0%
Annual Dropout Rate (Grades 9-12)			
2016-2017	2.0%	1.4%	3.4%
2017-2018	1.9%	1.6%	1.7%
2018-2019	1.9%	1.3%	1.3%
2019-2020	1.6%	1.0%	0.4%

### **Summary of Identified Needs:**

- a) Develop a 4-year plan for each student.
- b) Provide general construction classes for at-risk high school students.
- c) Offer credit recovery/summer school for students who need remediation/accelerated instruction. \*\*PBM
- d) Provide before/after school tutorials.
- e) Provide DAEP program.
- f) Analyze staff survey.
- g) Maintain attendance rate.
- h) Increase the number of students graduating with endorsement and with CTE certificates.
- i) Encourage students to earn graduation endorsement

## **4. Staff Quality, Recruitment and Retention**

### **Data Sources Reviewed:**

- State Teacher Certifications
- Job Applications
- Teacher Turnover Rate
- 2020-2021 Texas Academic Performance Report

Groveton ISD employs 129.9 staff members: 66.4 Teachers, 24.0 Educational Aides, and 31.5 Auxiliary Staff. Groveton ISD has two campuses: Groveton Elementary, grades Pre-K – 5, serves students 352, Groveton Junior High/High School, grades 6 – 12 serves 409 students.

Groveton ISD advertises job vacancies using the school website, posting on the TASA website and through ESC Region 6. Campus administrators interview job candidates and make their recommendations to the superintendent.

### **Summary of Identified Needs:**

- a) Attend college job fairs to attract qualified teaching candidates.
- b) Commit 5% of Title I funds to help teachers become highly qualified.
- c) Pay \$5000 stipend to attract/ retain certified teachers in the area of math, science, foreign language.

- d) Use of ESSER funds to pay salaries and retain staff to address the student academic learning loss due to COVID pandemic

## **5. Curriculum, Instruction and Assessment**

### **Data Sources Reviewed:**

- DMAC Data
- Summary of Special Programs
- Benchmarks
- PBMAS

**Dyslexia:** There are now two certified dyslexia specialists for the district who have had training on the use of the DIP program for direct instruction. These specialists are responsible for monitoring the progress of identified dyslexic students by accessing student grades/attendance, conferencing with students and parents and mentoring/supporting teachers who have identified dyslexic students in their classrooms. All students identified with dyslexia are referred to the Special Education Department for testing and referral into our district SPED or 504 program.

**Special Education:** Groveton ISD continues to serve identified students through the special education department. Presently, across the two (2) campuses five teachers work with SPED students. On each campus, teachers and principal's work together to identify need specific professional development for teachers to attend. The integration of technology-based programs used in conjunction with classroom instruction to remediate weak areas of identified objective mastery (data gathered through DMAC Student Assessment module) is a recognized need.

**Gifted and Talented:** Groveton ISD has a plan for the identification and placement of gifted and talented students. This plan follows the guidelines set forth by the state. Students in kindergarten through grade 5 are served through a pullout program and meet once a week with a teacher trained in the education of gifted and talented students. Two teachers serve students in grades six through twelve – one serving 6<sup>th</sup> -8<sup>th</sup> grade students and one serving 9<sup>th</sup>-12<sup>th</sup> grade. The program for both Junior High and High School is a pullout program with the emphasis on enrichment of the standard curriculum. High school students that choose to participate are able to enroll in Dual Credit courses to acquire college credits while in high school.

**ESL/Bilingual:** Groveton ISD has a growing LEP population. At present the identified and served population PreK-12 is 11 students. Groveton ISD has one (1) ESL certified teacher who serves both campuses. Currently GISD is seeking staff to become certified on the secondary campus. This will allow the district to meet the needs of all ELL students, and monitor those who have exited the program as appropriate. Groveton ISD has several students that are actively learning English. These students are spread out throughout several grade levels from Pre K through Junior High. 14 students are being monitored while they are enrolled in regular English classes.

**Title I:** The Title I program is school-wide on both campuses. The district holds 2 meetings each year for the parents to explain the Title I program and receive input from the parents. Throughout the district there are 4 instructional aides working under the Title I program which helps classroom teachers to provide additional individualized and small group instruction to students. The district schedules two (2) open houses each year, one in the fall and one in the spring in addition to the parent night, which is held in conjunction with the library book fair. Before and after school tutorials are held at the Jr. High/High School and after school tutorials at the elementary school for students who are behind or struggling and need additional help. At the junior high school an additional period has been added to the schedule in Reading/Language Arts and Mathematics to provide students with increased time in these areas. Summer school is offered to at-risk students K-8 who have failed a class or who have failed a part of the STAAR Assessment. STAAR Prep courses are offered to any High School student who fails to meet the passing requirement for EOC exams during the summer.

**State Compensatory Education:** Groveton ISD uses state compensatory funds to create remedial classes for students that have failed one or more of the state assessment tests in the areas of Mathematics, Reading/ELA and Science. These classes are built into the schedule, local credit is offered, and students receive accelerated, intensive instruction in the areas where state standards are not met. DAEP classes are used to promote dropout prevention.

**Career and Technical Education:** Groveton ISD offers classes in seven (7) areas of Career and Technology education. The high school courses offered are in agriculture, cosmetology, building and trades, auto mechanics, science, business and home economics. At the junior high introduction to career investigations and general construction trades are classes offered for at risk students.

**Summary of Identified Needs:**

- a) Administer benchmark assessments to measure objectives that have been mastered and monitor progress.
- b) Continue to implement a district-wide vertically aligned curriculum through TEKS Resource.
- c) Provide training for teachers of special population students taking state assessments.
- d) Provide vocational classes for at-risk students.
- e) Provide additional instructional assistance for all students who were not successful on STAAR and EOC exams meeting HB4545 requirements.
- f) Increase the percentage of students being successful on STAAR Reading exams
- g) Utilize ESSER funds to support staff address learning loss due to COVID-19.
- h) Provide RTI for the at-risk population
- i) Provide peer tutoring for struggling students in HS/JH
- j) Increase the number of students graduating with Industry- Based Certifications in CTE courses.
- k) Work to decrease African American special education representation \*\*PBM
- l) Provide training to prevent disproportionality amongst special students. \*\*PBM
- m) Purchase additional technology to support a 1:1 student to device ratio reducing exposure to COVID-19 and addressing academic learning loss due to COVID-19

## **6. Family and Community Involvement**

### **Data Sources Reviewed:**

- Sign in Sheets
- Event Calendar
- Notes sent home
- Parent Surveys

Groveton ISD is a rural agricultural/ranching community in East Texas. Groveton ISD has a large elementary volunteer program, and strongly encourages parents and community members to become involved through booster clubs. The school-based activities provide many opportunities for both formal and informal parental contact. Open House, Parent Night at the Library, and opening of the parent portal to give parents on-line access to their child's grades are several methods used to increase parental awareness. Notes home and phone calls from administrators and teachers help parents stay informed about their child's performance in school. Groveton elementary will create family nights to promote family involvement with their child's education.

Each year the district will host Title I planning meetings to discuss with parents the goals and objectives of the Title I program and the impact of those goals and objectives on Groveton ISD students. Parent, student and teacher compacts will be signed and returned to the school.

In the spring of the year parent surveys will be sent home to get feedback from parents on how the school is meeting the needs of their children. Administrators will disaggregate the data from these surveys and report it back to the district. The site-based committees will review the results and make decisions based on the parental feedback.

### **Summary of Identified Needs:**

- a) The library will host two parent nights each school year.
- b) Parent, student and teacher compacts will be signed and placed on file.
- c) Promote parent volunteer program, Booster clubs and Project celebration for parents to become involved
- d) Promote Health Fair
- e) Provide a meet the teacher night in the fall
- f) Provide financial aid workshops to all seniors and their families for college
- g) Provide Veterans Day program
- h) Provide community service projects for students

## **7. School Organization**

### **Data Sources Reviewed:**

- **Master Schedules**
- **Site-based committee meeting minutes**
- **District Improvement Committee minutes**

Groveton ISD has a typical organizational structure. The principal of each campus creates the class schedule, assigns teachers to classes and is the instructional leader of the campus. The elementary and junior high/high school campuses have an assistant principal who is in charge of discipline. All campus staff report to the principal and the principal, in turn, report to the assistant superintendent and/or superintendent.

Groveton ISD has 1 certified librarian who runs a library on each campus. Books purchased for both campuses are selected through the requests of teachers or students. Both campuses have access to Accelerated Reader from Reading Renaissance so book purchases are also guided by titles that are included in this program. The library works closely with the teacher on each campus to help strengthen the reading program.

On each campus and at the district level site based teams made up of all stakeholders in the educational process are charged with making decisions and recommendations that will affect the educational process.

## **8. Technology**

### **Data Sources Reviewed:**

- **Staff Training**
- **Inventory of hardware/software**

Technology has become an integrated part of the teaching and learning process. The effective use of technology is a fundamental skill needed by students, teachers and administrators. Effective use of technology happens when the staff is trained, has the equipment necessary and can then implement technology as a tool to strengthen the teaching learning process. Teachers and administrators have completed the School Technology and Readiness surveys to analyze the effectiveness and utilization of existing technology components. A three-year plan for technology is on file with the state and continues to be monitored and revised as needed.

Presently, Groveton ISD has 1 computer lab, 1 chromebook lab and 12 mobile chromebook carts. All classrooms K-12 have been equipped with Promethean smart boards and projectors. Additionally, the high school campus is now 1-to-1 and every student is issued a chromebook that they may

use while at school and home. All classrooms K-12 have been equipped with Clear Touch SmartPanels or equivalent devices. All classrooms are wired and have at least 1 computer and phone for teacher use. Software for reinforcement and remediation in all the core areas and all grade levels is available for all teachers to use. Currently, Groveton ISD is running a 10GB/s internal network for all buildings on campus. Internet speeds are rated at 1GB/s.

**Summary of Needs Identified:**

- a) Utilization of ESSER funds to purchase new student devices (laptops/tablets/chrome books) to augment and replace current, older, and nonfunctioning student devices.
- b) Update classroom instructional technology (Old Promethean Boards/Projectors)
- c) Use of ESSER funds to purchase additional servers and server storage to improve datacenter redundancy and availability addressing the student academic learning loss due to COVID-19.

## Groveton ISD - District Improvement Plan

**Goal 1: All students will reach a high standard of achievement, as measured by STAAR/EOC, in reading/language arts and Mathematics.**

**Objective 1.1: Groveton ISD scores (STAAR/EOC) will meet or exceed the state standard.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide additional instructional assistance to at-risk students in K-12.	Principal, Teacher(s)	Each 6 Weeks	SCE: FTE- Rural Low Income School Title I	Formative: Report Card Grades Summative: TAKS/STAAR/EOC Scores, Pass/Failure Rates
2. Provide opportunities for staff development in effective teaching strategies.	Principal, Teacher(s)	Dec 18 June 19	Title IIA Principal and Teacher Improvement, Local Funds ESC6 Math & Science Fee Service	Formative: Attendance certificates Summative: TAKS/STAAR/EOC test results
3. Conduct summer school/credit recovery for students who fail a grade level or who score below level on STAAR/EOC. These at-risk students are identified as needing instructional remediation/acceleration.	Assistant Superintendent	June 19	SCE. FTE- Title V	Formative: Summer School schedule set, Teacher lesson plans Summative: Students promoted to next grade
4. Continue the Sp. Ed. focus on pre-referral intervention, supplementary aids and other intervention services	Math Lab Teachers, Principal, Reading Lab Teachers, Sp. Ed. Teachers	Dec 18 June 19	IDEA Sp Ed	Formative: Decrease in referrals to Special Education. Summative: Decrease in referrals to Special Education



5. Coordinate planning between regular education and CATE.	CATE Teachers, Principal, Teacher(s)	Dec 18 June 19	CATE Funds	Formative: Teacher Lesson Plans, Agendas, Sign-in Sheets from planning mtg. Summative: TAKS/STAAR/EOC Scores
6. Provide before/after school student tutorials for At Risk students.	Principal	Each 6 weeks	SCE. FTE	Formative: Attendance Records Summative: TAKS/STAAR/EOC scores

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Provide additional library resources.	Librarian	Dec 18 June 19	Local Funds	Formative: purchase orders, materials are delivered Summative: Materials are processed and in use.
8. Provide 4 distance learning dual credit courses for 11 <sup>th</sup> and 12 <sup>th</sup> graders.	Assistant Superintendent, Principal	Dec 18 June 19	Title I, Local Funds	Formative: Students are enrolled in dual credit courses Summative: Students receive college/HS credit.
9.The high school campus will adhere to TEC 61.003(college admission based on class rank)	Counselor(s)	June 19	Local Funds	Formative: Written Notification Posted Summative: Notification of class ranking
10. Schedule 3 vocational classes presenting real world applications of academic skills for at-risk students.	Principal	Each 6 Weeks	State Comp Ed FTE-	Formative: Classes are scheduled Summative: TAKS/ STAAR/ EOC scores
11. Provide an additional period of mathematics for At Risk students in grades 6-8.	Principal	Dec 18 June 19	State Comp Ed FTE-	Formative: Class is scheduled Summative: state assessment scores
12. Provide an additional period of English/Language Arts for At Risk students grade 6-7.	Principal	Dec 18 June 19	State Comp Ed FTE-	Formative: Class is scheduled Summative: State assessment scores
13. Professional Development for all teachers on additional strategies used to teach LEP students in regular classrooms.	ESL Teacher, Principal	Dec 18	Local Funds	Formative: Session is scheduled, sign in sheets Summative: State assessment scores for LEP
14. Provide STAAR preparations classes for students in Grade 6, 7, 8.	Superintendent	Dec 18 June 19	State Comp Ed FTE-, ESSER	Formative: Classes scheduled Summative: Test scores

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**Objective 1.1: Groveton ISD scores (STAAR/EOC) will meet or exceed the state standard.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
15. Provide professional development to teachers of special population students who are taking STAAR/EOC,	Principal, Special Education Teachers	Dec 18	Local Funds	Formative: Professional Development is scheduled Summative: State assessment scores
16. Develop vertically aligned district-wide curriculum.	Principal, Teachers, Asst. Superintendent	Each 6 Weeks	Local Funds	Formative: Curriculum is localized and implemented Summative: Test scores, STAAR/EOC
17. Provide a retention bonus for secondary teachers of Mathematics, Science and Spanish.	Superintendent	June 19	Rural Low Income School	Formative: Teachers are hired. Summative: Teachers work for multiple years
18. Hire and train instructional paraprofessional aides to work in classrooms with At Risk students across the district.	Superintendent Principals	Sept 18	State Comp Ed: FTE Local Funds	Formative: Aides are interviewed and hired Summative: TAKS, STAAR/EOC test results
19. Provide professional development sessions specific to the STAAR/EOC assessment.	Principal Teachers	Each 6 Weeks	Local	Formative: Training is scheduled Summative: TAKS, STAAR/EOC test results
20. Give benchmark assessments throughout the year to assess the success of instructional goals.	Principal Counselor Teachers	Dec 18 June 19	Local	Formative: Benchmarks are scheduled Summative: TAKS, STAAR/EOC test results
21. Hire RTI Teachers to provide intensive remediation for struggling elementary students **PBM	Superintendent, Principal	Dec 18	Local	Formative: Teachers are interviewed and hired Summative: TAKS, STAAR/EOC test results

## Groveton ISD

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**Objective 1.1: Groveton ISD scores (STAAR/EOC) will meet or exceed the state standard.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
22. Staff development in effective teaching strategies in the core content areas.	Principal, Teacher	Dec 18	Local funds, Principal and Teacher Improvement	Formative: Attendance Certificate Summative: Test scores, Report Card
23. Integrate writing across the curriculum.	Teacher(s)	Each 6 Weeks	Local Funds	Formative: Lesson plans Summative: STAAR writing
24. Use the Heggerty program in Grades Pre-K as a phonics based approach to reading.	Teacher(s)	Each 6 Weeks	Local Funds ESSER III	Formative: Lesson plans, report cards Summative: TPRI (K-2), STAAR results
25. Train elementary teachers in the use of Reading Academy	Principal	May 19	ESSER III	Formative: Lesson plans, report card Summative: Certifications
26. Coordinate planning between regular education and all special populations. ESL, LEP, Sp. ED., dyslexia	Dyslexia specialist, Principal	Dec 18	Local Funds	Formative: planning session scheduled Summative: special populations STAAR results
27. Professional Development for all teachers of LEP or at-risk students on teaching strategies/methods.	ESL Specialist, Principal	Dec 18	Local Funds	Formative: Training scheduled Summative: Sign-in sheets, PDAS conference
28. Provide after school student tutorials for At Risk students.	Principal	Each 6 Weeks	State Comp Ed FTE	Formative: sessions scheduled Summative: STAAR results
29. Implement Math Meeting Board in all grade levels to utilize a spiral review and promote upper level thinking skills	Principal, Teachers	Each 6 Weeks	Local Funds	Formative: Lesson Plans, report cards Summative: STAAR Results
30. Increase the passing percentage of STAAR in Special Education Students.	Principal, Teachers	May 19	Local Funds	Formative: Istation, Study Island, Benchmark data Summative: STAAR Results

## Groveton ISD

**Goal 1: All students will reach a high standard of achievement, as measured by STAAR/EOC, in reading/language arts and Mathematics.**

**Objective 1.2: Groveton ISD will maintain the percentage of students taking the SAT/ACT (80%), and increase the percentage of students who meet or exceed the state criterion on SAT/ACT.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide students with sources for ACT/SAT preparation software.	Counselor(s), Teacher(s)	Each 6 Weeks	Local Funds	Formative: List is handed out to students Summative: AEIS Data, SAT/ACT Data
2. The district will adhere to TEC 61.003 (college admission based on class ranking)	Counselor(s) Principal	June 19	Local Funds	Formative: Posted Written Notification Summative: Class Ranking on File
3. Provide SAT/ACT preparatory sessions for students.	Assistant Superintendent Counselor Principal	Each 6 Weeks	Local funds	Formative: Schedule of classes published, Summative: Increased scores on ACT/SAT
4. Publish testing dates and locations for parents and students and provide assistance to students unable to pay testing fees.	Counselor	Each 6 Weeks	Local funds	Formative: Letters are posted and mailed home Summative: Students are registered for a test date
5. Counsel with students over SAT/ACT test results.	Counselor	Each 6 Weeks	Local Funds	Formative: Review test results returned to school Summative: Sessions are scheduled.

## Groveton ISD

**Goal 1: All students will reach a high standard of achievement, as measured by STAAR assessment, in reading/language arts and Mathematics.**

**Objective 1.3: Institute a Reading and Mathematics Intervention Program to address the needs of 100% of low achieving students.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a report card hand out to make contact with parents of struggling students.	Principal, Teachers	Dec 18	Local Funds	Formative: Report Card hand out is scheduled in Fall Summative: STAAR scores for identified students
2. Faculty meeting held during inservice to set an assessment calendar for benchmark tests. **PBM	Principal, teachers	Sept 18	Local Funds	Formative: Meeting is scheduled Summative: Benchmark tests are administered
3. Star Math/Reading assessment timeline is set. **PBM	Principal	Dec 18	Local Funds	Formative: Identify students to be tested Summative: Tests scheduled
4. Schedule two meetings a year for parents of children that attend math/reading lab	Principal	Dec 18 June 19	Local Funds	Formative: Meetings are scheduled Summative: Meetings are held
5. MClass is used for K-2 3 times per year. Parents are notified of students identified as a struggling reader or having Dyslexic tendencies.	Principal, Mrs. Kitchens	BOY, MOY, EOY	Local Funds	Formative: Students are identified Summative: Letters are sent to parents of identified students
5. Send out Fountas & Pinnell reading levels with each report card. Students are tested 3 times per year (K-5).	Principal	BOY, MOY, EOY	Local Funds	Formative: Students are identified, letters are created Summative: Letters are sent to parents
6. Schedule 2 benchmarks per year prior to state testing.	Principal, Teachers	Dec 18	Local Funds	Formative: Schedule is created Summative: Tests are administered.

# Groveton ISD

**Goal 1: All students will reach a high standard of achievement, as measured by STAAR assessment, in reading/language arts and Mathematics.**

**Objective 1.4: Identify and address the needs of 100% of special population students.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Follow state guidelines for the identification and placement of G/T students.	G/T teacher, Principal	June 19	Local	Formative: State guidelines are reviewed Summative: Students are placed
2. Schedule annual meeting with parents of G/T students to explain the program and receive input.	G/T teacher, Principal	June 19	Local	Formative: Meeting is scheduled Summative: Meeting is held
3. Dyslexia specialist will conduct training for all teachers on how to instruct students with dyslexia.	Dyslexia Specialist, Principal	June 19	Local	Formative: Training is scheduled Summative: Training is held
4. Dyslexia Specialist will conduct a parent education meeting for the parents of identified students.	Dyslexia Specialist, Principal	June 19	Local	Formative: Meeting is scheduled Summative: Meeting is held
5. Review state procedures and guidelines for placement, instruction and monitoring of identified dyslexic students	Dyslexia Specialist, Principal	June 19	Local	Formative: Review state procedures Summative: State procedures are followed
6. All teachers will receive ELPS (English Language Proficiency Standards) training.	ESL Teacher, Principal	June 19	Local	Formative: Meeting is scheduled Summative: Meeting is held
7. Group LEP students by grade level.	Principal	June 19	Local	Formative: LEP students are assigned to the same homeroom teacher by grade level Summative: Students are grouped together for instruction
8. Schedule training for teachers of LEP students on methods of instruction, which can be monitored by campus administration, to help LEP students be successful in regular education classrooms.	ESL Teacher, Principal, Teacher(s)	Each 6 Weeks	Local	Formative: Training scheduled and strategies are identified Summative: Campus administration will use informal monitoring of classes with LEP students for the use of strategies

## Groveton ISD

**Goal 2: Groveton ISD will meet or exceed the state and federal standards for attendance/dropout rates.**

**Objective 2.1: Groveton ISD attendance rate will be equal to or greater than 96%.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Inform students and parents via the student handbook regarding attendance laws.	Principal	Dec 18	Local Funds	Formative: Parent signature sheet Summative: Increase in attendance rates
2. Contract with an attendance officer for home visits and issuing tickets.	Assistant Superintendent	Each 6 Weeks	Local Funds	Formative: Attendance Officer's contact log, attendance reports Summative: Increase in Attendance Rates
3. Maintain close contact between teachers and parents via phone calls, notes home, and letters.	Principal, Teachers	Each 6 Weeks	Local Funds	Formative: Teacher logs Summative: Increase in Attendance Rates
4. Provide a Disciplinary Alternative Education Program.	Principal	Each 6 Weeks	State Comp Ed FTE-1	Formative: DAEP Roster Summative: DAEP Summary Report
5. Inform parents via letters regarding attendance laws.	Campus Principal	Each 6 Weeks	Local	Formative: Parent mail-outs, parent contacts Summative: Attendance rate
6. Contract with an attendance officer.	Superintendent	Sept 18	Local	Formative: Attendance officer's contact log Summative: Attendance rate
7. Maintain contact between parents and teachers through phone calls, conferences and written communication.	Principal, Teacher	Each 6 Weeks	Local	Formative: Contact logs, letters Summative: Attendance rates
8. Provide end of year awards for perfect attendance.	Principal, Teacher	June 19	Local	Formative: Attendance certificates for students Summative: Attendance rate for campus



## Groveton ISD

**Goal 2: Groveton ISD will meet or exceed the state and federal standards for attendance/dropout rates.**

**Objective 2.2: Groveton ISD's dropout rate will maintain at .05.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with students to develop a 4-year plan to accumulate course credits.	Counselor	Dec 18	Local Funds	Formative: 4-year plan on file for each student Summative: Decrease in dropout rate.
2. Provide general construction classes for the high school students that are at risk.	Assistant Superintendent Principal	Each 6 Weeks	Title I, CATE	Formative: Report Card Grades, Pass/Fail Rates Summative: Decrease in dropout rates
3. Provide general construction class for at risk students in grades 7 (SCE criteria & local criteria is used to identify at risk students)	Principal	Each 6 Weeks	State Comp Ed.: FTE-	Formative: Attendance rates, report card grades, progress reports Summative: Decrease in dropout rate
4. Offer GED counseling and pregnancy related services for over-age and at-risk students.	Counselor Principal	Each 6 Weeks	Local Funds	Formative: Counseling Log, Homebound contacts Summative: GED completion, decrease in the dropout rate

## Groveton ISD

**Goal 3: Groveton ISD will provide a safe and orderly school climate, conducive to learning.**

**Objective 3.1 100% of Groveton ISD students will be drug free and no student will bring a gun to school.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review the district crisis management plan.	Superintendent Assistant Superintendent Principal(s)	June 19	Local Funds	Formative: Disaster Drill Log Summative: SDFSC Annual Evaluation Report
2. Review behavior data and intervene as appropriate.	Principal	Each six weeks	Local Funds	Formative: 6-week behavior summary report Summative: SDFSC Annual behavior report
3. Contract for drug dog searches.	Assistant Superintendent Principal	Dec 18 June 19	Local Funds	Formative: Campus visit report Summative: SDFSC annual report
4. Conduct Red Ribbon Week.	Counselor Principal School Nurse	Dec 18	Local Funds	Formative: School calendar of events Summative: SDFSC annual report
5. Distribute and analyze staff surveys.	Assistant Superintendent	Dec 18	Local Funds	Formative: Survey is distributed Summative: Survey results are tabulated
6. Provide detention classes after school for student Code of Conduct violations.	Principal	Each 6 Weeks	Local Funds	Formative: Detention records Summative: Detention schedule is published
7. Use drug dogs to check for drugs on campus.	Asst. Superintendent Principal	Each 6 Weeks	Local Funds	Formative: Incident Report Summative: SDFSC Annual Evaluation Report
8. Review behavior data and intervene as appropriate	Principal, Teacher, Counselor	Each 6 Weeks	Local Funds	Formative: 6 week behavior reviews Summative: Annual behavior data report

## Groveton ISD

**Goal 3: Groveton ISD will provide a safe and orderly school climate, conducive to learning.**

**Objective 3.1 100% of Groveton ISD students will be drug free and no student will bring a gun to school.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Provide OCS for students that continually violate student code of conduct.	Principal, Teacher	June 19	Local Funds	Formative: Discipline referrals Summative: Students are assigned OCS.
10. Provide "Positive Action " prevention program and SEL program, "Character Strong"	Principal, Counselors	June 19	Local Funds, ESSER III	Formative: Program is purchased Summative: Program is implemented

## Groveton ISD

**Goal 4: Groveton ISD will increase parent and community involvement.**

**Objective 4.1: The number of parent and community participants will increase.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will have contact with parents through progress reports, notes home, telephone, etc.	Teacher	Each 6 Weeks	Local Funds	Formative: Teacher logs, progress reports Summative: Summary report of teacher logs
2. Create a student, parent, teacher educational contract to be signed and placed on file by the school..	Principal, Teachers	Dec 18	Local Funds	Formative: Compacts signed and on file Summative: Parent involvement records
3. Conduct financial aid workshops for parents and students.	Counselor	Dec 18	Local Funds	Formative: Sign in sheets Summative: Summary of attendance
4. Conduct a fall and spring Title I planning meeting to discuss with parents and community members the goals, objectives, and state standards of the program.	Assistant Superintendent	Dec 18	Local Funds	Formative: Attendance logs, Agenda, Minutes Summative: Parental involvement records
5. Schedule 2 Open Houses per campus per year	Principals	Dec 18 June 19	Local Funds	Formative: Sign-in Sheets Summative: Summary Report
6. The library will host a Thanksgiving lunch and parent night in conjunction with a book fair.	Librarian	Dec 18 June 19	Local Funds	Formative: Sign-in Sheets Summative: Summary Report
7. The library will host a book fair.	Librarian	Dec 18 June 19	Local Funds	Formative: Sign-in Sheets Summative: Summary Report
8. The campuses will distribute parent survey to be analyzed	Assistant Superintendent	Dec 18	Local Funds	Formative: Surveys distributed Summative: Results are analyzed

## Groveton ISD

**Goal 4: Groveton ISD will increase parent and community involvement.**

**Objective 4.1: The number of parent and community participants will increase.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Send home progress reports every third week of a six weeks so parents are aware of their child's progress.	Teacher	Every third week of a six week period	Local Funds	Formative: Progress reports are printed and sent home Summative: Parents sign and return reports
10. Host family reading night in conjunction with the Spring book fair.	Librarian, Principal	Dec 18	Local Funds	Formative: Sign in sheet Summative: Parents will attend the book fair with their children
11. Host the Thanksgiving Eat and Read with the Fall book fair	Librarian, Principal	Dec 18	Local Funds	Formative: Sign in sheet Summative: Parents will attend the book fair with their children
12. Distribute school calendar of events to all parents.	Principal	Each 6 Weeks	Local Funds	Formative: Copy of calendar Summative: Parent survey
13. Open parent portal for parents to have internet access to their child's grades.	Technology, Principal	Each 6 Weeks	Local Funds	Formative: Portal is open, Parent training is scheduled Summative: Parents can access their child's grades.
14. Schedule meetings with parents of at-risk students.	Teacher, Principal	Each 6 Weeks	Local Funds	Formative: Meeting is scheduled Summative: Meeting is held
15. Schedule grade level meetings for reading and mathematics to determine instruction for at-risk students	Teachers	Each 6 Weeks	Local Funds	Formative: Meeting is scheduled Summative: Meeting is held

# Groveton ISD

**Goal 5: Students of Groveton ISD will be taught by certified teachers and paraprofessional instructional aides who are highly qualified according to state standards and the Every Student Succeeds Act.**

**Objective 5.1: Decrease the number of teachers who are not certified.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 5% of Title I funds will help defray the cost to teachers who are becoming certified (courses, workshops)	Assistant Superintendent Principals	Dec 18 June 19	Title I Funds	Formative: College credits, Staff Dev. Certificate, Classroom observation Summative: Texas Equity Plan
2. Allow Paraprofessional aides to attend the ESC 6 Teacher Preparation and Certification Program to become a certified teacher.	Assistant Superintendent	Dec 18 June 19	Title I Funds	Formative: College Credits, Teacher Certification Summative: Texas Equity Plan
3. Use district and professional organizations' websites to advertise vacancies.	Assistant Superintendent Principal	Sept 18	Local Funds	Formative: Registration with organizations, Vacancies posted Summative: Increase certified teachers
4. Work with surrounding universities through the job placement office and job fairs.	Assistant Superintendent Principal	June 19	Local Funds	Formative: Verification report to SB committee Summative: Increase the number of certified teachers
5. A retention bonus will be paid to teachers, in high need areas, who remain with the district over multiple years.	Superintendent	June 19	Local Funds ESSER III	Formative: Bonus is paid Summative: Teacher signs a new contract

## Groveton ISD

**Goal 5: Students of Groveton ISD will be taught by certified teachers and paraprofessional instructional aides who are highly qualified according to state standards and the Every Student Succeeds Act.**

**Objective 5.1: Decrease the number of teachers who are not certified.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Teachers will attend professional development sessions in core content areas.	Principal, Teachers	Each 6 Weeks	Title IIA Principal and Teacher Improvement	Formative: Attendance Certificates Summative: Certification
7. Allow paraprofessional aides to attend the ESC6 Teacher Preparation and Certification Program to become certified teachers.	Assistant Superintendent	Each 6 Weeks	Title I	Formative: College Credits, Teacher Certification Summative: Texas Equity Plan
8. All training required by state and federal statutes will be provided.	Assistant Superintendent	Each 6 Weeks	Title I Local Funds	Formative: Trainings are scheduled Summative: Attendance certificates are given at the end of each training
9. Advertise job vacancies using district web site, professional organization's web site and surrounding universities job placement office/job fairs.	Assistant Superintendent, Principal	Dec 18	Local Funds	Formative: Vacancies are posted Summative: Number of certified teachers hired