

**Giddings Independent School District**  
**District Improvement Plan**  
**2024-2025**



# Mission Statement

**Giddings I.S.D. will prepare all students with the academic, leadership, and interpersonal knowledge and skills necessary for success in college, the military, or a career in the 21st Century.**

## Vision

Attainment of the academic, leadership, and interpersonal knowledge and skills necessary for success will be attained through:

A School Staff who is committed to,

- Continuously Improving
- Leading by Example
- Being Enthusiastic
- Holding Oneself and Others Accountable
- Being a Partner in the Education of All Students
- Being Supportive and Respecting Others
- Being Committed to Student Success
- Being Compassionate

Students who are committed to,

- Being Good Citizens
- Ensuring Their Own Educational Success
- Seeking Opportunities for Success
- Helping Others Reach Success
- Respecting Others
- Being Open Minded
- Seeking Support
- Showing Appreciation
- Being Self Disciplined

A Board, Parents, and Community who are committed to,

- Providing the Necessary Resources
- Providing Support to Students and Staff
- Showing Mutual Respect
- Being Active at School Activities
- Ensuring Open Lines of Communication
- Holding Their Own Students and the School Accountable

# Preparing Students for Success in the 21st Century

Students will gain the following Knowledge and Skills necessary for success.

## Academic Skills:

- Core Academic Knowledge
- Problem Solving
- Academic Communication
- Financial Literacy
- Technology Literacy
- Real-World Application
- Inquisitiveness
- Life-Long Learning

## Leadership and Interpersonal Skills:

- Decision Making
- Interpersonal Communication
- Commitment
- Work Ethic
- Self Discipline
- Motivation
- Team Work
- Time Management

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Giddings Independent School District is a mid-sized school with approximately 1874 students in grades Pre-K - Grade 12.

### Student Information

#### Students by Grade Level:

Grade Level	Enrollment
Early Education	6
Prekindergarten	58
Kindergarten	100
1st Grade	121
2nd Grade	141
3rd Grade	141
4th Grade	144
5th Grade	129
6th Grade	144
7th Grade	120
8th Grade	122
9th Grade	173
10th Grade	161
11th Grade	149
12th Grade	165

#### Students by Race and Ethnicity:

Student Group	Percentage
African American	6.6%
Hispanic	58.2%
White	31.7%

Student Group	Percentage
American Indian	0.1%
Asian	0.5%
Pacific Islander	0.1%
Two or More Races	2.9%

**Students by Program:**

Student Group	Percentage
Eco. Dis.	59.7%
Section 504	8.2%
Special Education	11.3%
Emergent Bilingual	25.0%
Dyslexia	4.1%
Foster Care	0.1%
Homeless	1.2%
Immigrant	90.0%
Migrant	0.1%
At-Risk	51.0%
Gifted and Talented	7.1%

**Staff Information**

**Staffing Numbers:**

Staff	Number
Total Staff	246.0
Teachers	145.5
Prof. Support Staff	14.5
Campus Administrators	8.0
Central Administrators	4.0
Educational Aides	30.7
Auxiliary Staff	43.3

**Staff Demographics:**

Staff Information	Percentage
African American	3.3%
Hispanic	17.0%
White	78.4%
American Indian	0.7%
Asian	0.7%
Female	73.5%
Male	26.5%

### Teachers by Experience:

Experience	Percentage
Beginning Teachers	9.7%
1-5 Years Experience	26.3%
6-10 Years Experience	20.5%
11-20 Years Experience	27.2%
21-30 Years Experience	13.2%
30+ Years Experience	2.9%

### Demographics Strengths

The percentage of Economically Disadvantaged students has significantly declined in the last three years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The District strives to identify strategies necessary to meet the needs of Economically Disadvantaged, Emergent Bilingual, and Special Education Students.

**Root Cause:** Students have deficiencies in language acquisition that hinder their mastery of the academic curriculum.

**Problem Statement 2 (Prioritized):** The performance of High Focus students (particularly Emergent Bilingual) lags behind other student groups. **Root Cause:** Students have language deficiencies and gaps in learning that hinder their mastery of the academic curriculum.

**Problem Statement 3 (Prioritized):** The performance of Special Education students lags behind other student groups. **Root Cause:** Students have learning disabilities that hinder their mastery of the academic curriculum.

# Student Learning

## Student Learning Summary

### 2024 STAAR and STAAR EOC Student Performance

	All Students	African American	Hispanic	White	Asian	Two or More Races	High Focus*
<b>All Subjects</b>							
Approaches GL	77%	64%	74%	86%	100%	65%	71%
Meets GL	50%	35%	45%	63%	100%	46%	42%
Masters GL	19%	10%	14%	31%	56%	11%	13%
<b>Reading/Language Arts (RLA)</b>							
Approaches GL	78%	68%	76%	87%	100%	66%	72%
Meets GL	51%	35%	46%	64%	100%	41%	42%
Masters GL	16%	7%	11%	27%	33%	6%	10%
<b>Mathematics</b>							
Approaches GL	74%	57%	71%	84%	100%	48%	67%
Meets GL	46%	28%	42%	59%	100%	37%	38%
Masters GL	18%	14%	14%	28%	33%	11%	14%
<b>Science</b>							
Approaches GL	83%	65%	80%	91%	100%	75%	77%
Meets GL	56%	43%	51%	69%	100%	50%	46%
Masters GL	22%	4%	15%	38%	100%	17%	14%
<b>Social Studies</b>							
Approaches GL	74%	72%	67%	83%	100%	91%	67%
Meets GL	51%	44%	42%	62%	100%	82%	42%
Masters GL	26%	17%	19%	38%	100%	18%	17%
* Includes Economically Disadvantaged, Emergent Bilingual, SPED, and Highly Mobile Students							
Note: 2024 aggregate state-level data TBA.							

### 2024 mCLASS, EOY Elementary Reading Performance:

	Well Below	Below	At Benchmark	Well Above
Pre-K	NA	34%	66%	NA
Kindergarten	27%	13%	37%	23%
First Grade	16%	26%	41%	17%
Second Grade	47%	16%	18%	19%

### 2024 TELPAS Performance (Composite Rating)

Language Program	Total Students	No Rating	Beginning	Intermediate	Advanced	Advanced High
Bilingual	95	31.58%	9.47%	38.17%	31.4%	8.14%
ESL	108	2.78%	11.11%	36.11%	37.04%	12.96%
Emergent Bilingual*	390	13.3%	6.41%	37.95%	34%	8.21%

\*Includes Students with Parent Denial.

### College, Career, and Military Readiness Graduates (2023 Graduates, 2024 Accountability)

<b>Total credit for CCMR criteria</b>	<b>66%</b>
Met TSI criteria in both RLA and Mathematics	25%
Met criterion score on AP/IB exam(s)	14%
Earned college credit - 3 hours in ELAR/Math or 9 hours in any subject	12%
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0%
Received special education services and earned an advanced diploma	2%
Earned an industry-based certification	52%
Received graduation type code of 04, 05, 54, or 55	1%
Enlisted in the Military	0%

**Overall percentage of graduates meeting the CCMR criteria:**

Class of 2020-39%
Class of 2021-63%
Class of 2022-58%
Class of 2023-66%
Class of 2024-98.5%

**Graduation and Dropout Rate**

<b>Graduation Type</b>	<b>Percentage</b>
4 Year Graduation Rate	96.1%
5 Year Graduation Rate	99.3%
6 Year Graduation Rate	97.7%
Dropout Rate	0.3%

**Student Learning Strengths**

**Student Academic Strengths:**

- Overall performance in Science.
- Overall graduation rate.
- Overall performance of Asian and White students.

- Overall percentage of graduates meeting the College, Career, and Military Readiness standard in 2024.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The performance of Special Education students lags behind other student groups. **Root Cause:** Students have learning disabilities that hinder their mastery of the academic curriculum.

**Problem Statement 2 (Prioritized):** The performance of High Focus students (particularly Emergent Bilingual) lags behind other student groups. **Root Cause:** Students have language deficiencies and gaps in learning that hinder their mastery of the academic curriculum.

**Problem Statement 3 (Prioritized):** The overall student performance in Reading and Mathematics has declined from the 2021-2022 to 2023-2024 school years. **Root Cause:** Performance declined due to the STAAR redesign (computerized testing, new question types, and writing infused into all K-8 ELAR and science/social studies assessments).

# District Processes & Programs

## District Processes & Programs Summary

**Giddings ISD has implemented the following strategic instructional initiatives for 2023-2024 in order address the priority needs:**

- targeted tutoring program for all campuses,
- the Reading Horizons phonics program in grades K-3,
- comprehensive instructional coaching for identified classrooms via ESC 13,
- writing across the curriculum,
- College Bridge, College Readiness Program
- OnRamps dual enrollment (College Preparation)

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**Giddings ISD utilizes the TEKS Resource System and TExGUIDEs as its adopted curriculum.**

The District uses multiple methods to assess students' mastery of the curriculum including mCLASS (reading & mathematics), District-wide Benchmark Assessments, Texas Interim Assessments, and state assessments (STAAR and TELPAS). The District utilizes Eduphoria to disaggregate data to make instructional adjustments and Identify students for accelerated instruction.

**Giddings ISD utilizes SMART Goals as its District-wide School Improvement Process.**

The District has established SMART Goals Leadership Committees at the district and campus levels. SMART Goals Committees meet regularly to establish goals, implement improvement strategies, and monitor progress. The District Leadership Committee reports progress to the Board of Trustees at least three times per year.

**Giddings ISD has implemented a plan to recruit and hire the best person for every position. This is critical to the overall success of the District and its students.**

The recruitment and retention plan is focused on three goals:

- Recruit and hire highly qualified candidates
- Retain staff by creating a supportive work environment and quality professional development
- Offer salaries that are at or above the market value for districts of similar size in the area

## District Processes & Programs Strengths

The establishment of the District SMART Goals Committee has helped ensure the District has a strategic focus and is aligned in its strategies for improvement. Regular meetings and reports to the Board of Trustees have helped increase shared accountability for success.

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The overall student performance in Reading and Mathematics has declined from the 2021-2022 to 2023-2024 school years. **Root Cause:** Performance declined due to the STAAR redesign (computerized testing, new question types, and writing infused into all K-8 ELAR and science/social studies assessments).

**Problem Statement 2 (Prioritized):** Hiring and retaining quality teachers and staff continues to be a challenge. **Root Cause:** The District pays less than most larger schools and there is a significant labor and teacher shortage.

# Perceptions

## Perceptions Summary

Giddings ISD surveyed parents and the community to determine their perceptions related to the school climate at the:

- 75% of respondents agreed or strongly agreed that their child's school provided a quality learning environment.
- 73% of respondents agreed or strongly agreed that their child's campus was making steady progress toward high standards for learning.
- 78% of respondents agreed or strongly agreed that school safety is a priority in the district.
- Over 70% of respondents responded favorably to all areas of the survey (climate, academics, discipline, aesthetics).

## Perceptions Strengths

Over 70% of respondents responded favorably to all areas considered (Academics, School Climate, Campus Discipline, Overall Environment).

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Hiring and retaining quality teachers and staff continues to be a challenge. **Root Cause:** The District pays less than most larger schools and there is a significant labor and teacher shortage.

# Priority Problem Statements

**Problem Statement 1:** The performance of High Focus students (particularly Emergent Bilingual) lags behind other student groups.

**Root Cause 1:** Students have language deficiencies and gaps in learning that hinder their mastery of the academic curriculum.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Hiring and retaining quality teachers and staff continues to be a challenge.

**Root Cause 2:** The District pays less than most larger schools and there is a significant labor and teacher shortage.

**Problem Statement 2 Areas:** District Processes & Programs - Perceptions

**Problem Statement 3:** The performance of Special Education students lags behind other student groups.

**Root Cause 3:** Students have learning disabilities that hinder their mastery of the academic curriculum.

**Problem Statement 3 Areas:** Demographics - Student Learning

**Problem Statement 4:** The overall student performance in Reading and Mathematics has declined from the 2021-2022 to 2023-2024 school years.

**Root Cause 4:** Performance declined due to the STAAR redesign (computerized testing, new question types, and writing infused into all K-8 ELAR and science/social studies assessments).

**Problem Statement 4 Areas:** Student Learning - District Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Violence and/or violence prevention records
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: October 7, 2024

**Goal 1: STUDENT ACHIEVEMENT:** The Giddings Independent School District will provide a well-rounded, student-centered education that meets the needs of each student. The District will offer comprehensive programs in all academic subjects, taught by highly qualified staff, focusing on Early Education, Literacy, Problem Solving, Technology Skills, and College, Career, and Military Readiness. Giddings ISD will prioritize meeting rigorous state accountability standards.

**Performance Objective 1:** Giddings ISD will offer comprehensive programs in all academic subjects focused on Early Education, Literacy, Problem Solving, Technology Skills, and College, Career, and Military Readiness. The District will prioritize meeting rigorous state accountability standards.

GISD Board of Trustees Academic Goals:

Annual Literacy and Math Goals (SB 1566, 2017)\*

The percentage of Giddings ISD students that score "Meets Grade Level" or higher on STAAR ELAR will increase to 56% by June 2025 (51% in 2024).

The percentage of Giddings ISD students that score "Meets Grade Level" or higher on STAAR Math will increase to 51% by June 2025 (46% in 2024).

- \* 48% of students in 3rd grade will achieve Meets Grade Level or higher on the Reading/ELA STAAR (2024, 41%).
- \* 50% of students in 4th-5th grade will achieve Meets Grade Level or higher on the Reading/ELA STAAR (2024, 40%).
- \* 50% of all students in 6th-8th grade will achieve Meets Grade Level or higher on the Reading/ELA STAAR (2024, 45%).
- \* 73% of students will achieve Meets Grade Level or higher on the English 1 and 2 STAAR (2024, 67%).
- \* 36% of students in 3rd grade will achieve Meets Grade Level or higher on the Mathematics STAAR.(2024, 29%).
- \* 45% of students in 4th & 5th grade achieve Meets Grade Level or higher on the Mathematics STAAR (2024, 42%).
- \* 45% of all students in 6th-8th grade will achieve Meets Grade Level or higher on the Mathematics STAAR (2024, 38%).
- \* 80% of students will achieve Meets Grade Level or higher on the Algebra 1 STAAR (2024, 78%).

Early Childhood Literacy and Math Outcome Goal (HB 3, 2019)

The percentage of 3rd grade students that score "Meets Grade Level" or above on STAAR ELAR will increase to 65% or higher by June 2027.

The percentage of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase to 65% or higher by June 2027.

CCMR Outcome Goal (HB 3, 2019)

The percentage of graduates at GHS that meet the criteria for "College, Career, or Military Ready" will remain 90% or higher by August 2027 (Impact 2028 Accountability).

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** Texas Accountability Rating Report; Texas Academic Performance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement the SMART Goals Process to address areas of need:                      Identify Greatest Areas of Need Based on Data;                      Research Best Practices to Address Areas of Need;                      Provide Professional Development;                      Best Practices Implemented;                      Analyze and Refocus</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by:                      - SMART Goals Meetings through agendas and meeting minutes.                      - Data tracking progress at BOY, MOY, and EOY</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction                      Campus Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> C&amp;I Administrator, SMART Goals TEAMS, Teachers - General Fund, Does not specify - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize state and district assessment results to identify students in need of acceleration, including STAAR, CIRCLE, mCLASS, TMSFA, TELPAS, common assessments, interim assessments, and benchmark assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:                      - Unit Assessments                      - Benchmark Assessments                      - Progress Reports                      - Report Cards                      - Accelerated Schedule</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> SMART Goals Teams, District Testing Coordinator, Campus Testing Coordinators, Teachers - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional development on best practices to improve Tier I instructional practices in all core content areas-Reading/ ELA, Mathematics, Science, Social Studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be assessed by:  - PD sign in Sheets, agendas, and meeting minutes.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction  Campus Principals</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Professional Development - General Fund, Professional Development - Title I, Part A, Professional Development - Title II, Part A, Professional Development - ESSER II, Professional Development-Reading Horizons - ESSER III</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide professional development on strategies to improve the achievement of under performing student groups- at Risk, Economically Disadvantaged, African American, Limited English Proficiency, Special Education, and Dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by:  - Sign In Sheets, Agendas, and Meeting Minutes.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction  Campus Principals</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> ESC Region 13 staff, Consultants, and Teachers - General Fund, ESC Region 13 staff, Consultants, and Teachers - Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Disaggregate data and use results to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:  - Campus Plans that reflect student data  - Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction  Campus Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Curriculum and Instruction Administrator, SMART Goals Teams, Eduphoria - General Fund</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide professional development on best practices for literacy instruction, phonics, and the science of teaching reading to improve the achievement of students in PK-5 Reading and Writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by:  - Sign in sheets, agendas, and meeting minutes.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction  Campus Principals</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> ESC Region 13 Staff, Consultants, Teachers - General Fund, ESC Region 13 Staff, Consultants, Teachers - Title I, Part A, Consultants, Teachers - ESSER III, ESC Region 13 Staff, Consultants, Teachers - Title II, Part A</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Implement best practices for instruction in the core academic subjects (Reading/ELA, Mathematics, Science, Social Studies) including writing across the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation will be measured by:  - Lesson Plans  - Walkthroughs  - Classroom Observations</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent  Principals</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Professional Development - Title I, Part A, Supplies (Reading Horizons) - ESSER III, Supplies - Instructional Materials Allotment, Professional Development - Title II, Part A, Professional Development - Title III, Part A</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Provide multiple opportunities for students in grades 8-12 to attain College, Career, and Military Readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:  - Programs of Study aligned to Career Readiness Indicators  - Percentage of students who attain College, Career, and Military Readiness..</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction  Secondary Principals</p> <p><b>Funding Sources:</b> - General Fund, - Title I, Part A, - Carl Perkins</p>	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Strengthen School-To-Work Initiative</p> <ul style="list-style-type: none"> <li>- College and Career Day</li> <li>- Job Shadowing</li> <li>- High School Work Program</li> <li>- Job Coach</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact to be measured by:</p> <ul style="list-style-type: none"> <li>- School Calendar</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> C&amp;I Staff - CTE Allotment, C&amp;I Staff - Carl Perkins</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 1: STUDENT ACHIEVEMENT:** The Giddings Independent School District will provide a well-rounded, student-centered education that meets the needs of each student. The District will offer comprehensive programs in all academic subjects, taught by highly qualified staff, focusing on Early Education, Literacy, Problem Solving, Technology Skills, and College, Career, and Military Readiness. Giddings ISD will prioritize meeting rigorous state accountability standards.

**Performance Objective 2:** Giddings ISD will provide a well-rounded, student-centered education that meets the needs of each student.

**High Priority**

**Evaluation Data Sources:** Eduphoria Data; Reading Academy Participation Data; PD Sign In Sheets; Agendas; Minutes

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide teachers with opportunities to attend professional development aligned with campus and district greatest areas of need to support curriculum development in the content areas (Reading/ELA, Mathematics, Science, Social Studies), gifted and talented instruction, bilingual/ESL instruction, special education instruction, dyslexia instruction, migrant student academic support, highly qualified needs, and early intervention strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Professional Development Records</li> <li>- Lesson Plans</li> <li>- Walk Through Observations</li> <li>- Student Achievement</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> SMART Goals Teams, Region 13 Instructional Coaches - General Fund, SMART Goals Teams, Region 13 Instructional Coaches - Title I, Part A, SMART Goals Teams, Region 13 Instructional Coaches - Title II, Part A, SMART Goals Teams, Region 13 Instructional Coaches - Title III, Part A</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> District and campus instructional staff will participate in regularly scheduled "PLCs" to collaborate and plan for the implementation of best practices and shared efficacy related to our District priorities.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>-PLC Agendas and Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of CIHR, Principals, Campus Leadership Teams</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional development and appropriate resources and support for ongoing instructional programs and the implementation of major District initiatives, including, but not limited to:</p> <ul style="list-style-type: none"> <li>- Effective strategies to improve literacy across all content areas,</li> <li>- Instructional strategies for children with disabilities,</li> <li>-Increased knowledge/ability to teach early childhood,</li> <li>-Supporting gifted students,</li> <li>-Working with students with mental health issues and behavioral difficulties, and</li> <li>-Closing learning gaps.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Professional Development Records</li> <li>- Lesson Plans and Classroom Observations Documenting Strategies</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of CIHR Campus Principals</p> <p><b>Funding Sources:</b> - General Fund, - Title I, Part A, - State Compensatory Funds</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Ensure the availability and use of a guaranteed and viable curriculum, high quality instructional strategies, and innovative teaching practices and programs to meet the instructional needs of all student populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Classroom Observations</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of CIHR Campus Principals</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 1: STUDENT ACHIEVEMENT:** The Giddings Independent School District will provide a well-rounded, student-centered education that meets the needs of each student. The District will offer comprehensive programs in all academic subjects, taught by highly qualified staff, focusing on Early Education, Literacy, Problem Solving, Technology Skills, and College, Career, and Military Readiness. Giddings ISD will prioritize meeting rigorous state accountability standards.





**Performance Objective 3:** Giddings ISD students will be taught by a highly qualified staff, with all necessary resources and collaboration available.

**High Priority**

**Evaluation Data Sources:** Teacher Hiring and Retention Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Post district vacancies within 24 hours of approval on the district website, TASA website, other association websites (THSCA, TMEA, VATAT).</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Job Postings</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of HR Campus Principals</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Recruit, develop, and retain highly qualified staff including teachers, campus administration, campus support staff, and highly qualified paraprofessionals.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Employee Retention</li> <li>- Hiring Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Funding Sources:</b> - General Fund, - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Attend job fairs with greatest hiring potential for hiring (ESC XIII, Texas A&amp;M University, University of Texas, Sam Houston State University, Texas State University, Central Texas ASPA).</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:  - Application from job fairs</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of HR  Campus Principals</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Offer salaries that are competitive with the District's hiring market.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:  - Salary Schedules  - TASB Salary Survey</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of HR  Campus Principals</p> <p><b>Funding Sources:</b> - General Fund, - State Compensatory Funds, - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide incentives for teachers in the state identified critical needs areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:  - Employee retention in critical shortage areas</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of HR  Campus Principals</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide mentors for new teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:  - Observations and Walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Funding Sources:</b> Mentor Teachers - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Implement sustained professional development plan based on Needs Assessment with embedded staff developing, including:</p> <ul style="list-style-type: none"> <li>- Best practices in instruction</li> <li>- Implementation of the curriculum</li> <li>- Reading and Writing across the curriculum</li> <li>- Student Engagement</li> <li>- Dyslexia strategies and neurological impact of dyslexia</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Staff Development Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Funding Sources:</b> Teachers, C&amp;I Administrator, SMART Goals Teams, ESC Region XIII Staff, Consultants - General Fund, Teachers, C&amp;I Administrator, SMART Goals Teams, ESC Region XIII Staff, Consultants - Title I, Part A</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2: FACILITIES:** The Giddings Independent School District will strive to provide facilities, equipment, and grounds that are clean, safe, and cutting-edge that promote community and school pride.

**Performance Objective 1:** Giddings ISD will maintain all district facilities to make sure they are clean, safe, promote learning, and promote school pride.





**Evaluation Data Sources:** Up to date facility plans; Completed maintenance requests

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review safety assessments and develop priority list of repairs to be completed.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact to be measured by:</p> <ul style="list-style-type: none"> <li>- Safety Assessments</li> <li>- Door Audits</li> <li>- Repair Tickets</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of M&amp;O Principals Assistant Principals</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2: FACILITIES:** The Giddings Independent School District will strive to provide facilities, equipment, and grounds that are clean, safe, and cutting-edge that promote community and school pride.

**Performance Objective 2:** Giddings ISD will maintain an up to date facilities needs assessment with short term, midterm, and long term priorities.

**Evaluation Data Sources:** Facilities needs assessment with priorities.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review, update, and report facilities needs and priorities with the Board annually.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact with be measured by:</p> <ul style="list-style-type: none"> <li>- Facilities needs assessment</li> <li>- Board agenda</li> <li>- List of completed projects</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of MO</p> <p><b>Funding Sources:</b> - General Fund, - Fund Balance</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			


**Goal 3: COMMUNITY RELATIONS:** The Giddings Independent School District will communicate with all stakeholders to ensure that parents and community members will be partners in the education of all students in GISD. The District will continue to provide programs that promote school unity through the fostering of spirit, pride, character, and the tradition of excellence in both school and community.


**Performance Objective 1:** Increase parental involvement


**Evaluation Data Sources:** Volunteer Logs; Migrant visitation log; School Calendar; Conference log; Community Attendance Records; Special Program; Attendance Documents; Presentation Attendance Records; Parent and Student Meetings- Schedules and Attendance Sheets and agendas

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Involve parents and community members as partner in schools through programs including but not limited to:</p> <ul style="list-style-type: none"> <li>- District and Campus Improvement Committees</li> <li>- Parent/Teacher Conferences</li> <li>- School, Community, and Family Partnerships</li> <li>- Counselor/Parent/Student Meetings</li> <li>- School Health Advisory Committee</li> <li>- Migrant Services</li> <li>- School-Parent Compacts</li> <li>- Open House Activities</li> <li>- Academic Fairs</li> <li>- College Opportunity Events</li> <li>- PTO and Booster Clubs</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Volunteer Logs</li> <li>- Migrant Visitation Logs</li> <li>- School Calendar</li> <li>- Conference Log</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Superintendent Campus Principals</p> <p><b>Funding Sources:</b> Community and Business Partners - Title I, Part A</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Secure parent representation in migrant meetings, special program committees (Title programs I-V), district and campus site-based committees, technology committee, school health advisory committee</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Community Attendance Records</li> <li>- Special Program</li> <li>- Attendance Documents</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Campus Principals</p> <p><b>Funding Sources:</b> ESC XIII Staff - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide presentations to parents including:</p> <ul style="list-style-type: none"> <li>- Title I;</li> <li>- Gifted and Talented</li> <li>- Bilingual/ESL</li> <li>- Migrant</li> <li>- Early Reading</li> <li>- Career Planning</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Presentation Attendance Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> C&amp;I Staff - Title I, Part A, C&amp;I Staff - CTE Allotment, C&amp;I Staff - Gifted and Talented Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide parents and students information about higher education opportunities:</p> <ul style="list-style-type: none"> <li>- The need for students to make informed curriculum choices to be prepared for success beyond high school;</li> <li>- Sources for higher education admissions and financial aid;</li> <li>- Admission and financial aid;</li> <li>- Texas Grant Program</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Parent and Student Meetings- Schedules and Attendance Sheets with Agendas</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals School Counselors</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 3: COMMUNITY RELATIONS:** The Giddings Independent School District will communicate with all stakeholders to ensure that parents and community members will be partners in the education of all students in GISD. The District will continue to provide programs that promote school unity through the fostering of spirit, pride, character, and the tradition of excellence in both school and community.

**Performance Objective 2:** Improve communication with parents and the community

**Evaluation Data Sources:** Communication Records; Participation of Spanish speaking parents; Progress Reports; Report Cards; Handbooks; Code of Conduct; Training Session; Volunteer Logs; Sign In Sheets; School Calendar





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use multiple methods to provide important communication about school activities and events, including:</p> <ul style="list-style-type: none"> <li>- Newspaper advertisements and articles</li> <li>- Website news and announcements</li> <li>- Social Media</li> <li>- Phone Calls and automated phone calls</li> <li>- Newsletters</li> <li>- Letters and Memos</li> <li>- Emails</li> <li>- Parent Conferences</li> <li>- Meetings</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Communication Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Chief Financial Officer Campus Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Teachers, Translators - General Fund, Teachers, Translators - Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide translators during school events and activities</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Participation of Spanish speaking parents</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - General Fund, - Title I, Part A</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide campus communication in Spanish and English</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Progress Reports</li> <li>- Report Cards</li> <li>- Handbooks</li> <li>- Student Code of Conduct</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Translators - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Encourage volunteer program within the District.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Volunteer Application</li> <li>- Volunteer Logs</li> <li>- Sign In Sheets</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals School Teachers</p> <p><b>Title I:</b> 4.1</p> <p><b>Funding Sources:</b> Volunteers/Parents, Teachers - Title I, Part A, Volunteers/Parents, Teachers - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4: TECHNOLOGY:** The Giddings Independent School District will utilize the latest technology and analyze future technology needs to support and enhance academic instruction, management of administrative services, and outreach to the community.

**Performance Objective 1:** Giddings ISD teachers and students will use technology as an instructional tool for including to enhance lesson delivery, to provide acceleration programs, and to demonstrate skill and competency.





**Evaluation Data Sources:** PD Sign In Sheets; Student-generated products; Classroom Observations and Walkthroughs; Technology Plan

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide training to instructional staff on integrating technology into instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Training Schedules</li> <li>- Classroom Observations Documenting the Use of Technology</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Campus Techxperts</p> <p><b>Funding Sources:</b> - General Fund, - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Resolve technology helpdesk tickets quickly and efficiently.</p> <p>Goal Response Time: Workstations, Phones, Cameras - 24 hours Servers, Routers, Switches - 48 hours</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Help desk Ticket Response Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of MO Technology Network Administrator</p> <p><b>Funding Sources:</b> - General Fund, - Title I, Part A, - Carl Perkins, - Instructional Materials Allotment, - Safety and Security Grant, - Fund Balance</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4: TECHNOLOGY:** The Giddings Independent School District will utilize the latest technology and analyze future technology needs to support and enhance academic instruction, management of administrative services, and outreach to the community.

**Performance Objective 2:** Giddings ISD will implement a comprehensive Technology Plan and update annually as needed.

**Evaluation Data Sources:** Technology Plan; Hardware Replacement Cycle





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and deploy an updated technology replacement cycle for Phones, Chromebooks, Desktop PCs, Computer Labs, Promethean Boards, and Servers.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Replace out of date technology according to replacement cycle. <b>Strategy's Expected Result/Impact:</b> Impact will be measured by: - Updated Replacement Cycle - New Hardware Deployed According to Cycle <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of MO Technology Network Administrator  <b>Funding Sources:</b> - General Fund, - Title I, Part A, - Carl Perkins, - CTE Allotment, - Fund Balance, - Instructional Materials Allotment	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5: FINANCE:** The Giddings Independent School District will be fiscally responsible and financially sound, while still maintaining all the intangibles necessary to make the students of GISD successful.

**Performance Objective 1:** Giddings ISD will improve the management of the district's available resources.

**Evaluation Data Sources:** Budget Data, Financial Audit, FIRST Rating

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Maintain a balanced budget.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Budget Reports</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize accounting principles associated with the Financial Accountability Resource Guide (FASRG).</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Financial Audit</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Evaluate all non-instructional programs to ensure fiscal efficiency including:</p> <ul style="list-style-type: none"> <li>- Child Nutrition</li> <li>- Custodial</li> <li>- Technology</li> <li>- Maintenance</li> <li>- Transportation</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Review of staffing patterns</li> <li>- Review of ordering and delivery schedules</li> <li>- Review of unused inventory</li> <li>- Cost Ratio</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of MO Chief Financial Officer Directors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Evaluate all instructional programs to ensure fiscal efficiency including:</p> <ul style="list-style-type: none"> <li>- Campus Efficiency</li> <li>- Special Programs</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Review of organizational structure</li> <li>- Review of staffing patterns</li> <li>- Review of job descriptions and responsibilities</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of CIHR Chief Financial Officer Principals</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			


**Goal 6: SAFETY AND SECURITY:** The Giddings Independent School District will provide the safest and most secure learning and related environments for all staff and students.


**Performance Objective 1:** Reduce the overall number of discipline incidents that result in a referral.


**Evaluation Data Sources:** Number of Discipline referrals

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide consistent discipline from campus to campus:</p> <ul style="list-style-type: none"> <li>- Determine behaviors that warrant disciplinary placements;</li> <li>- Implement consistent procedures for assignment and release;</li> <li>- Develop and maintaining consistent enforcement of the student code of conduct;</li> <li>- Improve communications with parents regarding student behavior</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Discipline Referral Reports</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals and Assistant Principals</p> <p><b>Funding Sources:</b> Assistant Principals, Teachers, Support Staff, Student Code of Conduct, Classroom Management Plans - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement program for Preventive Discipline- Discipline Management Plan that includes:</p> <ul style="list-style-type: none"> <li>- Proactive policies and guidelines toward bullying [Policy FFI(Local)], dating violence [Policy FFH(Local)], unwanted physical or verbal aggression, and sexual harassment on school grounds, and in school vehicles;</li> <li>- Classroom Management Techniques including TBSI (Texas Behavior Support Initiative);</li> <li>- Character Education;</li> <li>- Title IX Training and Awareness</li> <li>- Strategies to prevent violent incidents</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Discipline referral reports</li> <li>- Program Agendas</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Special Education Coordinator</p> <p><b>Funding Sources:</b> Assistant Principals, Counselors, Teachers, Law Enforcement, Violence Prevention Programs - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement policy [Policy FFI (Legal) and (Local)] addressing freedom from bullying including:</p> <ul style="list-style-type: none"> <li>- Bullying on property, bullying in school transportation, and Cyberbullying</li> <li>- Investigation and notice of bullying incidents</li> <li>- Bullying prevention and mediation</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Information disseminated through Parent/Student Handbooks, Employee Handbooks, District Website</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Counselors, Nurses, ESC XIII Training Modules - General Fund</p>	Formative		
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 6: SAFETY AND SECURITY:** The Giddings Independent School District will provide the safest and most secure learning and related environments for all staff and students.

**Performance Objective 2:** Promote safe and orderly campus.

**Evaluation Data Sources:** Discipline referral report; Crisis Plan Updates; Staff Development Agendas; Crisis Drills; Program Agendas; Referrals to area agencies; Staff Development Records; Completed Audit; Information disseminated through Parent/Student Handbooks, Employee Handbooks, District Website, Staff Development Agendas, and Campus Bulletin Boards

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Periodically review the School Emergency Operations Plan (crisis plan) and update when necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- EOP Updates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Maintenance and Operations Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Support Staff, Local Law Enforcement, Giddings Fire Department - General Fund</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide staff development on the School Emergency Operations Plan (Crisis Plan) including regular drills coordinated with local law enforcement.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Staff Development</li> <li>- Agendas</li> <li>- Crisis Drills</li> <li>- Fire Drills</li> <li>- Inclement Weather Drills</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of M&amp;O Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Support Staff - General Fund</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Update district guidelines when working jointly with outside agencies (Violations of the Law and Emergency Operations).</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Crisis Plan Updates</li> <li>- Safety and Security Committee Meeting Agendas and Sign-in</li> <li>- Threat Assessment Committee Meeting Agendas and Sign-in</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Maintenance and Operations Campus Principals</p> <p><b>Funding Sources:</b> Giddings Police Department, Lee County Sheriff Department, Giddings Fire Department, Lee County EMS - General Fund</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Develop a violence prevention program that includes:</p> <ul style="list-style-type: none"> <li>- Social Emotional Learning</li> <li>- Improved Student/Adult Communication</li> <li>- Follow-up on threats</li> <li>- Staff development on recognizing potential violent behavior</li> <li>- Coordination with area agencies to provide student assistance</li> <li>- Counseling and interventions</li> <li>- Dating Violence Prevention</li> </ul> <p>Notice per Texas Education Code 37.083 and 37.0831 :</p> <p>Dating violence is not tolerated in Giddings ISD. Any student who believes that he or she has experienced prohibited conduct such as dating violence or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee.</p> <p>A District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct such as dating violence.</p> <p>District officials shall discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint.</p> <p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the District Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none"> <li>- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;</li> <li>- Consider the complainant's wishes with respect to supportive measures; and</li> <li>- Explain to the complainant the option and process for filing a formal complaint.</li> </ul> <p>For more information, see Board Policy FFH(Local).</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Discipline Referral Reports</li> <li>- Referrals to Area Agencies</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Assistant Principals, SPED Coordinator, Counselors, Teachers, Law Enforcement, Mental Health Services - General Fund</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Train staff on suicide prevention measures from the list of recommended best practice-based programs that is provided by the TDSHS</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Staff Development Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Campus Counselors, Teachers - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Maintain an up to date school safety and security audit</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Completed Audit</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Maintenance and Operations Campus Principals</p> <p><b>Funding Sources:</b> Assistant Principals - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Implement policy [Policy FFG(Legal) and (Local)] addressing abuse and neglect of children including sexual abuse that includes:</p> <ul style="list-style-type: none"> <li>- Methods for increasing staff [Policy DMA (Legal), student, and parent awareness of issues regarding sexual abuse of children including warning signs indicating that a child may be a victim of sexual abuse;</li> <li>- Actions that a child who is a victim of sexual abuse should take to obtain assistance and intervention; and</li> <li>- Available counseling options for students affected by sexual abuse</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Information disseminated through Parent/Student Handbooks, Employee Handbooks, District Website, Staff Development Agendas, and Campus Bulletin Boards</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Counselors, Nurses, ESC XIII Training Modules - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> The District will partner with the City of Giddings and the Giddings Police Department to provide a school resource officer (SRO) through a Memorandum of Understanding (MOU) to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.</p> <p>A school resource officer shall perform duties as described in the MOU and as included in the Student Code of Conduct and this plan. Pursuant to the MOU a school resource officer shall:</p> <ol style="list-style-type: none"> <li>1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.</li> <li>2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, school resource officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.</li> <li>3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.</li> <li>4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.</li> <li>5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.</li> <li>6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.</li> <li>7. Carry a firearm in accordance with the MOU and the directives with the commissioning entity.</li> <li>8. Carry out all other duties in accordance with the MOU.</li> <li>9. A school resource officer shall not be assigned routine classroom discipline or administrative tasks. Each school resource officer shall receive at least the minimum amount of education and training required by law.</li> </ol> <p>Law enforcement duties of the SRO are:</p> <ul style="list-style-type: none"> <li>* Patrol assigned campuses and routes walking or driving within district jurisdiction.</li> <li>* Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.</li> <li>* Investigate criminal offenses occurring within district's jurisdiction.</li> <li>* Collect and preserve evidence for criminal investigations including witness statements and physical evidence.</li> <li>* Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.</li> <li>* Write effective legal incident reports.</li> <li>* Testify in court as needed.</li> <li>* Work cooperatively with other police agencies to share information and provide other assistance.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by: -Reduced incidences of violence and presence of SRO on district events and on district property.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p>	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> The District will provide at least two School Guardians on each campus to provide for the effective and timely response to emergency situations on District property, including invasion of a school by an armed outsider; a hostage situation; actions of a student or employee who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.</p> <p>Pursuant to its authority under state law, the Board will authorize specific District employees to serve as School Guardians and possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law. Each authorized employee shall have immunities as provided by law. Each specifically authorized employee shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee. The written authorization shall specify the District premises and other property where the employee is authorized to carry a firearm, as well as the means of carrying and storing the firearm. The Superintendent, as well as the Board, shall have the authority to revoke at any time a specific employee's authorization to possess a firearm under this policy. In addition, authorization for a specific employee to possess a firearm under this policy shall be automatically revoked if the employee is placed on administrative leave or separates from employment with the District, regardless of the reason.</p> <p>An authorized employee shall not perform routine law enforcement duties unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, employee, or other individual on a District campus.</p> <p>In an emergency an authorized employee shall:</p> <ol style="list-style-type: none"> <li>1. Act as necessary to protect the safety and welfare of any person in the jurisdiction of the District; and</li> <li>2. Carry out all other lawful duties as directed by the Superintendent.</li> </ol> <p>The Superintendent shall develop and implement a plan for the screening, selection, training, and implementation of the school guardians in compliance with Board Policy CKC (LOCAL).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased presence of armed security personnel at District events and on school property.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p>	Formative		
	Nov	Feb	June

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Goal 6: SAFETY AND SECURITY:** The Giddings Independent School District will provide the safest and most secure learning and related environments for all staff and students.





**Performance Objective 3:** Promote drug-free environment and healthy environment

**Evaluation Data Sources:** Schedule of Drug Dog Visits; Program Agendas; Counselor Records; Policies Adopted; Health Screenings; Discipline Records; Counseling Reports; SHAC Meeting Sign In Sheets, Minutes, and Agendas; SHAC Report to the Board; Fitnessgram Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide consistent communication and implementation of the Student Code of Conduct, related to drug and alcohol offenses.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Discipline referral reports</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Principals</p> <p><b>Funding Sources:</b> Counselors, Nurses, Local Law Enforcement - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Maintain the use of drug dogs</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Schedule of Drug Dog Visits</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Promote drug prevention awareness through awareness activities, guidance and counseling support and classroom activities including Fentanyl and drug poisoning education.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Program Agendas</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Assistant Principals, Counselors, Nurse, Teachers, Law Enforcement - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monitor and provide periodic counseling for students who have had problems with drugs or have been identified as having potential problems</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Counselor Records</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Counselors</p> <p><b>Funding Sources:</b> Counselors, Outside Agencies - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement district wellness policies [FFA policies, EHA policies] and revise as needed including physical education and healthy eating and nutritional guidance</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Policies Adopted</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Director of Child Nutrition Campus Principals</p> <p><b>Funding Sources:</b> School Health Advisory Committee (SHAC) - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide a comprehensive school health program to include:</p> <ul style="list-style-type: none"> <li>- Physical Education</li> <li>- Health Education</li> <li>- Nutrition Services</li> <li>- Health Services</li> <li>- Health and Safe School Environment</li> <li>- Counseling and Mental Health Services</li> <li>- Staff Wellness</li> <li>- Parent and Community Involvement</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Master Schedule</li> <li>- Health Screenings</li> <li>- Discipline Records</li> <li>- Counseling Records</li> <li>- SHAC Newsletter</li> <li>- Parent Meeting Sign Ins</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Director of Child Nutrition Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Nurses, SHAC, Food Service Staff - General Fund</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Promote healthy nutrition habits by implementing local nutrition/wellness guidelines</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Recommendation for Local policy by SHAC</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction Director of Child Nutrition Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Nurses, SHAC, Food Service Staff - General Fund</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Meet the guidelines for student participation in the required fitness assessment and meet guidelines for reporting student results to TEA and parents</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Fitnessgram Results</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Teachers, Nurses, Fitnessgram - General Fund</p>	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Implement a random drug testing program in grades 9-12 for students who participate in extracurricular activities and/or park on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Drug Testing Visits (six times per year 30 students selected randomly per visit)</li> </ul> <p><b>Staff Responsible for Monitoring:</b> High School Principal Athletic Director Club and Activity Sponsors</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 6: SAFETY AND SECURITY:** The Giddings Independent School District will provide the safest and most secure learning and related environments for all staff and students.





**Performance Objective 4:** Promote student attendance.

Annual Goal:

Giddings ISD student attendance for the 2024-2025 school year will exceed 96%.

**Evaluation Data Sources:** Attendance rates; Attendance rates of pregnant and parenting students





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monitor absenteeism and contact parents of absent students.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Attendance Rates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Principals Attendance Clerks School Resource Officer</p> <p><b>Funding Sources:</b> PEIMS Personnel - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Respond to excessive absenteeism promptly.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Attendance Rates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Attendance Officer</p> <p><b>Funding Sources:</b> Justice of the Peace - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monitor and counsel students in danger of "dropping out" through grades, classroom progress, discipline, and absences</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Attendance Rates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Attendance Officer</p> <p><b>Funding Sources:</b> Counselors, Teachers - General Fund</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement strategies to keep pregnant students and students who are parents in school</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Attendance Rates</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Funding Sources:</b> Counselors - General Fund</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 7: PROGRAMS:** The Giddings Independent School District will continue to provide support for all extracurricular and related programs of the highest quality for all students.

**Performance Objective 1:** Giddings ISD will support and promote all extracurricular programs and activities throughout the district.

**Evaluation Data Sources:** Extracurricular activity participation

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize district and campus social media to promote activities and highlight successes throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Extracurricular activity participation</li> <li>- Extracurricular activity attendance</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Superintendent of CI &amp; HR</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Recognize students who advance beyond district competition and the equivalent at Board Meetings each month.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact will be measured by:</p> <ul style="list-style-type: none"> <li>- Student Recognition at Board Meetings</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Superintendent Campus Principals</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			