

GAUSE ISD



Gause ISD

District Improvement Plan 2015-2016

Board Adopted 09/08/2015

Gause ISD does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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2015 - 2016

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District Mission

It is our mission to educate each child to be capable to face the future with the ability to be successful in all aspects of life; academically, culturally, emotionally, morally, and physically. All students will succeed by learning to own their own learning and cultivate their curiosity. Each child will feel a sense of belonging, confidence, and safety. Students will develop their talents, be held to high learning standards, and be prepared for life.

District Motto

Expect Success...Nothing Less

Gause ISD is designated a School wide Title I campus. Where possible, Gause ISD coordinates all of its federal, state and local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.

Our Vision for Gause ISD

- 1 Gause ISD will be a safe haven physically and emotionally, where our students and teachers feel liberated to develop and nurture the whole person.
- 2 Our students will be encouraged to cultivate their curiosity and will realize questions are sometimes more important than answers.
- 3 Our culture will be one that inspires all to do their best with a curriculum that is relevant, challenging, and meaningful.
- 4 Our learning standards will enable students to acquire the knowledge, skills, and attitudes they need to successfully contribute to our democratic ideals.
- 5 Our students will have access to the tools of technology and will use these tools in learning and communication so they can compete in today's digitally connected world.
- 6 Our students will own their learning and apply it wherever and whenever needed.
- 7 Our students will know the development of their talents is valued. There will be safety nets to help them succeed.
- 8 We will have multiple assessments that assist us in the ongoing learning process and will serve as a positive influence in motivating our students to succeed.
- 9 We will provide our students with a vision of the world in which they recognize all options available to them, such as pursuing further education or other career choices.

Gause ISD District Goals and Objectives.

Goal 1. Academic Expectations - All students will be expected to meet or exceed the state and federal performance standards, begin the first steps in determining their career paths, and will develop the skills necessary to compete in today's digitally connected world.

Objective 1.1: Gause ISD will show continuous improvement, with scores 90% or better in reading/language arts, math, science, and social studies in all categories.

Objective 1.2 Ninety percent of all special programs students will pass a grade level or ARD determined state or local assessments.

Objective 1.3 The dropout rate in the district will be less than 1%.

Objective 1.4 Attendance of students in the district will be at 97% or higher.

Objective 1.5 Foster post-secondary mindset to prepare students for rigorous high school and postsecondary studies and training, including junior high students visiting colleges.

Objective 1.6 A digital learning environment will be designed and established whereby authentic technology integration occurs (without compromising state standards and content rigor).

Goal 2. Staff Development - Expand the focus of professional development to better meet the needs of all personnel.

Objective 2.1: All teachers and staff will attend research-based professional development in order for students to meet State and Federal Performance Standards.

Objective 2.2: All teachers and staff will attend research-based professional development in order to prepare students for rigorous high school and postsecondary studies.

Objective 2.3: All teachers and staff will attend research-based professional development in order to deliver authentic technology integration in their classrooms, without compromising state standards and content rigor.

Objective 2.4: Gause ISD will attract, recruit, and retain highly qualified and certified staff.

Goal 3. Parent/Community Involvement - Parents and other members of the community will be partners in the improvement of the school.

Objective 3.1 Each campus will provide opportunities for and encourage parents and community members to participate in all facets of the education of their children.

Goal 4. Campus Environment - An atmosphere will be provided to enhance the small, safe school atmosphere of Gause ISD .

Objective 4.1: All Gause ISD staff will conduct themselves in a professional manner.

Objective 4.2: Students will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 4.3: GISD will use various methods of communicating with the public.

ESEA Performance Goals, Performance Indicators, and Performance Targets

(Federal Law requires these items in the Gause ISD Campus Improvement Plan)

The No Child Left Behind Act of 2001, which amends the **Elementary and Secondary Education Act** of 1965 (**ESEA**), recognized that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all;
- Have highly qualified teachers and principals;
- Provide a learning environment that is safe and drug free, and conducive to learning; and are accountable to the public for results.

Performance Goals and Performance Indicators

To facilitate the implementation of the No Child Left Behind Act, the U. S. Department identified five performance goals that focus on student achievement. The five goals address levels of academic proficiency that all students would meet the special needs of certain populations of students, and factors such as qualified teachers and school safety that are critical to improved teaching and learning. Underlying the five goals is the presumption that all State, local, and federal educational resources will be integrated and coordinated to reach the overarching goals of improved student achievement. These five goals were required to be adopted in the submittal of the consolidated state application to receive funds under the No Child Left Behind Act.

The Department of Education also identified a core set of performance indicators for these five performance goals and required that they be adopted in the submittal of the consolidated state application. Following is a listing of the performance goals and performance indicators as required by the Department of Education in the submittal of the consolidated state application for funds under the No Child Left Behind Act.

ESEA Goals and Indicators

1. Performance goal 1: By 2015-16, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

2. Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1

2.3 Performance indicator: The percentage of limited English proficient students are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2

3. Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA, in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development [as the term “professional development” is defined in section 9101 (34)].

3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

4. Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

5. Performance goal 5: All students will graduate from high school.

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

5.2 Performance indicator: The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

-calculated in the same manner as used in National Center for Education Statistics reports on common core of data.

Ten Component Parts of a Schoolwide Program

Title I Program Guidelines stipulate that there are 10 required program components for a successful academic program. Each of the 10 components must be addressed in the improvement plans and in the work done both district-wide and at each campus.

Components

1. Comprehensive Needs Assessment

Texas Academic Performance Report (TAPR)

STAAR/STAAR ALT

Attendance/Drop-out

Surveys (parent, community, teacher, student)

Other Assessment Results (Istation, Benchmarks, DMAC, Progress Monitoring, & Universal Screeners)

2. School Reform Strategies (Revised Components)

Provide opportunities for all students to meet the advanced levels of academic achievement

Use effective methods and instructional strategies that are based on **scientifically based research** that

- * Strengthen the core academic program in the school

- * Increase the amount and quality of learning time

- * Include strategies for meeting the needs of historically underserved populations

Address the needs of all children but particularly the needs of the targeted populations

(STAAR Reading, Writing, Math, Science, Social Studies, Curriculum Alignment, Integration of Technology, Classroom Management)

3. Instruction by Highly Qualified Professional Staff

Teachers hired on or after the first day of the 2002-2003 school year must be highly qualified before being hired.

Teachers hired before the first day of the 2002-2003 school year must be highly qualified by the last day of the 2005-2006 school year.

Paraprofessionals hired after January 8, 2002 must meet qualification requirements before being hired.

Paraprofessionals hired before January 8, 2002 must meet qualification requirements by January 8, 2006.

4. **High Quality Professional Development**

5% of the LEA's entitlement must be used to help uncertified teachers become highly qualified.

Low Performing campuses are required to spend 10% of their entitlement on professional development for at least 2 consecutive years.

Professional development activities are **high quality, sustained, intensive, and classroom focused** in order to and lasting impact on classroom instruction and the teacher's performance in the classroom and **are not one day short term workshops or conferences. However, several one-day workshops that can be tied back to one instructional goal or objective that can meet the definition of sustained and intense.**

5. **Parental Involvement**

LEA's that receive over \$500,000 must reserve 1% of their entitlement for Parental Involvement Activities

95% of the 1% must be allocated to the Title I Part A campus

Must have a written parent involvement policy that describes strategies to increase parental involvement such as literacy services.

School/Parent Compacts

- * Developed jointly with parents

- * Describe the responsibilities of the school, the parents, and the students.

- * Go to all districts

(Open House, PTO, Parent/Teacher Conferences, Orientation, Newsletters, Calendars, Progress Reports)

6. **Strategies to Attract High/quality, Highly Qualified Teachers**

Job Fairs

Recruiting

Forming partnerships with institutes of higher education to establish school based teacher training programs

Create programs to enable paraprofessionals to obtain the education necessary for them to become certified

7. **Transition**

Assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early First, or a state run preschool program to local elementary school programs; elementary to middle school; middle school to high school

- * Establish channels of communication between campuses

- * Curriculum Alignment
- * Planning meetings involving parents and teachers of the transitioning campus
- * Joint transition related training of the staffs

8. Teachers Included in Decisions Regarding the Use of Assessments

Provide information on the achievement of individual students

Provide information on the overall instructional program

- * STAAR Benchmarks/Progress Monitoring/ Release STAAR Tests
- * Alternative Assessments
- * ESL
- * Achievement Tests

9. Students Experiencing Difficulty - Response to Intervention (RTI)

Student difficulties are identified in a timely manner

Students are given effective and timely additional assistance

Professional Development for teachers in identification and strategies to assist students experiencing difficulty

Communication with parents for students who have not mastered standards

(Data disaggregation, Tutorials, Computer Assisted Instruction, Direct Small Group, or Individualized Instruction)

10. Coordination of Federal, State, and Local Services and Programs

Campus Improvement Plans must clearly show how coordination and integration occurs between programs

- * Federal Title Programs
- * Violence Prevention Programs
- * Nutrition Programs
- * Head Start

District Needs Assessment Summary

(See Appendix for all data)

The Needs Assessment for development of the 2015-16 Gause ISD District Improvement Plan included the following:

2014 District Accountability Data Tables, Data Disaggregation done with DMAC Assessment Software

Note: The new state STAAR test's standards are phased in over 2 year increments. Phase 1 standards are continuing for the 2014-15 school year. Phase 2 standards are for the 2015-16 & 2016-17 school years, and the Final standard is set for 2017-18 and beyond.

There are 4 Accountability Performance Index Ratings:

Index 1 - Student Achievement - assessment results are summed across tests, grades and subjects. Target score was 55, Gause ISD's score is an 81.

Index 2 - Student Progress - percent of tests at the specified growth level on the assessment is multiplied by the weight for that growth level. The Target score was 33, and Gause ISD's score is a 46.

Index 3 - Closing Performance Gaps - Percent of students at the specified student performance level is multiplied by the weight for that performance level. The Target score for this index was 28 and Gause ISD's score is a 46.

Index 4 Postsecondary Readiness-Measures of 8 student groups are evaluated and combined over all subject areas, all students and each race/ethnicity students. Credit is given for meeting postsecondary readiness standard final level II. The Target score is a 12 and Gause ISD's score is a 41.
Gause ISD MET STANDARD for all 4 indexes.

At Phase-in 1 standards, Math = 81% mastery, Reading = 82% mastery, Writing = 81% mastery, Science = 82%, and Social Studies = 67%, All Subjects = 81%

Attendance Rate

The attendance rate slightly decrease by a 0.7% in 2011-12 to 2012-2013 from 96.8% to 96.1%.

Dropout Rate and Completion Summary

The district 2012-13 Dropout Summary which is in Appendix, shows a dropout rate of 0% for Grades 7-8.

Performance Based Monitoring Analysis (PBMAS) for 2012 - 13

PBMAS indicators for Limited English Proficiency (LEP) students, Title I STAAR Passing Rates, and Special Education Indicators ALL met standards.

Community and Student Engagement Survey, Gause Staff Survey, Gause Parent Survey and Staff Professional Development Survey

1. Review of Community and Student Engagement Survey Evaluation -
 - a. Lowest indicator is college readiness initiatives for JH Students (Still considered satisfactory)
 - b. Keeping website up to date
 - c. Transition activities from 8th to 9th grade
 - d. Improve the RTI Process
 - e. Improve access to digital learning environments
2. Review of Gause Parent Survey
 - a. Improve the amount of communication to home by the school
 - b. Hold parent/teacher conferences
 - c. Increase the rigor of instruction to maximize learning and development
 - d. Continue to demonstrate high expectations for students and teachers
3. Review of Staff Surveys-
 - a. 5% of staff thinks bus discipline needs to be improved
 - b. 10% of staff think staff members treat each other with respect
 - c. 10% of staff think students could be more respectful of other students, to teachers, and all other staff

**Gause ISD District Improvement Plan
2015-2016**

Goal 1: Academic Expectations - All students will be expected to meet or exceed the educational performance standards set by the State of Texas.

NCLB Goal:1

Objective 1.1: Gause ISD will show continuous improvement, with scores 90% or better in reading/language arts, math, science, and social studies in all categories.

NCLB Objective(s): 1.1, 1.2,1.3, 7

School wide Components: 1, 2, 3

Summative Evaluation: STAAR & STAAR-A, AYP, PBMAS

Strategy	Resource	Person Responsible	Timeline	Evaluation
Practice STAAR and benchmark tests will be given regularly, using <i>dmac</i> , and other assessment sources to analyze student needs in order to modify instruction to address deficient areas.	Local Funds	Superintendent	Twice a year	Data results disaggregated and results shared in team meetings - Agendas
The 8-Step Instruction Planning Process and the Three-Critical Elements of Instruction will be implemented, utilized and continuously improved for each individual classroom.	Local Funds	Superintendent	Staff Development begins in August. Faculty Meetings to reinforce ideas.	Faculty & Content Area Team meeting Agendas, Staff Development, PDAS Evaluations
Curriculum will continue to be vertically aligned by content teams using models and methods that fully implement the TEKS PK-8.	Local Funds	Superintendent	Aug. - 15 - May 16	Report of Progress in content team meetings - Agendas
The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. (Response to Intervention (RTI) Tier Level Assistance)	Local Funds State Comp Ed	RTI Director and Team, Superintendent	Aug. - 15 - May 16	Benchmarks, Istation, Renaissance Universal Screeners and STARR Tests, Progress Monitoring and Benchmarks, RTI site on website current.
The superintendent will continue to monitor curriculum, instruction, and assessment using administrative walkthroughs and the PDAS process . The Superintendent will check to see that lesson plans match the instruction that they see in the walkthrough.	Local Funds	Superintendent	Aug. - 15 - May 16	Walkthrough Reports, Content Area team agendas & PDAS Evaluation Reports

Provide differentiation, accommodation and modification staff development to teachers for the Response to Intervention (RTI), 504, ELLs, & the Special Education Process. Include Co-teaching technique training.	Burleson-Milam Coop Local Funds SpED Funds State Comp Ed	Superintendent, Burleson-Milam Coop Director	During Faculty Meetings, and scheduled individual staff development Aug. - 15 - May 16	Faculty & Content Area Team meeting Agendas, Staff Development Attendance Records
The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students.	Local Funds	Superintendent Dyslexia Team	Each Semester	Dyslexia Team Meetings
Renaissance STAR Reading and Math Universal Screeners, STAR Early Literacy, STAAR Benchmarks and Progress Monitoring will be utilized for screening students to identify students struggling in reading, math, and science. Once Identified, the RTI team will develop a plan of action for each student.	Local Funds State Comp Ed	Superintendent, RTI Director and TEAM	Aug. - 14 - May 15	RTI Team Reports, Reports from Renaissance STAR Reading & Math, STAR Early Literacy, TPRI, progress monitoring through DMAC
Professional Development will be provided in all accelerated education interventions , new assessment services, and instructional staff development depending on the individual needs of the teachers. Distance Learning will be utilized when offered utilizing PolyCom Video Conferencing.	Local Funds State Funds State Comp Ed	Superintendent	During Faculty Meetings, and scheduled individual staff development Aug. - 15 - May 16	Faculty & Content Area Team meeting Agendas, Staff Development Attendance Records
During School tutoring will be enhanced to at least four days a week to assist struggling students.	Local Funds State Comp Ed	Superintendent, Teachers	Aug. - 15 - May 16	Tutorials provided during school daily for grades K-8.
Early Intervention Program will be continued and improved for the full day Day 4-Year-Old Program.	Local Funds State Funds State Comp Ed	Superintendent, PreK Teacher	Aug. - 15 - May 16	Professional Development Certificate, Pre-Kinder individual grade reporting, PDAS Evaluations
Field Trips will be utilized as enrichment activities and Advanced Academic opportunities.	Local Advanced Academic State Funds GPC	Superintendent, AAP Director, Classroom Teachers	Aug. 15 - May 16	Lesson Plans, Bus Travel Reports, Calendars
Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	Local Funds	Superintendent, district technology director	Aug. - 15- May 16	Lesson plans, classroom walk throughs, Staff Development Sign-in Sheets

Transition Activities between 8th grade and 9th grade will continue and processes will continue to improve for families to make informed decisions regarding high school course selections.	Local Funds Milano ISD	Superintendent	May '16	Transition Plans between Milano, Hearne, Cameron, and Mumford.
Transition Activities between 5th and 6th grade will continue for students going from elementary and junior high.	Local Funds	Junior High and 5th Grade Teachers	May '16	Organizational activities, Lesson Plans
Effectively use Renaissance Learning, Inc. programs as a tool in the RTI process. Familiarize the teachers with the process of Accelerated Math (lessons, diagnostic tests, exercises, practices, and scoring of scantrons). • Discuss how folders can be transferred between interventionists and teachers and how lessons, exercises, and tests will be done with the students in the different settings. Help make teachers be aware of vocabulary and literacy quizzes that can be included with AR comprehension quizzes. Also utilize as a data source in identifying deficits in Literary Skills.	Local Funds	Teachers and RTI Interventionists	Aug. 15 - May 16	RTI Meetings, Faculty Meeting Agendas, Renaissance Learning Summary Reports
The District Technology Plan will be implemented as stated in the plan.	Federal Small Rural Schools Grant & Local Funds Title I Funds	Superintendent	Aug.-15 - May 16	Supply and material invoices STAR Chart Summary Report
The College Readiness Initiative for Middle School will continue. The following activities will assist in the creation of a college-going culture at our school: 1) College Readiness PD 2) Student and Parent Roadmap Sessions 3) The Princeton Review (TPR) College Admissions Library 4) college and career webbased planning 9)Teacher Coaching - Technology Integration 10) Teacher Technology Materials	Local Funds	Superintendent and Junior High Team	Oct. 15 - May 16	Faculty Meeting Agendas, Sign-in sheets, Lesson Plans
Classroom digital learning environments will continue to be enhanced through authentic integration in each content area without compromising state standards and content vigor.	Federal Small Rural Grant Title I Funds Local funds	Superintendent	Aug.-15 - May 16	Staff Development Agendas
STAAR Assessment Professional Development will continue to prepare students for the new TEA assessments	Title I Funds	Superintendent	Aug.-15 - May 16	Professional Development Certificates, Substitute records, Region VI & PD invoices

**Gause ISD District Improvement Plan
2014-15**

Goal 1: Academic Expectations - All students will be expected to meet or exceed the educational performance standards set by the State of Texas.

NCLB Goal:1

Objective 1.2 Ninety percent of all special programs students will pass a grade level or ARD determined level state or local assessments.

NCLB Objective(s): 1.1, 1.2, 1.3

School wide Components: 1, 2, 4, 9, 10

Summative Evaluation: STAAR, STAAR-M, AYP, PBMAS, TELPAS, AMAO

Strategy	Resource	Person Responsible	Timeline	Evaluation
<p>Response to Intervention will be utilized as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions. Processes will be continually revised and updated for changing student needs. Important meeting dates will be placed on shared calendar through Google. Student's needs will be identified and appropriate Response to Interventions will be utilized and served in the following areas: · Response to Intervention Teams (RTI) · Section 504 · Advanced Academic Program (AAP) · Dyslexia · Special Education · Accelerated Education Interventions · ESL</p>	<p>SCE Funds Local Funds State Sped Funds</p>	<p>Superintendent, RTI Director and Team</p>	<p>Aug. 14 - May 15</p>	<p>RTI Team Reports, Reports from Renaissance STAR Reading & Math, STAR Early Literacy, TPRI, progress monitoring through DMAC, STAAR Results, Yearly RTI Calendar</p>
<p>Teachers and paraprofessionals will receive training as needed in the areas of differentiation, and accommodation and modification instructional strategies.</p>	<p>Local Funds</p>	<p>Superintendent, RTI Team, and Teachers</p>	<p>Aug. 14 - May 15</p>	<p>Sign in Sheets, Certificates, Classroom walk throughs, Staff Meeting Agendas</p>
<p>Staff development will continue concerning admission, review, and dismissal for the RTI, Section 504 and Special Education Programs, and Learning Disability Awareness.</p>	<p>Local Funds State Sped Funds</p>	<p>Special Education Director</p>	<p>Aug. 14 - May 15</p>	<p>Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.</p>

After-school tutoring will be continued three days a week to assist struggling students. Snacks will be given in tutoring utilizing the Child Nutrition Program.	Local Funds Child Nutrition Program State Comp Ed	Superintendent, Teachers	Aug. 14 - May 15	Tutoring Sign In Sheets kept in notebook kept by individual teachers and central office.
Sheltered Instruction and Linguistic Accomodation Training will be conducted at the beginning of school for English Language Learners	Title III, Part A	Superintendent	18-Aug-14	Sign in Sheet, Agenda
Teachers are required to have 30 hours of AAP credit and annual AAP update training.	Local AAP Funds	Superintendent AAP Director, Beverly Renner	Aug. 14 - Aug. 15	G/T certificates

**Gause ISD District Improvement Plan
2014 - 2015**

Goal 1. Academic Expectations - All students will be expected to meet or exceed the educational performance standards set by the State of Texas.

NCLB Goal:5

Objective 1.3 The dropout rate in the district will be less than 1%.

NCLB Objective(s): 5.1, 5.2

School wide Components: 9, 10

Summative Evaluation: PEIMS, AYP, Accountability Reports

Strategy	Resource	Person Responsible	Timeline	Evaluation
All campuses will utilize the Response to Intervention Team (RTI) as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions.	SCE Funds Local Funds State Sped Funds	Superintendent, RTI Team, and Teachers	Aug. 14 - May 15	RTI Team Reports, Reports from Renaissance STAR Reading & Math, STAR Early Literacy, TPRI, progress monitoring through DMAC, STAAR Results, Yearly RTI
District will closely monitor student leavers.	Local Funds	Superintendent and PEIM Coordinator	Each 6-weeks	PEIMS Data
The District will coordinate and utilize community social services (county constable, judicial system, and Child Protective Services) to enhance drop-out recovery programs.	Local Funds	Superintendent, Teachers	Aug. 14 - May 15	Superintendent Documentation Sources
A High Performing culture and climate will bcontinue with the help of The Flippen Education Group. "Campus by Design" Process and "Organizational Blueprint" training will provide strategic planning, operational consulting, and all-inclusive leadership training that will impact all stake-holders in the school for improved drop-out rate.	Local Funds Title I Funds	Superintendent	Aug.-14 - May 15	Professional Development Certificates, Substitute records, Region VI & PD invoices

A part-time counselor will be employed to enhance school-to-home communication for student related problems.	Local Funds	Superintendent	Aug.-14 - May 15	Survey Students and Parents
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**Gause ISD District Improvement Plan
2014 - 2015**

Goal 1. Academic Expectations - All students will be expected to meet or exceed the educational performance standards set by the State of Texas.

NCLB Goal:5

Objective 1.4 Attendance of students in the district will be at 97% or higher.

NCLB Objective(s): 5.1, 5.2

Schoolwide Components: 1

Summative Evaluation: PEIMS, AYP

Strategy	Resource	Person Responsible	Timeline	Evaluation
Incentives will be provided to promote attendance goals.	Local Funds	Superintendent, Teachers	Aug. 14 - May 15	Attendance Reports
District will provide personnel (PEIMS clerks) training to address student attendance.	Local Funds	Superintendent	Aug. 14 - May 15	PEIMS SD Certificates
The District will coordinate and utilize community social services (judicial system, and Child Protective Services) to enhance attendance issues.	Local Funds	Superintendent Teachers	Aug. 14 - May 15	Documentation of Individual Reporting
Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Milam County court system.	Local Funds	Superintendent and PEIMS Clerks	Aug. 14 - May 15	Individual Parent/Student Documentation Student Handbook
A High Performing culture and climate will continue with the help of The Flippen Education Group. "Campus by Design" Process and "Organizational Blueprint" training will provide strategic planning, operational consulting, and all-inclusive leadership training that will impact all stake-holders in the school for improved attendance .	Title Funds	Superintendent and PEIMS Clerks	Aug. 14 - May 15	Individual Parent/Student Documentation

**Gause ISD District Improvement Plan
2014 - 2015**

Goal 1: Academic Expectations - All students will be expected to meet or exceed the state and federal performance standards, begin the first steps in determining their career paths, and will develop the skills necessary to compete in today's digitally connected world.

NCLB Goal:1

Objective 1.5 Foster a post-secondary mindset to prepare students for rigorous high school and postsecondary studies and training.

NCLB Objective(s): 1.1, 1.2, 1.3

School wide Components: 1, 2, 4, 9, 10

Summative Evaluation: TAKS, AYP, PBMAS, TELPAS, AMAO

Strategy	Resource	Person Responsible	Timeline	Evaluation
7th & 8th grade students will take local college and technical school tours each semester.	Local Funds	Superintendent Coach	Each Semester	College Tour Agendas
Parent Roadmap Nights to better prepare and educate parents on College and Post Secondary Options will be done annually in conjunction with the college and technical school tours.	Local Funds	Superintendent	Spring Semester in conjunction with College Trip	Parent Sign In Sheets and Agenda
College Day will be infused into the calendar for all students each 6-Wk period. Students and Faculty will promote post-secondary by wearing post-secondary college apparel.	Local Funds	Superintendent	Each 6-Wks	Documentation of percentages of each class who wear the most will receive free icecream.
Career Awareness Classes will be offered to Eighth grade students with the following focuses: budget preparations, interest inventories, career awareness with a visit to a career fair, career skill building in job applications, resumes, mock interviews and organization skills.	Local Funds	Career Awareness Teacher	Spring Semester	Lesson Plans

<p>The following activities will occur in the elementary classrooms to infuse career awareness and skills: 1) invitation of community members to speak about career choices and awareness. 2) class trips to different businesses 3) career skill building exercises in share time, organizational skills, study habits, public speaking activities 4) Virtual fieldtrips to colleges 5) homeroom classrooms will represent their alma maters</p>	<p>Local Funds</p>	<p>Teachers</p>	<p>Aug. 14 - May 15</p>	<p>Lesson Plans Principal Walkthroughs</p>
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**Gause ISD District Improvement Plan
2014 - 2015**

Goal 1: Academic Expectations - All students will be expected to meet or exceed the state and federal performance standards, begin the first steps in determining their career paths, and will develop the skills necessary to compete in today's digitally connected world.

NCLB Goal:1

Objective 1.6: A digital learning environment will be designed and established whereby authentic technology integration occurs (without compromising state standards and content rigor).

NCLB Objective(s): 1.1, 1.2, 1.3

School wide Components: 1, 2, 4, 9, 10

Summative Evaluation: STAAR, STAAR-M, AYP, PBMAS, TELPAS, AMAO

Strategy	Resource	Person Responsible	Timeline	Evaluation
Elementary Students will utilize on-line resources such as eBooks, Britannica, Searchasaurus in their classrooms. Students will take technology classes during their rotations.	Local Funds	Classroom Teachers	Aug. 14 - May 15	Lesson Plans
Technology Integration strategies will be scheduled with teachers during professional development Tuesdays. Classroom teachers will be giving this to the rest of the group.	Local Funds	Classroom Teachers	Aug. 14 - May 15	Schedule, and handouts provided
Technology Integration Instructional Strategies will be evaluated and discussed with individual teachers during the PDAS process and planning will occur for professional development based on the needs of the teachers.	Local Funds	Classroom Teachers	Aug. 14 - May 15	Schedule, and handouts provided

**Gause ISD District Improvement Plan
2014 - 2015**

Goal 2. Staff Development - Expand the focus of professional development to better meet the needs of all personnel.

Objective 2.1: All teachers and staff will attend professional development to help increase student achievement.

NCLB Objective(s): 3.1, 3.2

School wide Components: 4, 10

Summative Evaluation: Professional Development Plan, Sign In Sheets, Certification of Participation

Strategy	Resource	Person Responsible	Timeline	Evaluation
Professional Development will take place for all major district initiatives that are stated in this plan. These include The Flippen Education Group's "CKH Momentum", Capturing Kid's Hearts for new Teachers, STAAR Lead4Ward and Staar4Ward, ELL Sheltered Instructional Strategies, and Technology Integration.	Title I & III Local Funds Burleson-Milam SpEd, Region VI ESC	Superintendent	Aug 14- Jan 15	PD Agendas, Participation Certificates
Professional Development will done so that all content teachers have 30 hours of advanced academic training to support the gifted & talented program. A 6 hour update must be done each year.	Local Funds State Adv Academic Funds	Superintendent Mrs. Renner	August 14 PD - June, 2014	Participation Certificates
Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	Local Funds	Superintendent, district technology director	Aug. -14 - May 15	Lesson plans, classroom walk throughs, Staff Development Sign-in Sheets

Effectively use Renaissance Learning, Inc. programs as a tool in the RTI process. Help make teachers aware of vocabulary and literacy quizzes that can be included with AR comprehension quizzes. Also utilize as a data source in identifying deficits in Literary Skills. Discuss how folders can be transferred between interventionists and teachers and how lessons, exercises, and tests will be done with the students in the different settings.	Manual and examples of Accelerated Reader literacy quizzes and vocabulary quizzes. Local Funds	Teachers and RTI Interventionists	Nov. 14 - May 15 Staff Development Professional Development	Professional Development Agendas, Reports from Renaissance Learning
Provide differentiation, accommodation and modification staff development to teachers for the Response to Intervention (RTI), 504, & Special Education Process.	Burleson-Milam Coop Local Funds	Superintendent, Burleson-Milam Coop Director	During Faculty Meetings, and scheduled individual staff development Aug. -14 - May 15	Faculty & Content Area Team meeting Agendas, Staff Development Attendance Records
The 8-Step Instruction Planning Process and the Three-Critical Elements of Instruction will be implemented, utilized and continuously improved for each individual classroom.	Local Funds	Superintendent	Staff Development begins in August. Faculty Meetings will reinforce ideas.	PDAS Evaluation Forms Principal Walkthroughs
6-Trait Writing professional development will begin with each content area teacher receiving professional development and expectations of writing instruction for all students.	Local Funds	Superintendent	Staff Development begins in August. Faculty Meetings will reinforce ideas.	PDAS Evaluation Forms Principal Walkthroughs
A High Performing culture and climate will continue to build with Staff Development regarding High Performing Teams during August Staff Development.	Title I Funds	Superintendent	Staff Development begins in August. Faculty Meetings will reinforce ideas.	PDAS Evaluation Forms Principal Walkthroughs
Bullying in Schools Video will be watched at the beginning of school year by all faculty. The training will define bullying and how to identify signs of bullying and steps to take in initiating, conducting, and completing an investigation into alleged bullying. Classroom processes and procedures will be discussed to help identify signs of bullying.	District Funds	Superintendent Counselor	Staff Development at beginning of year. Faculty Meetings on Tuesdays reinforce ideas.	Training Sign-In Sheet and Principal Walkthroughs

**Gause ISD District Improvement Plan
2014 - 2015**

Goal 2. Staff Development - Expand the focus of professional development to better meet the needs of all personnel.

Objective 2.2: Gause ISD will attract, recruit, and retain highly qualified and certified staff.

NCLB Objective(s): 3.1, 3.2

School wide Components: 3 & 6

Summative Evaluation: Federal Annual Highly Qualified Report & Annual Staff Surveys

Strategy	Resource	Person Responsible	Timeline	Evaluation
The district will verify that all teachers and newly hired teachers are deemed "Highly Qualified" under No Child Left Behind (NCLB) and Texas Certified.	Local	Superintendent	Continuous	District Highly Qualified Teacher Reports and Certification Reports
The district will develop and maintain a climate that is supportive of highly successful teachers. High Performing Teams Staff Development will be stressed in training.	Title I	Superintendent School Board	Continuous	Pre and Post Climate Staff and Student surveys
The district will provide and enhance training for substitute teachers. Substitutes will be invited to the 3 day Flippen Training at the beginning of the year.	Local Funds Title I Funds	Superintendent	August 2014 & Continuous	Sign in sheets
The district will continue to maintain a competitive salary schedule.	Local Funds	Superintendent and School Board	Budget Process Summer 2014	Published salary schedule Grant Applications
The district will utilize Region VI Personell Placement Cooperative, the district website and TASAnet Career Corner to advertise for highly qualified teachers.	Local Funds	Superintendent and School Board	Continuous	Published salary schedule Grant Applications

**Gause ISD District Improvement Plan
2014-15**

Goal 3. Parent/Community Involvement - Parents and other members of the community will be partners in the improvement of the school.

NCLB Goal: NA

Objective 3.1: GISD will provide opportunities for and encourage parents and community members participate in all facets of the education of their children.

NCLB Objective: 4,5

School wide Components:

Summative Evaluation: Parental Involvement Report

Strategy	Resource	Person Responsible	Timeline	Evaluation
Opportunities for parent/teacher communications will be evaluated and enhanced. Parent communication from the office and teachers detailing activities, dates, and times will be disseminated to parents/community.	Local Funds	Superintendent, Teacher Teams	Continuous	Newsletters, Calendars Logs, School website, and Folders Home
Information will be provided to parents via the school website, US postal service, area newspapers, Blackboard Connect, Remind (texts) and through student folder information.	Local Funds	Superintendent, Teacher Teams	Continuous	Printed Newspaper Articles Evaluation of website
Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their communication including confidentiality, and sensitivity training.	Local Funds	Superintendent	Aug. 14 - May 15	Agendas, memoranda, work records, and principal documentation
Annual needs assessments and opinion surveys will be done for the students, parents, and staff.	Local	Superintendent	Spring 2015	Completed and compiled survey results

Title I Parent Annual District Meetings, Parent-Teacher Compacts, and all aspects of the Gause Parent Involvement Policy will be implemented and evaluated annually to maximize parent/student involvement.	Title I	Principal and DAC members	Throughout year	Sign up sheets and Agendas, Signed Compacts, DEIC Minutes
The website will continue with a parent portal link allowing parents to view grades of their children in "real time".	Local Funds	Superintendent, Technology Director, and Teachers	Throughout year	Website usage reports
Parent resources through "Resources for Educators" and support on a wide-array of topics will be distributed monthly via newsletters in folders.	Title I	Superintendent, GPC President, LaDonna Bonorden	Throughout year	Website, examples of flyers presented

**Gause ISD District Improvement Plan
2014 - 2015**

Goal 4. Campus Environment - An atmosphere will be provided to enhance the small, safe school atmosphere of the Gause ISD .

Objective 4.1: All Gause ISD staff will conduct themselves in a professional manner.

NCLB Objective: 4

School wide Components: 3

Summative Evaluation: Parent Survey, Staff Evaluations

Strategy	Resource	Person Responsible	Timeline	Evaluation
Staff will receive training in professional protocols and procedures in ethics and professionalism in all aspects of their verbal and nonverbal communication.	Local Funds	Superintendent	Aug 14 - July 15	Agendas, memoranda, work records, and principal documentation
All GISD staff and substitutes will receive staff development in "How to work with Parents" and "Parents as Partners" in educational process.	Local Funds Burleson-Milam Coop	Superintendent	September, 2014	Staff Meeting Agenda, Acknowledgement of Training documentation.
The following parent communication opportunities will be evaluated and enhanced to promote Gause ISD in all communications: Gause Parents Club, Meet the Teacher Nights, and any other Parent / School activities.	Local Funds	Superintendent	Aug 14 - July 15	Parent Surveys, Word of Mouth

**Gause ISD District Improvement Plan
2014 - 2015**

Goal 4. Campus Environment - An atmosphere will be provided to enhance the small, safe school atmosphere of the Gause ISD .

NCLB Goal: 4

Objective 4.2: Students will be educated in learning environments that are safe, drug free, and conducive to learning.

NCLB Objective: 4.1

School wide Components: 4,5,9, 10

Summative Evaluation: PEIMS, Discipline Referrals

Strategy	Resource	Person Responsible	Timeline	Evaluation
Continue Evaluating, revising, and implementing the emergency response crisis management plan. Change the format of the guide so that document is always visible. Monthly, there will be drills of each kind of crisis possible in order for the staff and student body to understand the guide.	Local Funds	Superintendent	Sep-14	Agenda Minutes from the district team meetings. Calendar and results of each drill.
Staff Development will be given on recognizing bullying and strategies to educate and stop bullying from happening in the school environment. They will then transfer their training into their classrooms in order to have a safe bully free environment.	District Funds	Superintendent, Counselor	Beginning of Year Staff Development and January Staff Development, Tuesday Staff Development	Staff Development Agenda, Powerpoint of Bullying Presentation, Cyber Bulling Lesson Plans, Team Meeting Minutes
Anti-drug and violence visuals will be posted throughout campuses during Red Ribbon Week in October.	Local Funds	Superintendent	Oct-14	Visuals Posted

A staff survey will be given in order to plan for strategies of improvement of safety and climate.	Local Funds	Superintendent	Spring of 2015	Survey Reports
Capturing Kid's Hearts staff development and the Keystone Curriculum will provide tools for the staff and students to build positive, productive, trusting, relationships. This will transform classroom and campus environments to pave the way for high performance.	Title I Funds	Superintendent	Jan-15	Surveys, Disciplinary Summary Reports
The Student Health Advisory Committee (SHAC) will continue to assess and implement needs of student and faculty health in GISD. Yearly goals and objectives will be established and implemented.	Local Funds	Superintendent	Aug 14 - May 15	SHAC Sign IN Sheets, Minutes, SHAC Goals and Objectives

**Gause ISD District Improvement Plan
2014-2015**

Goal 4. Campus Environment - An atmosphere will be provided to enhance the small, safe school atmosphere of the Gause ISD .

Objective 4.3: GISD will use various methods of communicating with the public.

NCLB Objective(s): 4,5

School wide Components: 2,5,7,9,10

Summative Evaluation: Parent Survey, Open Forum Comments

Strategy	Resource	Person Responsible	Timeline	Evaluation
An automated phone calling system will continue to be utilized so that parents are informed quickly and efficiently of a crisis situation or school closings. (Blackboard Connect)	Local Funds	Administrative Assistant	Aug 14 - May 15	Blackboard Connect Reports
Meet the Teacher Nights at the beginning of school.	Local Funds	Superintendent, Teachers	Aug-14	Sign In Sheets
Newsletters, flyers, letters, and announcements will be sent home weekly in folders.	Local Funds	Classroom Teachers	Weekly	Copies of those items
A process will established in order that the GISD website will be kept up-to-date. Investigation will occur to best infuse teacher website for better parent communication to occur.	Local Funds	LaDonna Bonorden, Superintendent	Aug 14 - May 15	Website Audit in September 14
The following parent communication opportunities will be evaluated and enhanced to promote Gause ISD in all communications: Gause Parents' Club, Meet the Teacher Nights, Boostser Club, and all other School / Parent activities.	Local Funds	Superintendent	Continuous	Parent Surveys, and Word-of-Mouth

Parent resources through "Resources for Educators" and support on a wide-array of topics will be distributed monthly via newsletters in folders.	Title Funds	Superintendent	Continuous	Volunteer Assistance
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Gause ISD

APPENDIX

Needs Assessment Data & Financial Data

School Year 2014 - 2015

All campuses in Gause ISD are designated School wide Title I campuses. Where possible, Gause ISD coordinates all of it's federal, state and local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.

Title I, A
2014 - 2015

Position/ Assignment/Activity	Total FTE's	Total \$
Personnel/Payroll - 6100		\$0
Professional/Contracted Services - 6200		
Flippen Education Group - \$5,250		
Region VI - \$1,454		
DMAC - \$2,825		
Comnet - \$9,273		
Distance Learning - \$2,052		\$19,804
Supplies/Materials - 6300		
Resources for Educators - \$325		
Supplemental Software - Istation (Rdng) - \$3,200		
Technology for classrooms - \$12,870		
Flippen Workbooks - \$350		\$16,670
Other Operating - 6400		
Travel and Registration Fees for Professional Development		\$800
TOTAL Gause ISD	0	\$37,274

**Title II, A
2014-2015**

Position/ Assignment/Activity	Total FTE's	Total \$
Personnel/Payroll - 6100		\$0
Professional/Contracted Services - 6200 Reg. VI Lead4Ward Consultant		\$5,200
Supplies/Materials -6300 Supplemental Instructional Supplies and Materials,		\$1,801
Other Operating - 6400 Professional Development activities designed to improve the quality of teachers and improve the content knowledge and classroom practices.		\$0
TOTAL Gause ISD	0	\$7,001