

2020-21 District Improvement Plan

Gold-Burg School

School Name

Gold-Burg Independent School District

District Name

Date Reviewed: 5/23/2021

Date Approved for the 2020-2021 school year:

Gold-Burg ISD District Improvement Plan is available in English on the District Website or in the front office. The District Improvement Plan will be made available in Spanish upon request.

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Mission Statement

Gold-Burg Independent School District's Mission Statement

Gold-Burg ISD partners with parents to grow students that achieve excellence in academics, citizenship, leadership and integrity.

Gold-Burg School's Mission Statement

Our mission statement is based on the belief that our students should be challenged and learning can be enhanced by teachers, leaders in the community, and parents serving as models of socially acceptable behavior for students.

Believing that all children can learn, we propose to relate educational concepts in practical ways that will provide all our students the opportunity to reach their potential to become responsible and productive citizens.

Gold-Burg ISD is committed to preparing students for the future by providing diverse growth experiences in academics, vocational experiences, and technology.

Gold-Burg School District Improvement Plan

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the Site-Based Committee at Gold Burg School met and conducted a Comprehensive Needs Assessment(CNA) for the 2019-2020 school year on September 4, 2019. The needs assessment was conducted to identify gaps in the areas listed below: The data reviewed include; PBMAS Report, TAPR Report, State accountability data, TPRI data, TELPAS data, Surveys and program evaluations. The committee also evaluated and reviewed the Parent Involvement Policy. The Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the District Improvement Plan.

Campus Demographics

The staff at Gold-Burg School include 15 teachers, 5 paraprofessionals, and 2 administrators. The student population is 76.9% White, 3% African American, 14.2% Hispanic, .7% Asian, and .7% Native American. Additionally, the campus serves 79.9% economically disadvantaged students, 9.7% special education students, and 3% Limited English Proficient students. Attendance rates include -% African American, 95.2% Hispanic, 93.7% White, and 93.7% economically disadvantaged. The most current data indicate the campus has a 21.3% mobility rate.

The following data were reviewed in relation to campus demographics:

Current attendance rates are lower this year as compared to previous school years.

Upon review of these data, several findings were noted. These findings include:

In 2016-2017 saw enrollment at 125 students. In the 2017-2018 school year the enrollment was 113 students. In 2018-2019 school year there are 138 students. For the 2019-2020 the enrollment is 142. For the 2020-2021 school year, enrollment was 142 along with an increase in Economically Disadvantaged another tenth of a percent from 79.8 in 2019-2020 to 79.9 this year.

Areas of need include:

With the pandemic and asynchronous instruction, we will need to find ways to maintain and boost attendance.

Student Achievement

The following data were reviewed in relation to Student achievement:

Due to the COVID-19 pandemic, most STAAR tests were not given and accountability was suspended. Therefore, STAAR performance scores are limited. TAPR, PBMAS, TPRI, TELPAS, STAAR, Dual credit participation.

Upon review of these data, several findings were noted. These findings include:

Increased scores in math and reading at the approaches level, but low numbers on meets and master levels compared to the state numbers. Student science scores tend to be lower than state scores. Students are progressing with one year's growth, an increase from previous years.

Areas of need include:

With students missing the last 9 weeks of school combined with a 10-week summer, deficits and loss of learning will need to be addressed. The district will administer online assessments provided by TEA in order to assess student knowledge of the previous grade level prior to the COVID shut down. Flex periods will be used deliver remedial and accelerated instruction, and students will be funneled into classes according to their academic need. With STAAR accountability being suspended again this year, teachers will have the ability to put greater focus on learning loss rather than testing. Students will still take STAAR tests, but results will only be used for district information.

School Culture, Climate, and Organization

The following data were reviewed in relation to School Culture, Climate, and Organization:

Parent, staff and student surveys. Staff input, community input.

Upon review of these data, several findings were noted. These findings include:

Surveys indicated that most stakeholders believed the school to be a safe place for students, staff and community members. Community and parents felt that a small school size and class sizes provide a good nurturing environment. Teachers felt involved in the decision making process.

Areas of need include:

Continue involving all stakeholders to monitor school climate and culture.

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

TAPR, GBISD budget, Region 9 staff salary survey for superintendents. Teaching staff and paraprofessional certifications.

Upon review of these data, several findings were noted. These findings include:

Teacher's pay scale is a little lower than other schools in the area. Staff benefits are a little lower than other schools in the area. New teacher's success not as high as district would like. All teachers and paraprofessional meet state certification requirements. The majority of teaching staff are trained in New Art and Science of Teaching through Marzano Research.

Areas of need include:

Continued participation in New Art and Science of Teaching. Teacher mentor program for new teachers to teaching and new to the district. A review of staff benefits by superintendent and the Board. Developing a budget to set funds aside for the required Reading Academies.

Family and Community Involvement

The following data were reviewed in relation to Family and Community Involvement:

Parent surveys. District Site Based Decision Making Team, Input by parents. PFE Policy, Quick Surveys and Attendance rosters at school sponsored events. Facebook.

Upon review of these data, several findings were noted. These findings include:

Low community involvement except during sporting events and special school programs. Stakeholders are notified or aware of events, but often times do not participate.

Areas of need include:

Better community involvement during all times of the school year. Determine ways to increase the involvement of the parents and community.

Priority Needs for 2019-2020

Increase Math, Reading, Science and Writing scores.

More CTE Certification classes and certifications being received by students.

Increase in Dual credit student participation.

Student Performance Data

Reading

2016-17 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	9	1356	5	56	4	44	3	33	3	33
	4	9	1457	3	33	6	67	3	33	0	0
	5	7	1547	3	43	4	57	3	43	2	29
	6	10	1509	5	50	5	50	4	40	1	10
	7	6	1614	1	17	5	83	2	33	0	0
	8	4									

2017-18 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	3									
	4	9	1505	4	44	5	56	4	44	2	22
	5	9	1471	6	67	3	33	2	22	1	11
	6	9	1541	4	44	5	56	2	22	1	11
	7	11	1648	4	36	7	64	6	55	3	27
	8	10	1673	1	10	9	90	4	40	0	0

2018-19 Reading STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	13	1382	5	38	8	62	4	31	2	15
	4	5	1392	3	60	2	40	1	20	0	0
	5	13	1574	5	38	8	62	7	54	4	31
	6	10	1543	4	40	6	60	1	10	0	0
	7	9	1641	3	33	6	67	3	33	2	22
	8	12	1695	4	33	8	67	7	58	4	33
Hispanic/ Latino	3	1									
	4	2									
	5	1									
	6	1									
	7	1									
	8	0									
Hispanic/ Latino	3	0									
	4	1									
	5	2									
	6	2									
	7	3									
	8	1									
Hispanic/ Latino	3	4									
	4	0									
	5	1									
	6	2									
	7	2									
	8	2									
American Indian or Alaska Native	3	0									

	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Asian	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
Black or African American	3	0									
	4	0									
	5	0									
	6	0									
	7	0									

	8	0									
Black or African American	3	0									
	4	0									
	5	1									
	6	1									
	7	0									
	8	1									
Black or African American	3	0									
	4	0									
	5	0									
	6	1									
	7	1									
	8	0									
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
White	3	8	1371	4	50	4	50	3	38	3	38
	4	6	1445	2	33	4	67	2	33	0	0
	5	6	1509	3	50	3	50	2	33	1	17
	6	8	1510	4	50	4	50	3	38	1	13
	7	5	1617	1	20	4	80	2	40	0	0
	8	4									
White	3	3									
	4	8	1528	3	38	5	63	4	50	2	25
	5	5	1478	3	60	2	40	1	20	1	20

	6	6	1530	2	33	4	67	1	17	0	0
	7	7	1673	2	29	5	71	4	57	3	43
	8	8	1669	1	13	7	88	3	38	0	0
2018-19 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	8	1350	4	50	4	50	2	25	1	13
	4	5	1392	3	60	2	40	1	20	0	0
	5	12	1590	4	33	8	67	7	58	4	33
	6	6	1568	1	17	5	83	1	17	0	0
	7	6	1624	2	33	4	67	1	17	1	17
	8	9	1699	3	33	6	67	5	56	3	33
Two or More Races	3	0									
	4	1									
	5	0									
	6	1									
	7	0									
	8	0									
Two or More Races	3	0									
	4	0									
	5	1									
	6	0									
	7	1									
	8	0									
Two or More Races	3	1									

	4	0									
	5	0									
	6	1									
	7	0									
	8	1									
Economically Disadvantaged	3	4									
	4	6	1496	1	17	5	83	3	50	0	0
	5	7	1547	3	43	4	57	3	43	2	29
	6	5	1413	4	80	1	20	1	20	0	0
	7	3									
	8	2									
Economically Disadvantaged	3	1									
	4	3									
	5	6	1487	3	50	3	50	2	33	1	17
	6	7	1553	3	43	4	57	2	29	1	14
	7	6	1546	4	67	2	33	1	17	0	0
	8	5	1650	1	20	4	80	2	40	0	0
2018-19 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	11	1408	3	27	8	73	4	36	2	18
	4	4									
	5	10	1607	3	30	7	70	6	60	3	30
	6	6	1538	3	50	3	50	1	17	0	0
	7	7	1644	2	29	5	71	2	29	2	29
	8	7	1629	4	57	3	43	3	43	1	14

Limited English Proficient	3	1									
	4	1									
	5	0									
	6	1									
	7	0									
	8	0									
Limited English Proficient	3	0									
	4	1									
	5	1									
	6	1									
	7	1									
	8	0									
Limited English Proficient	3	0									
	4	0									
	5	1									
	6	1									
	7	1									
	8	0									
Special Education	3	0									
	4	0									
	5	1									
	6	1									
	7	0									
	8	0									
Special Education	3	0									
	4	0									
	5	1									

	6	1									
	7	1									
	8	0									
Special Education	3	1									
	4	0									
	5	1									
	6	0									
	7	1									
	8	1									
At-Risk	3	1									
	4	4									
	5	2									
	6	5	1413	4	80	1	20	1	20	0	0
	7	5	1597	1	20	4	80	1	20	0	0

Writing

2016-17 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	9	3649	2	22	7	78	1	11	0	0
	7	5	3516	3	60	2	40	1	20	0	0
Hispanic/ Latino	4	2									
	7	1									
American Indian or Alaska Native	4	0									
	7	0									
Asian	4	0									
	7	0									

Black or African American	4	0									
	7	0									
Native Hawaiian or Other Pacific Islander	4	0									
	7	0									
White	4	6	3682	1	17	5	83	1	17	0	0
	7	4									
Two or More Races	4	1									
	7	0									
Economically Disadvantaged	4	6	3805	0	0	6	100	1	17	0	0
	7	3									
Limited English Proficient	4	1									
	7	0									
Special Education	4	0									
	7	0									
At-Risk	4	4									
	7	4									

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	10	3622	5	50	5	50	4	40	0	0
	7	11	3629	5	45	6	55	4	36	1	9
Hispanic/Latino	4	1									
	7	3									
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	0									
	7	0									
White	4	9	3698	4	44	5	56	4	44	0	0
	7	7	3756	3	43	4	57	4	57	1	14
Two or More Races	4	0									

	7	1									
Economically Disadvantaged	4	3									
	7	6	3214	4	67	2	33	0	0	0	0
Limited English Proficient	4	1									
	7	1									
Special Education	4	0									
	7	1									

2018-19 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	5	3633	2	40	3	60	1	20	0	0
	7	9	3875	3	33	6	67	5	56	1	11
Hispanic/Latino	4	0									
	7	2									
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	0									
	7	1									
White	4	5	3633	2	40	3	60	1	20	0	0
	7	6	3826	2	33	4	67	4	67	0	0
Two or More Races	4	0									
	7	0									
Economically Disadvantaged	4	4									
	7	7	3877	3	43	4	57	4	57	1	14
Limited English Proficient	4	0									
	7	1									
Special Education	4	0									
	7	1									

English I

2016-17 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	10	3984	3	30	7	70	5	50	0	0
White	10	3984	3	30	7	70	5	50	0	0
Economically Disadvantaged	6	3841	3	50	3	50	2	33	0	0
At-Risk	7	3836	3	43	4	57	2	29	0	0

2017-18 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	7	3809	3	43	4	57	1	14	0	0
White	7	3809	3	43	4	57	1	14	0	0

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	11	4003	3	27	8	73	6	55	0	0
White	9	3968	3	33	6	67	4	44	0	0
Economically Disadvantaged	5	4050	1	20	4	80	3	60	0	0

English II

2016-17 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	16	3898	3	19	13	81	7	44	0	0
White	14	3900	3	21	11	79	7	50	0	0
Economically Disadvantaged	9	3886	2	22	7	78	5	56	0	0
At-Risk	10	3783	3	30	7	70	3	30	0	0

2017-18 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	8	4006	2	25	6	75	5	63	0	0
White	8	4006	2	25	6	75	5	63	0	0
Economically Disadvantaged	7	3947	2	29	5	71	4	57	0	0

2018-19 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	7	3797	5	71	2	29	1	14	0	0
White	7	3797	5	71	2	29	1	14	0	0

Mathematics

2016-17 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	9	1384	6	67	3	33	3	33	2	22
	4	9	1561	0	0	9	100	3	33	0	0
	5	8	1564	2	25	6	75	2	25	1	13
	6	10	1553	5	50	5	50	2	20	0	0
	7	6	1617	2	33	4	67	2	33	0	0
	8	4									

2017-18 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	3									
	4	8	1583	2	25	6	75	4	50	2	25
	5	9	1527	3	33	6	67	2	22	0	0
	6	9	1550	5	56	4	44	1	11	0	0
	7	11	1601	5	45	6	55	2	18	0	0
	8	10	1627	5	50	5	50	2	20	0	0

2018-19 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	13	1407	3	23	10	77	2	15	1	8
	4	5	1455	3	60	2	40	1	20	1	20
	5	13	1580	4	31	9	69	4	31	3	23
	6	10	1595	2	20	8	80	3	30	1	10

	7	9	1570	5	56	4	44	3	33	0	0
	8	12	1632	4	33	8	67	3	25	0	0
Hispanic/ Latino	3	1									
	4	2									
	5	2									
	6	1									
	7	1									
	8	0									
Hispanic/ Latino	3	0									
	4	1									
	5	2									
	6	2									
	7	3									
	8	1									
Hispanic/ Latino	3	4									
	4	0									
	5	1									
	6	2									
	7	2									
	8	2									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									

	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Asian	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
Black or African American	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									
	4	0									
	5	1									
	6	1									
	7	0									
	8	1									

Black or African American	3	0									
	4	0									
	5	0									
	6	1									
	7	1									
	8	0									
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
White	3	8	1392	5	63	3	38	3	38	2	25
	4	6	1575	0	0	6	100	2	33	0	0
	5	6	1562	1	17	5	83	1	17	0	0
	6	8	1569	3	38	5	63	2	25	0	0
	7	5	1632	1	20	4	80	2	40	0	0
	8	4									
White	3	3									
	4	7	1594	2	29	5	71	4	57	2	29
	5	5	1544	1	20	4	80	2	40	0	0
	6	6	1528	4	67	2	33	1	17	0	0
	7	7	1623	3	43	4	57	2	29	0	0
	8	8	1638	4	50	4	50	2	25	0	0
2018-19 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	3	8	1428	1	13	7	88	2	25	1	13
	4	5	1455	3	60	2	40	1	20	1	20
	5	12	1582	4	33	8	67	4	33	3	25
	6	6	1604	1	17	5	83	2	33	1	17
	7	6	1532	4	67	2	33	1	17	0	0
	8	9	1653	2	22	7	78	3	33	0	0
Two or More Races	3	0									
	4	1									
	5	0									
	6	1									
	7	0									
	8	0									
Two or More Races	3	0									
	4	0									
	5	1									
	6	0									
	7	1									
	8	0									
Two or More Races	3	1									
	4	0									
	5	0									
	6	1									
	7	0									
	8	1									
Economically Disadvantaged	3	4									
	4	6	1581	0	0	6	100	3	50	0	0
	5	8	1564	2	25	6	75	2	25	1	13
	6	5	1474	5	100	0	0	0	0	0	0

	7	3									
	8	2									
Economically Disadvantaged	3	1									
	4	3									
	5	6	1517	2	33	4	67	1	17	0	0
	6	7	1546	4	57	3	43	1	14	0	0
	7	6	1550	5	83	1	17	0	0	0	0
	8	5	1628	3	60	2	40	1	20	0	0
2018-19 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	11	1407	2	18	9	82	2	18	1	9
	4	4									
	5	10	1578	3	30	7	70	3	30	2	20
	6	6	1594	2	33	4	67	2	33	1	17
	7	7	1553	4	57	3	43	2	29	0	0
	8	7	1584	4	57	3	43	0	0	0	0
Limited English Proficient	3	1									
	4	1									
	5	1									
	6	1									
	7	0									
	8	0									
Limited English Proficient	3	0									
	4	1									
	5	1									

	6	1									
	7	1									
	8	0									
Limited English Proficient	3	0									
	4	0									
	5	1									
	6	1									
	7	1									
	8	0									
Special Education	3	0									
	4	0									
	5	1									
	6	1									
	7	0									
	8	0									
Special Education	3	0									
	4	0									
	5	1									
	6	1									
	7	1									
	8	0									
Special Education	3	1									
	4	0									
	5	1									
	6	0									
	7	1									
	8	1									

At-Risk	3	1									
	4	4									
	5	3									
	6	5	1474	5	100	0	0	0	0	0	0
	7	5	1590	2	40	3	60	1	20	0	0

Algebra I

2016-17 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	8	4102	1	13	7	88	5	63	2	25
White	8	4102	1	13	7	88	5	63	2	25
Economically Disadvantaged	5	3818	1	20	4	80	2	40	0	0
At-Risk	5	3802	1	20	4	80	2	40	0	0

2017-18 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	7	3712	2	29	5	71	1	14	0	0
White	7	3712	2	29	5	71	1	14	0	0

2018-19 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	12	3457	8	67	4	33	0	0	0	0

White	10	3389	8	80	2	20	0	0	0	0
Economically Disadvantaged	6	3365	5	83	1	17	0	0	0	0

Science

2016-17 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	8	3542	4	50	4	50	1	13	0	0
	8	4									
Hispanic/Latino	5	2									
	8	0									
American Indian or Alaska Native	5	0									
	8	0									
Asian	5	0									
	8	0									
Black or African American	5	0									
	8	0									
Native Hawaiian or Other Pacific Islander	5	0									
White	5	6	3664	3	50	3	50	1	17	0	0
	8	4									
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	8	3542	4	50	4	50	1	13	0	0
	8	2									
Limited English Proficient	5	1									
	8	0									
Special Education	5	1									
At-Risk	5	3									

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	9	3305	7	78	2	22	0	0	0	0
	8	11	3672	5	45	6	55	2	18	1	9
Hispanic/Latino	5	2									
	8	2									
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	1									
	8	1									
White	5	4									
	8	8	3810	3	38	5	63	2	25	1	13
Two or More Races	5	2									
	8	0									
Economically Disadvantaged	5	6	3311	4	67	2	33	0	0	0	0
	8	5	3769	3	60	2	40	1	20	1	20
Limited English Proficient	5	1									
	8	0									
Special Education	5	1									
	8	1									

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	12	3470	6	50	6	50	1	8	1	8
	8	10	3562	4	40	6	60	2	20	0	0
Hispanic/Latino	5	1									
	8	1									
American Indian or	5	0									

Alaska Native	8	0									
Black or African American	5	0									
	8	0									
White	5	11	3532	5	45	6	55	1	9	1	9
	8	8	3540	4	50	4	50	2	25	0	0
Two or More Races	5	0									
	8	1									
Economically Disadvantaged	5	9	3474	4	44	5	56	0	0	0	0
	8	6	3318	4	67	2	33	0	0	0	0
Limited English Proficient	5	1									
	8	0									
Special Education	5	1									
	8	1									

Biology

2016-17 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	15	4014	1	7	14	93	7	47	0	0
White	13	3985	1	8	12	92	6	46	0	0
Economically Disadvantaged	8	3965	1	13	7	88	3	38	0	0
At-Risk	10	3825	1	10	9	90	2	20	0	0

2017-18 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	12	3809	2	17	10	83	4	33	0	0
White	12	3809	2	17	10	83	4	33	0	0

Economically Disadvantaged	8	3826	1	13	7	88	2	25	0	0
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2018-19 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	12	4062	0	0	12	100	6	50	1	8
White	10	4101	0	0	10	100	6	60	1	10
Economically Disadvantaged	6	4099	0	0	6	100	3	50	1	17

Social Studies

2016-17 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	4									
Hispanic/Latino	8	0									
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	4									
Two or More Races	8	0									
Economically Disadvantaged	8	2									
Limited English Proficient	8	0									
Special Education	8	0									

2017-18 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	11	3790	3	27	8	73	4	36	3	27
Hispanic/Latino	8	2									
American Indian or Alaska Native	8	0									
Black or African American	8	1									

White	8	8	3921	1	13	7	88	4	50	3	38
Two or More Races	8	0									
Economically Disadvantaged	8	5	3842	1	20	4	80	2	40	2	40
Limited English Proficient	8	0									
Special Education	8	1									

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	10	3767	3	30	7	70	3	30	2	20
Hispanic/ Latino	8	1									
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	8	3770	2	25	6	75	2	25	1	13
Two or More Races	8	1									
Economically Disadvantaged	8	6	3609	3	50	3	50	1	17	1	17
Limited English Proficient	8	0									
Special Education	8	1									

U.S History

2016-17 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	12	4497	0	0	12	100	8	67	5	42
White	10	4362	0	0	10	100	7	70	4	40
Economically Disadvantaged	6	4559	0	0	6	100	5	83	3	50
At-Risk	5	4128	0	0	5	100	3	60	1	20

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	14	4338	2	14	12	86	10	71	7	50
White	13	4327	2	15	11	85	9	69	6	46
Economically Disadvantaged	5	4063	1	20	4	80	3	60	2	40

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	7	4321	0	0	7	100	5	71	4	57
White	7	4321	0	0	7	100	5	71	4	57
Economically Disadvantaged	5	4352	0	0	5	100	4	80	3	60

Goals and Strategies

Subject Area: Research-Based Curriculum & Instruction

District Priority: GBISD will provide quality programs and support services to ensure that all students are academically successful

Campus Performance Objective: 90% of all students will meet "Approaches", 60% will obtain "Meets" and 40% will obtain "Masters" on all STAAR testing.

Formative Evaluation: Formative assessment and STAAR test results
Disaggregated test result data by student group
Student grade reports

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 GBISD will continue use of TEKS Resource System for curriculum assistance in the four core subject areas, to plan instruction at the appropriate depth and rigor of instruction. (2.4)	Principal Core Subject Teachers	May 2021	Success on STAAR/EOC AYP data	TRS scope and sequence will be used by teachers.	Regular Education	Local	2000
2 Formative assessments will be administered in the four core subject areas 3 times per year to assess student progress toward meeting passing standards. Teachers will identify students in need of enrichment or interventions and provide appropriate support.(2.4) (2.6)	Principal Teachers	October 2020 January 2021 March 2021	Improved STAAR scores AYP data	Benchmark testing of students to check for understanding and knowledge		Local	525
3 DMAC is used to disaggregate data and provide insight into STAAR for use in improving instruction.	Principal Teachers	Each 6 weeks	Improved lesson plans focused on weak areas of learning	DMAC data analysis will be used to breakdown student test scores	None Specified	Local	1200
4 GBISD utilizes the RTI model for intervention. Teachers will analyze data to determine students in need of intervention, utilizing the Flex period to provide those interventions. (2.6)	Principal Teachers	Ongoing	Improved STAAR scores across all subgroups.	Students will be scheduled into RTI classes or pulled out of regular classes to assure academic growth	Compensatory Education	Local	3500
5 GBISD partners with NCTC to offer Dual credit in all NCTC core courses, that lead to a possible associates degree from the college. (2.5)	Principal/ NCTC Counselors	Each semester	Student course completion records	Students will be given the opportunity to take dual credit classess during their Jr. and Sr. years. NCTC provides a counselor to talk to the students about enrolling in DC classes.			
6 Gold-Burg Will work towards level 1 and level 2 certification in High Reliability Schools	Superintendent/Pri ncipal/Staff	Spring 2022	Completion of level one certification.	Region 9 and The Marzano Institute	Regular Education	Local	1500

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
7 Dyslexia coordinator will provide opportunities for staff development on identifying and serving dyslexia students with improved methods of instruction.	Principal	Annually	State test scores of Dyslexia students	Teacher will obtain appropriate professional development to be able to service Dyslexia students		State Grants Federal Grants	500
8 Continue to maintain a Student Support Team (SST) to routinely monitor student progress.	Principal	Annually	Assessment data % students completing coursework	Staff will meet to determine appropriate educational plans for struggling students.	None Specified	Local	
9 Continue to provide and improve technology for all core subject classes	Principal	Each semester	Improved test scores for all student groups	Technology director will stay current on new trends in electronic teaching.	CATE	Federal Grants	2500
10 Continue to utilize paraprofessional staff to assist students to attain quality performance	Principal	Each semester	Improved test scores for all student groups	Paraprofessional staff will be scheduled to assist in teaching as needed.	Classified Personnel Salaries	Title 1 Federal Grants Local	8000 6000 4000
11 Provide Pre Kindergarten /Kindergarten Roundup	Teacher	Spring semester	Parent communications	Newspaper ads and articles	Communications	Local	350
12 Provide class structures,including STAAR remediation and tutorials to improve STAAR performance.	Superintendent, Principal	Each semester	Improved test scores for all student groups	Class scheduling	Certificated Personnel Salaries Professional/Consulting Services And Operating Expenditures Books And Supplies	Federal Grants Local Title 1	3000 10000 2500
13 Increase promotion of students through specialized programs including HS Credit Recovery and Summer Tutoring	Superintendent, Principal	Each semester	Low drop out rate and increased promotion/credit recovery	Credit Recovery and summer school Web based learning and credit recovery.	Capital Outlay Compensatory Education	State Grants Federal Grants Local	2000 8000
15 Gold-Burg Teachers have been trained in NASOT and use the strategies to differentiate instruction to meet the varying learning need of students. (2.4)	Principal, Superintendent	Ongoing	Improve teaching strategies in the classroom	Teachers attending ASOT at Region 9	Regular Education	Other	20000

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
16 To promote reading throughout the summer GBISD provides a summer reading program for students in Pre-K - 8h grade. Students are able to utilize the library to obtain reading materials over the summer. (2.5)	Classroom teachers, principal, librarian	Each Summer	Improved reading skills of students upon returning to school in the fall.	Individual reading books for each student Library open during summer	Classified Personnel Salaries	Local	1500

Goals and Strategies

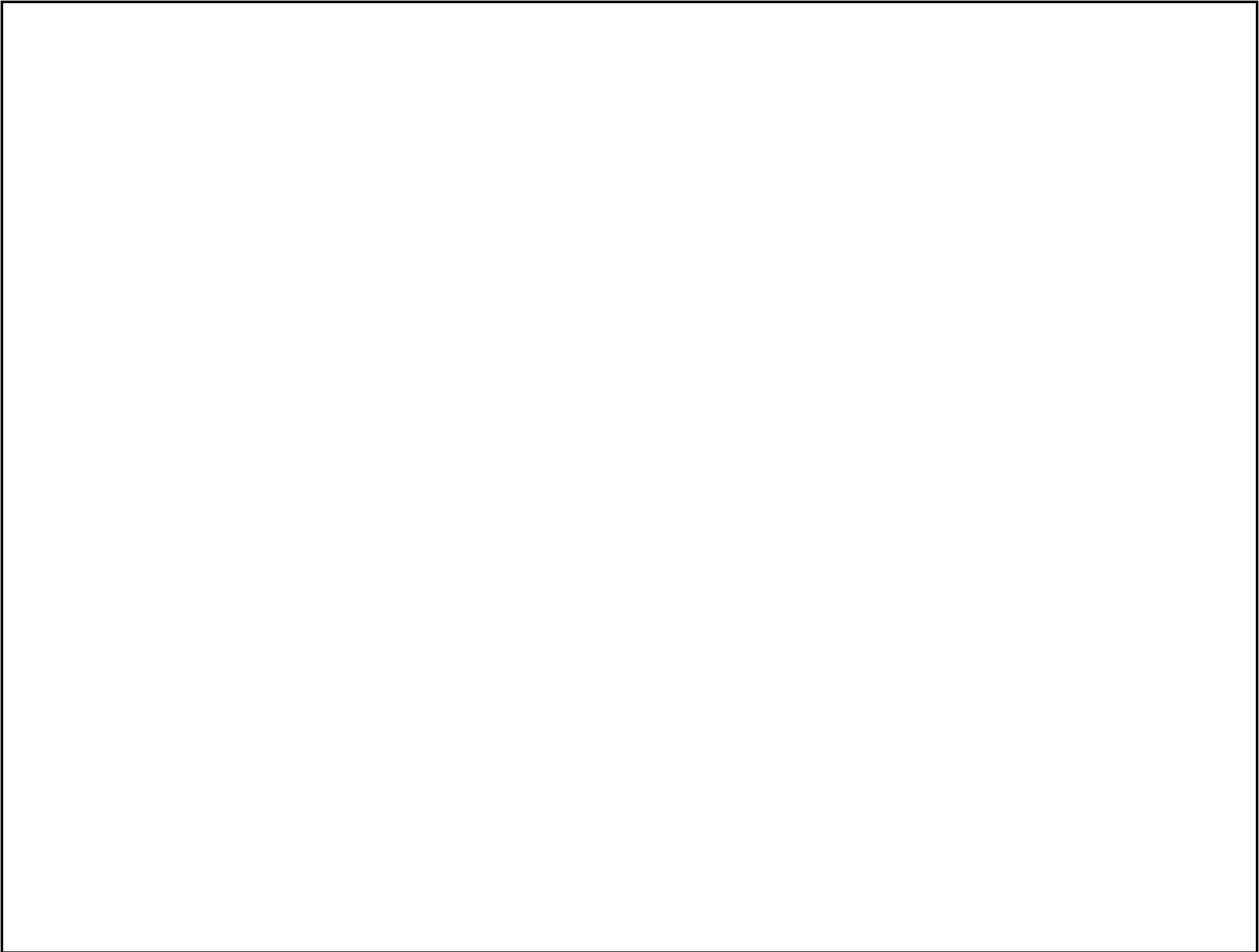
Subject Area: Highly Qualified / Professional Development

District Priority: Highly qualified staff will be recruited, developed, and retained so that students receive the best possible instruction.

Campus Performance Objective: 100% of core area teachers will be highly qualified by the end of the school year.
 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year.
 100% of newly hired staff will meet highly qualified status prior to employment.
 NCLB 3.1: The % of classes being taught by highly qualified teachers in the aggregate and in high poverty schools will be 100%
 NCLB 3.2: The % of teachers receiving high-quality professional development will be 100%
 NCLB 3.3: The % of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistance) who are highly qualified will be 100%

Formative Evaluation: Personnel files, highly qualified worksheets, and principals' attestations

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in posting vacancies in multiple sites/organizations and maintaining an active webpage.	Principal	May 2020	Number of applications completed	Advertise and promote GBISD in the paper and local shopper. Region 9ESC job line. TASA		Local	300
2 Maintain an effective teacher mentoring system in order to retain highly qualified staff.	Principal	June 2020	Mentor journals	Tracking of new teachers for success Mentor teacher stipend	Employee Benefits	Local	3000
3 Analyze data from all teachers' certifications, testing, staff development, service records to ensure that all meet highly qualified status.	Principal, Superintendent	May and August each year	Teacher interviews Professional Development records	Records review			
4 Analyze data from paraprofessionals' files to ensure all instructional aides are qualified	Principal, Superintendent	June 2020	Professional Development records	Records review			
5 Require any instructional aides not considered highly qualified to complete Treasuring Our Paraprofessionals training at ESC 9.	Principal, Superintendent	June 2020	Professional Development records	Instructional aides will become qualified to be able to work at GBISD			
6 Progress towards training all staff members in High Reliability Schools (HRS, and ASOT)	Principal, Superintendent	July 2020	PD Records	All instructional staff will become fluent in HRS		Local	2000
7 Provide professional development training on techniques needed to differentiate for all student ability levels including GT Students	Principal	June 2020	Improved student performance	Staff development before the school year starts and during the school year.	Communications	Local	3000



Goals and Strategies

Subject Area: Safe and Drug-Free Schools

District Priority: Campuses will have a safe, clean, and positive learning environment; staff will promote a healthy lifestyle for all students. All students will demonstrate responsibility and respect.

Campus Performance Objective: Staff development in crisis intervention and campus emergency operations planning.
Staff will maintain a clean and organized classroom to promote an emotionally physically safe and effective learning environment.

Formative Evaluation: Attendance logs of staff development
Documented observations from classroom walkthroughs by principal

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Staff members will be surveyed concerning the campus climate.	Principal	May 2020	Survey results	Teacher surveys			
2 Students, parents, and community will be surveyed concerning the district climate	Principal	May 2020	Survey results	Community surveys			
3 Students demonstrate behaviors that support academic success and a safe school environment	Staff, Principal and students	May 2020	Reduction in discipline referrals	Discipline in the classroom will be appropriate to the students needs			
4 Dating violence is considered prohibited harassment and will be dealt with according to policy FFH (Local)	Counselor	May 2020	Discipline referral and student conference records	Dating violence assemblies will be done by staff and outside sources	Communications	Local	500
5 Any allegations of bullying will be investigated and appropriate disciplinary action taken if bullying occurs. Students will be educated in measures to prevent bullying/hazing. See policy FFI(Local)	Principal, Staff, and students	May 2020	Discipline referral and student conference records	Bullying assemblies will be one by staff and outside sources	Communications	Federal Grants	500
6 Provide drug dogs for education and prevention	Principal, Superintendent	School year	Decrease of drugs on campus	Drug Dogs	Services And Other Operating Expenditures	Local	1000
7 Drug Testing for Student grades 6-12 involved in extracurricular or drive on the campus	Principal, Superintendent	Monthly	lower counts of positive test	Drug Testing	Unrestricted	Local	4,000

Goals and Strategies

Subject Area: Parent and Community Involvement

District Priority: The school will be the center of an involved, informed, and supportive community of students, parents, and staff members.

Campus Performance Objective: 10% increase in the number of parents attending open house and similar parent involvement activities.
Continue to increase the number of parent/teacher interactions

Formative Evaluation: Sign-in sheet from open house and other parent involvement activities.
Documentation of parent and teacher phone calls and meetings

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Parent Family engagement policy will be evaluated and revised as needed during the annual comprehensive needs assessments. (3.1)	Principal/Superintendent	Fall 2021	Completed-No Changes needed.	Parent involvement			
2 The district website will provide information about school activities and events to permit students, parents, and community members to be informed, involved, and supportive.	Principal, Superintendent, Technology Coordinator	On-going	Website data	Continued updating of the website Facebook page updated as needed.		Local	500
3 Due to pandemic restrictions and social distancing, GBISD will forego the annual Title 1 Part A face-to face meeting and communicate information to parents through email and on the school's Facebook page. Parent compacts will be distributed to parents along with the Parent Involvement Policy.	Staff	Fall: 7-13-2020 Spring: TBD	Sign in sheets and agenda	Parent involvement			
4 GBISD will conduct at least one Parent Involvement activity per semester that builds the parent's capacity to support their child's education. Activities will occur at different days and times allowing parents to attend. (3.2)	Principal, Staff, Counselor	Fall: PK-12 10/5/20 Parent/Teacher Conferences by appointment due to COVID	Parent attendance	Parent involvement			
6 Staff will collaborate with parents/guardians to increase student learning and success	Principal, Staff	On-going	Parent surveys and and reduction in discipline referrals	Newsletters, Teacher/parent contacts	Communications		
7 Breakfast and Lunch menus will be available to view on the district web-site	Food Service Director	Monthly	more students eating lunch from school	Menus on web-site	Communications		0

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
8 The District will take advantage of Facebook, Remind and the district webpage keeping parents better informed.	Technology Director/Superintendent	As needed	Parents and community members will become better informed.	Community members will become better informed.	Communications	Local	0
10 Parent and Family Engagement Policy will be provided in English on the district website and provided in Spanish on request.	Principal, Superintendent	August 2020	Parents and community members will become better informed.	Policy available online			
11 Students, parents, and community will be surveyed concerning the district climate.	Principal	May 2021	Survey results	Surveys for all stakeholders			
12 Promote the use of technology to encourage and involve community support of school activities. School messenger will be continued.	Staff	Ongoing	Call logs, Surveys	School Messenger		Local	1200
				Remind			0.00
				Facebook			0.00

Goals and Strategies

Subject Area: Technology

District Priority: All students and staff will have access to and develop proficiency in current technology.

Campus Performance Objective: Lesson plans that document the use of technology in classroom instruction.
Staff development opportunities provided by district
Usage summaries provided by Go Guardian software

Formative Evaluation: Observed use of technology in the classroom on T-TESS.
100% students will have access to web-based curriculum and enrichment programs.
100% of classes will have current interactive media and computers available

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Continue to provide staff development that targets technology integration into classroom instruction.	Principal, Technology Coordinator	August 2020 May 2021	District Survey T-TESS	Professional development days before school starts and during the school year	CATE	Local	250
2 Provide access to web-based curriculum, STAAR enrichment programs, and on-line credit recovery programs.	Principal	August 2020- May 2021	Course Description Handbook, Teacher Lesson Plans	DMAC, TEKS Resource Sys., IXL	CATE	Federal Grants	2,000
					CATE	Local	10,000
3 Provide resources and support to accomplish the goals and objectives of the Technology Plan	Superintendent, Principal	June 2020 and ongoing strategies	T-TESS, Classroom observation, building inspections	Wireless internet in the school. high speed internet to the school			8,000
4 Send staff members to technology training opportunities, such as the Region 9 Technology Conference.	Principal	Ongoing	T-TESS Teacher Lesson Plans	Professional development of teaching staff in the use of technology		Local	2,200
5 Ad filters on student computers to keep students safe	Technology Director	Ongoing	Go-Guardian	Professional Development	CATE	Local	3,000
6 Provide instruction for students to interact with technology and the Internet safely	Principal, Technology Instructor	Ongoing	T-TESS, Walkthroughs, student records	Lessons in the technology classroom	CATE		

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	8,000.00
Federal Grants	22,000.00
Local	55,525.00
Other	20,000.00
State Grants	2,500.00
Title 1	10,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	2,525.00
Books And Supplies	2,500.00
Capital Outlay	2,000.00
CATE	17,750.00
Certificated Personnel Salaries	3,000.00
Classified Personnel Salaries	9,500.00
Communications	4,350.00
Compensatory Education	11,500.00
Employee Benefits	3,000.00
None Specified	1,200.00
Professional/Consulting Services And Operating Expenditures	10,000.00
Regular Education	23,500.00
Services And Other Operating Expenditures	1,000.00
Unrestricted	4,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		8,000.00
Communications		0.00
	Federal Grants	6,000.00
CATE	Federal Grants	4,500.00
Certificated Personnel Salaries	Federal Grants	3,000.00
Communications	Federal Grants	500.00
Compensatory Education	Federal Grants	8,000.00
	Local	8,200.00
	Local	2,525.00
CATE	Local	13,250.00
Classified Personnel Salaries	Local	1,500.00
Communications	Local	3,850.00
Compensatory Education	Local	3,500.00
Employee Benefits	Local	3,000.00
None Specified	Local	1,200.00
Professional/Consulting Services And Operating	Local	10,000.00
Regular Education	Local	3,500.00
Services And Other Operating Expenditures	Local	1,000.00
Unrestricted	Local	4,000.00
Regular Education	Other	20,000.00
	State Grants	500.00
Capital Outlay	State Grants	2,000.00
Books And Supplies	Title 1	2,500.00
Classified Personnel Salaries	Title 1	8,000.00

Assurance Addendum

Gold-Burg School Gold-Burg Independent School District

Local Requirements

Please indicate whether your campus has met each of the below legal requirements for your District Improvement Plan by placing an “X” in the box next to the corresponding requirement.

X	Gold-Burg School has met the legal requirements for District Improvement Planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the campus’s completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
	The use and implementation of Stimulus money will be monitored monthly.

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**Gold-Burg School
Gold-Burg Independent School District**

Site Based Membership and Meetings

Membership Composition of the Site Based Membership Team

Name of Site Based Member	Position
Kim Williams	Superintendent
Chad Tallon	Principal
Jalaina Garcia	Teacher
Charlotte Haley	Teacher
Davie Allen	Community
Marilyn Clark	Parent
Brittney Peterson	Parent
Mary Sue Tomlin	Community
Amanda Fulmer	Parent
Wendi Reynolds	Business
Pam DeMoss	Teacher
Reesa Blackburn	Teacher
Clayton Redder	Teacher

Site Based meetings for 2019-2020

#	Date	Time	Location
1	09/04/2019 CNI	3:35pm	Library
2	09/04/2019 PFE Policy	3:35pm	Library
3	10/02/2019 Reviewed/Revise DIP	3:35pm	Library

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Gold-Burg School Gold-Burg Independent School District

Legal Requirements

Please indicate whether your campus has met each of the below legal requirements for your District Improvement Plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) STAAR Recognized or Exemplary	For 2018-19, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) STAAR Commended Performance	For 2018-19, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2018-19, the percent of parents and community members attending VIPS meetings will increase by 15%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2018-19, discipline referrals for drugs, alcohol, and tobacco will be maintained at 3%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2018-19, the discipline referrals for offenses will be reduced by 5% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .	Implement and monitor the school-wide safety and security plan.

	Goal	Description	Formative	Summative	Strategy
X	6) Special Education	For 2018-19, the percent of students meeting ARD expectations will be at or above 85%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2018-19, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
X	8) Secondary Drop-out Prevention	For 2018-19, the dropout rate will be 5% or less with no student group exceeding 5%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2017-18 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
X	9) High School AEIS – Ninth Graders	The percent of 2018-19 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 95%.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
X	10) Recommended High School Program	For 2018-19, the percent of students who graduate with RHSP will be at or above 85%.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	11) High School AEIS – Advanced Courses and Dual Credit	For 2018-19, the percent of students who have completed at least one advanced course will be at or above 15%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	12) High School AEIS – Advanced Placement Exams	For 2018-19, the percent of students who take an AP exam will be at or above 25%.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	13) High School AEIS – SAT/ACT Exams	For 2018-19, the percent of graduates who take SAT/ACT exams will be at or above 35%.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
X	14) High School CTE	For 2018-19, the percent of LEPCTE students passing STAAR will be at or above (percent of LEP passing STAAR) 85%.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

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Plan Requirements

X	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
X	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
X	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
X	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
X	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
X	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
X	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
X	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
X	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
X	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

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**Gold-Burg School
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Staff Development

Date	Audience	Responsible for Planning	Purpose/Content