Garland Independent School District

Kimberlin Academy For Excellence

2018-2019 Campus Improvement Plan

Mission Statement

The mission of Kimberlin Academy is to foster excellence among the students, faculty, and parents, thereby providing an enriched learning environment that gives all students the best opportunity to reach their full potential academically and creatively. This is achieved by working together and by continually striving for excellence in academics and personal character, while encouraging continuing education, family involvement, and civic responsibility.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

- 2017-2018 MAP data shows that 82% of Kindergarten students met or exceeded their MAP projected growth
- 85% of all students met the meets standard on Reading STAAR in grades 3-5.
- 66% of all students met the masters standard on Reading STAAR in grades 3-5.
- 83% of ELL students met the meets standard on Reading STAAR in grades 3-5

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: On the 2017-2018 STAAR Reading assessment, 20% fewer economically disadvantaged students met the meets grade level standard compared to the all students group across grades 3-5. **Root Cause**: Students lack stamina in Reading, which leads to problem with focus and comprehension of academic vocabulary.

Problem Statement 2: On the 2017-2018 STAAR Math assessment, 42% of non-GT 3-5 grade students met the meets standard as compared to 95% approaches. **Root Cause**: Students have a lack of comprehensive skill application.

Problem Statement 3: On the 2017-2018 STAAR Writing assessment, 54% of non-GT standard met the meets standard compared to 88% **Root Cause**: Students have difficulty with sentence variation while addressing a topic/prompt.

Problem Statement 4: On the 2017-2018 STAAR Science assessment, 56% of non-GT students performed at the meets standard as compared 84% approaches. **Root Cause**: Student have a lack of comprehensive skill application.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 82% to 90% by 2025. (1819 interim goal = 82%)

    Evaluation Data Source(s) 1: STAAR spring administration testing data file (accountability subset)

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) K-5 teachers will implement daily structured reading opportunities to develop stamina for reading with a purpose with differentiated goal levels per grade level.	2.4, 2.5, 2.6	Administrators	Increased level of stamina for all students in Reading, stamina tracking logs.				
	Problem Statements: Student Achievement 1						
2) K-5 teachers will engage in vertical planning to align reading strategies to improve stamina and reading comprehension campus wide for all students.	2.4, 2.5, 2.6	Administrators	Formative assessment results, PD agendas, PLC meetings				
	Problem Statements: Student Achievement 1						
3) K-5 teachers will implement motivational systems to celebrate reading on the campus. (i.e. video announcements, book club, student book talks, and adult sharing books).	2.4, 2.5, 2.6	Administrators, librarian	Increase in reading comprehension across all grade levels as evidenced in formative assessments, MAP, STAAR				
	Problem Statements: Student Achievement 1						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: On the 2017-2018 STAAR Reading assessment, 20% fewer economically disadvantaged students met the meets grade level standard compared to the all students group across grades 3-5. **Root Cause 1**: Students lack stamina in Reading, which leads to problem with focus and comprehension of academic vocabulary.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 87% to 90% by 2025. (1819 interim goal = 87.5%)

   Evaluation Data Source(s) 2: STAAR spring administration testing data file (accountability subset)

   Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	Feb	Apr	June
1) K-5 teachers will provide students with initial writing opportunities in all subject areas and utilize a variety of response opportunities.	2.4, 2.5, 2.6	Administrators	Formative assessments, lesson plans, walk-throughs, student writing samples				
	Problem Statements: Student Achievement 3						
2) K-5 writing teachers will implement a writing model with a mini-lesson, independent writing, sharing, and coaching to demonstrate non-formulaic sentence variation while addressing a topic or prompt.	2.4, 2.5, 2.6	Administrators	Formative assessments, student writing samples, walk-through data, lesson plans				
	Problem Statements: Student Achievement 3						
3) K-5 teachers will provide individual feedback/coaching during the writing block.	2.4, 2.5, 2.6	Administrators	Formative assessments, lesson plans, student writing samples, campus walk-throughs				
	Problem Statements: Student Achievement 3						
4) K- 5 writing teachers will clarify and pace essential student learning outcomes in writing using TEKS, curriculum guides, and student data with a wish list of skills from the 4th grade team.	2.4, 2.5, 2.6	Administrators	Lesson plans, campus walk-throughs, formative assessment data, students writing samples				
	Problem Statements: Student Achievement 3						
5) K-5 writing teachers will use kid-friendly rubrics for writing assignments. Teachers will collaborate to create consistent and appropriate rubrics for all grade levels.	2.4, 2.5, 2.6	Administrators	Lesson plans, campus walk-throughs, student writing samples, formative assessment data.				
	Problem Statements: Student Achievement 3						
6) K-5 teachers will implement writing opportunities intended to motivate students toward their best product.	2.4, 2.5, 2.6	Administrators Teachers	All students will submit a writing sample each grading cycle as parto of our Mighty Writer contest. Lesson plans, student writing samples, campus walk-throughs.				
	Problem Statements: Student Achievement 3						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: On the 2017-2018 STAAR Writing assessment, 54% of non-GT standard met the meets standard compared to 88% **Root Cause 3**: Students have difficulty with sentence variation while addressing a topic/prompt.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 79.5% to 80% by 2025. (1819 interim goal = 80%)

Evaluation Data Source(s) 3: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) K-5 teachers will embed ELPs into lesson plans across all content areas to ensure ELL students make adequate progress.	2.4, 2.5, 2.6	Administrators	Lesson plans, campus-walk-through data, formatives assessments				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 78.5% to 90% by 2025. (1819 interim goal = 83.2%)

Evaluation Data Source(s) 4: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative			Summative
				Nov	Feb	Apr	June
1) K-5 teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating; avoiding teaching science vocabulary in isolation.	2.4, 2.5, 2.6	Administrators	Formative assessments, lesson plans, science journals, campus walk-throughs				
	Problem Statements: Student Achievement 4						
2) K-5 Science teachers will teach with fidelity ensuring that all hands-on learning is accompanied by a formative assessment based on SEs taught in the lab to connect the concrete to the abstract.	2.4, 2.5, 2.6	Administrators	Lesson plans, campus walk-through data, formative assessment				
	Problem Statements: Student Achievement 4						
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: On the 2017-2018 STAAR Science assessment, 56% of non-GT students performed at the meets standard as compared 84% approaches. **Root Cause 4**: Student have a lack of comprehensive skill application.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 3-5 on STAAR Math will increase from 88% to 95% by 2025. (1819 interim goal = 90%)

Evaluation Data Source(s) 5: STAAR spring administration testing data file (first-time testers only; accountability subset)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) K-5 teachers will implement daily six spiral review strategies the focus on past, current, and future vocabulary and concepts.	2.4, 2.5, 2.6	Administrators, IST	Lesson plans, campus walk-throughs, formative assessments				
Problem Statements: Student Achievement 2							
2) K-5 teachers will align academic content vocabulary using the Lead4ward vocabulary resources.	2.4, 2.5, 2.6	Administrators	Lesson plans, formative assessment data, campus walkthroughs				
Problem Statements: Student Achievement 2							
3) K-5 teachers will utilize model drawing instruction to increase problem solving success.	2.4, 2.5, 2.6	Administrators	Lesson plans, campus walk-throughs, student math journals				
Problem Statements: Student Achievement 2							
4) K-5 teachers will participate in district offered math workshops to improve student engagement and teaching strategies.							
Problem Statements: Student Achievement 2							
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: On the 2017-2018 STAAR Math assessment, 42% of non-GT 3-5 grade students met the meets standard as compared to 95% approaches. **Root Cause 2**: Students have a lack of comprehensive skill application.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 17% to 16.5% by 2025. (1819 interim goal = 16.5%)

Evaluation Data Source(s) 6: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All Kimberlin staff members will ensure that the PRIDE system, a behavior management system, is implemented with fidelity campus wide.	2.5, 2.6	All staff members	PRIDE punch logs PRIDE agenda documentation Review 360 incidents				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 7: Parental involvement opportunities will increase by 10% during the 2018-2019 school year.

Evaluation Data Source(s) 7: Sign-in sheets, parent surveys.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Kimberlin staff will host family learning nights to increase parental involvement and engagement.	3.2	Administrators	Parent survey data Sign-in sheets Increase in parental involvement				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Magnet Funding Justification

Performance Objective 1: Percent of GT students performing at the masters level on STAAR Writing will increase from 61% to 66% in 2018-2019.

Evaluation Data Source(s) 1: STAAR Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) K-5 writing teachers will implement a writing model with a mini-lesson, independent writing, sharing and coaching to demonstrate non-formulaic sentence variation while addressing a topic or prompt.	2.4, 2.5, 2.6	Administrators	Increase in masters level performance on 4th grade writing STAAR. Formative assessments, lesson plans, student writing samples and campus walk-throughs				
Funding Sources: 199- Magnet Funds - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 2: Magnet Funding Justification

Performance Objective 2: Campus Administrator will begin the application process for becoming an IB Primary Years Program school.

Evaluation Data Source(s) 2: Training Certificate

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus administrator will participate in required professional development to initiate the application process.		Administrator	Approval of IB PYP application.				
	Funding Sources: 199- Magnet Funds - 2000.00						
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

State Compensatory

Personnel for Kimberlin Academy For Excellence:

Name	Position	Program	FTE
La'Taisha Stinnette	IST	At-Risk	14.28%
Melanie Gilson	IST	At-Risk	14.28%
Sandra Foreman	Counselor	LIGHT	3%

2018-2019 Campus Improvement Team

Committee Role	Name	Position
District-level Professional	Alex Rivera	Recruiter-Human Resources
Professional Employee	Ann Hollingshead	Music Teacher
Classroom Teacher	Shirl Gentry	Kinder Teacher
Administrator	Pacquepsi Ramirez	Assistant Principal
Classroom Teacher	Debbie Tresenriter	First Grade Teacher
Administrator	Tammy Sullivan	Principal
Classroom Teacher	Mardi Johnson	Second Grade Teacher
Classroom Teacher	Breanna Molix	Third Grade Teacher
Classroom Teacher	Stephanie Jenkins	Fourth Grade Teacher
Classroom Teacher	LuAnn Engleman	Fifth Grade Teacher
Professional Employee	Kathy Penn	Special Ed Teacher
Professional Employee	Kate Gilliland	School Nurse
Paraprofessional	Urbina Ira	Secretary
Parent	Tania Prudencio	Parent
Community Representative	Claudia Flores	Community Member
Community Representative	Amy Cruse	Community Member
Business Representative	Jeff Lawrence	Business Representative

Campus Funding Summary

199- Magnet Funds

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
2	1	1			$0.00
2	2	1	IB PYP Conference Registration Fee + Travel		$2,000.00
				Sub-Total	$2,000.00
				Grand Total	$2,000.00

Addendums

Garland ISD Campus Improvement Plan Appendix A: State and Federal Mandates

Discipline Management Programs

Provide discipline Management Programs including prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying or bully-like behavior in school, on school grounds and in school vehicles. [TEC 11.252]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Review discipline data to determine trends and develop appropriate training	1	Principal	Training provided based on campus need
2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyber-bulling.	2.5	Principal	Decrease in cyberbullying incidents
3. Utilize HERO program increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities.	2.5	Counselor	Decrease in bullying incidents
4. Encourage students, parents or guardians to report acts of bullying. A student may submit an anonymous report. Parents or students may speak privately to any staff member to report an incident.	2.6	Principal	Information regarding reporting procedures distributed to parents
5. Teachers and staff members are trained in the GISD bullying reporting protocol.	2.6	Principal	Teachers attend training and are familiar with procedures
6. GISD staff conducts bullying workshops for parents and students to increase awareness and prevention of bullying and cyberbullying.	3.2	Guidance and Counseling Department	Bullying workshops are attended and lead to decrease in bullying incidents

Sexual Abuse, Mistreatment of Children. Mental Health Intervention and Suicide Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
Increase staff awareness and recognition of issues of maltreatment and sexual abuse of children through training that covers prevention techniques and options for affected students.	2.6	Guidance & Counseling	Staff is aware of child abuse recognition and reporting requirements
Provide training on methods for addressing the needs of students including suicide prevention programs and early mental health intervention.	2.6	Guidance & Counseling	Staff is aware of methods for addressing mental health issues including suicide prevention

Methods for addressing needs of students for special programs

a. early mental health intervention and suicide prevention (District only - HB 1386)
b. conflict resolution programs [TEC 11.252(3)(B)]
c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
e. pregnancy-related services (TEA Addendum)
f. provisions to improve services to gifted/talented (G/T) students (TEC 11.251-11.253
g. supplemental services to homeless students [20 USC 6313(c)(3)]
h. transportation to foster students [ESSA 1112 (c)(5)(B)(i)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Community Liaisons will provide leadership for school improvement in the areas of climate, discipline management, drug/alcohol prevention, and safety	2.5	Community Liaisons	
2. Prepare age appropriate student assemblies on each campus for the LIGHT Brigade or Jr. LIGHT Brigade to present work in conjunction with drug awareness education classes conducted by the School Resource Officers.	2.5	Guidance & Counseling, LIGHT Counselors, SROs	Student awareness is increased
3. Coordinate with the Garland, Rowlett and Sachse Police Departments and other various local organizations to host a community drug and alcohol awareness event at the Curtis Culwell Center.	3.2	Guidance & Counseling, SROs	Coordination between organizations leads to increase awareness
4. The Guidance and Counseling department utilizes character education as an avenue for providing the guidance curriculum taught to students in the areas including, but not limited to the following: motivation to achieve, decision-making, interpersonal skills, cross-culture effectiveness, and responsible behavior.	2.5	Guidance & Counseling	Character Education programs are implemented on campuses
5. Provide Dyslexia Training Program (DTP) with Rite Flight Supplement (Grades 2 - 5) and the Literacy Program with Rite Flight Supplement (Grades 6 - 12). Students may also be served by the Interventionist on campus in place of these programs as long as it is 50 minutes per day, 4 days per week - and is a program such as SRA, Project Read, etc.	2.6	Student Services	Dyslexia programs provide appropriate services to identified students
6. Provide pregnant or parenting students access to parenting skills classes as well as career training and job acquisition skills through a wide variety of Career and Technical classes offered in GISD.	2.6	CTE	Pregnant or parenting students are able to access necessary support services
7. Provide a child care center specifically designed to care for the newborn infants until they are old enough to move to a regular child care setting.	2.6	CTE	Parenting students are able to return to school
8. Ensure that teachers of record for identified gifted/talented (G/T) students differentiate instruction to meet student needs.	2.4	Principal, G/T Department	Documentation in lesson plans, classroom walkthroughs

2018-19

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
9. Provide homeless students with supplemental materials and services; school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	2.6	District Homeless Liaison, Student Services Dept	Students are provided supplemental materials and services.
10. Provide transportation services to students in foster care.	2.6	District Foster Care Liaison	Students are provided transportation services.

Harassment and dating violence [TEC 37.001]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. New Beginnings Center presents a Dating Violence Program in high school health classes.	2.6	LIGHT Counselors	Student awareness is increased
2. LIGHT Counselors refer students to the New Beginnings Center when the need arises.	2.6	LIGHT Counselors	Information is distributed to parents

Highly Effective Teachers

Recruit and retain highly effective teachers and ensure that instruction will be provided by certified teachers, per district standards.

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	1	HR	Pools of candidates are created
2. Increase minority candidates for positions which more adequately reflects the student population.	1	HR and Principal	The number of minority candidates interviewed and hired increases
3. Provide on-going training and development for mentors (current Project GOAL program)	2.4	HR	Training is provided for mentors
4. Principals assign a veteran teacher on the campus to "mentor" the first-time teachers. There are also additional mentor resources available at the district level.	2.4	Principal	First-time teachers are provided with an adequate level of campus and district support
5. During the school year, there are regular staff development activities scheduled for both rookie and seasoned staff members.	2.4	HR/Principal	Staff development activities are held throughout the school year
6. Opportunities are provided for promotion within the district. The district actively encourages campus internships for teachers working on advanced degrees that require an internship as part of their coursework and for teachers who have been identified as leaders by their supervisors.	1	HR	The district promotes internal candidates

Texas Behavior Support Initiative

Training for Texas Behavior Support Initiative (TBSI) relating to the instruction of students with disabilities and designed for educators who work primarily outside the area of special education.

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Each campus has several members serving on a CORE Team (an administrator, a general education teacher, and a special education teacher are required).	2.6	Principal	Each campus has a full CORE team
2. CORE Team members must attend the Nonviolent Crisis Intervention (NVCI) training and complete the Texas Behavior Support Initiative (TBSI) modules.	2.6	Principal	CORE team members attend training
3. CORE Teams will observe and provide support in a crisis situation.	2.6	Principal	CORE team members are able to provide appropriate support

Post-Secondary Readiness

Strategies for providing to students, teachers, counselors, and parents information about: 1. Higher education admissions and financial aid opportunities, 2. TEXAS grant program, 3. Teach for Texas grant programs, 4. The need for students to make informed curriculum choices to be prepared for success beyond high school, 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. GISD Ready website provides information about college and career planning, financial aid opportunities, career exploration and other helpful information related to college and career.	2.5	Advanced Academics	Ready website is kept current and updated
2. Provide FAFSA workshops to assist students and parents complete the application for financial aid.	3.2	Guidance and Counseling	Students and parents complete the FAFSA
3. Scholarship announcements are made through the guidance office as they become available during the school year.	2.6	Guidance and Counseling	Students are made aware of scholarships
4. Provide an opportunity for high school juniors, seniors and their parents to meet with representatives from more than 120 participating colleges and the military.	3.2	Guidance and Counseling	College fair is provided for students and parents

Title I, Part C, Migrant Education Program

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
GISD will provide identified migrant students with instructional support services such as tutoring, summer school, and intervention and/or credit recovery after school and/or during the school day.	2.5 2.6	Special Programs, Region 10	Migrant students are provided with educational services
GISD staff will ensure that migrant students and parents receive timely information about graduation requirements and post high school opportunities.	3.2	Special Programs, Region 10	Migrant students and parents are aware of graduation requirements and post high school opportunities
Improve communication with parents of migrant students, informing families of resources and services available to meet the educational, health, and emotional needs of students.	3.2	Special Programs, Region 10	Migrant students and parents are referred to resources for services to help meet their needs

Drop Out Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide comprehensive staff development for school personnel so that they may recognize environmental, familial, economic, social, developmental, and psychosocial factors which may contribute to a student's failure to complete high school.	2.6	Student Services	Training provided
2. Provide appropriate in-school curricular and non-curricular programs and services to identified at-risk students and students who manifest recognized dropout predictors or characteristics.	2.6	Campus Staff	At risk, students are members of in school curricular and non-curricular programs
3. Access available community media outlets to conduct an awareness campaign to publicize the dropout problem and describe effective preventive techniques, programs, and services that are available.	2.6	Student Services	Media assists in awareness
4. Solicit the support and encourage involvement of the community's diverse groups and organizations. Develop a centralized system for collection, organization, maintenance, and dissemination of at-risk student data.	2.6	Student Services	Centralized system is created and utilized for dissemination of at-risk student data
5. Provide students with academic alternatives to dropping out through cycle recover, grade recovery, online courses, summer school, and non-traditional options.	2.6	Special Programs	Students who experience failure enroll in and complete online grade recovery courses

Coordinated School Health

Include any coordinated school health activities and their evaluation in the campus improvement plan as well as methods to ensure that students participate in the required physical activity and any other activity recommended by the School Health Advisory Council. [TEC 11.253(d3)(10)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Qualified teachers use best practices when teaching physical activity. Structured physical activity is provided at least 135 minutes weekly for elementary students. Middle school students complete a minimum of 225 minutes of physical activity every two weeks for 4 semesters.	2.5	Principal	Structured activity is in the elementary master schedules for the required weekly minutes. Middle school students are enrolled in at least 4 semesters of physical education (or equivalent substitute)
2. Health services are provided for students by qualified professionals such as physicians, nurses, dentists and other allied health personnel from within the school and from the community to assess, protect and promote health.	2.6	Nurse	Health services are provided by Clinic Services
3. School nutrition services offer students a variety of nutritious and appealing meals that accommodate the health and dietary needs of all students.	2.6	Food Services	Students are served nutritious meals
4. Counselors provide services to students to improve mental, emotional and social health and include individual and group assessments, interventions, and referrals.	2.5	Guidance and Counseling	Students are provided appropriate counseling services or are given referrals to services
5. Each elementary and middle school campus wellness team (physical education teacher, school nurse, administrator, cafeteria representative) creates a calendar detailing all of the coordinated school health activities during the school year.	2.6	Principal District Health/Physical Education Coordinator	Campus CSH calendars are turned into the Health/Physical Education Coordinator before the end of the first six weeks. A re-cap of activities is submitted during the last six weeks of each school year.