

Garland Independent School District
Shorehaven Elementary School
2018-2019 Campus Improvement Plan

Mission Statement

"Where Excellence Soars!"

We say it... we mean it... from our newest kindergarten student to our most advanced fifth grader... it actually happens every day.

We at Shorehaven believe that "if a student cannot learn the way we teach, then we will teach in a way the student can learn."

Vision

Diverse Community, Shared Vision, Exceptional Education

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

- 77% of all 5th grade met approaching and 37% meets.
- 37% of 5th grade reading was at meets.
- Kinder-4th grade met their projected growth on MAP reading.
- K-1 met their projected growth in MAP math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 23% of 4th grade student met the meets grade level standard on the 2018 STAAR Writing English. **Root Cause:** We didn't have a school-wide writing plan.

Problem Statement 2: 53% of economic disadvantaged students met the approaching standard on the 2018 STAAR Reading test in all grade levels. **Root Cause:** Lack of fundamental or basic skills.

Problem Statement 3: 25% of students in grade 3 met the meets grade level standard on the 2018 STAAR Math. **Root Cause:** Lack of basic math facts and academic vocabulary.

Problem Statement 4: 63% of students met the approaches grade level standard on the 2018 STAAR Science in 5th grade. **Root Cause:** Lack of science vocabulary in all grade levels.

School Culture and Climate

School Culture and Climate Strengths

- 0.90 hitting/punching
- .90 destruction of property

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 20% of office incidents occurred in common areas (cafeteria, hallways). **Root Cause:** Lack of implement of a school-wide discipline plan (DoJo).

Parent and Community Engagement

Parent and Community Engagement Strengths

According to the 2017-18 Shorehaven CNA parent survey.

- 87.5% of parents felt that teacher encourage their child to do their best and show respect to all students on campus.
- 90.63% of parents are proud their child attends Shorehaven Elementary.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 62% of parents felt the school did not support and appreciate the sharing of new ideas at the school. **Root Cause:** Poor communication of parent involvement activities.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals


Revised/Approved: July 24, 2018

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 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase in grade 3 from 19.3 to 35%, , grade 4 from 23.3 to 33.4%, and grade 5 from 33.8 to 43.9% and 90% by 2025 . (1819 interim goal = grade 3 â 35%, grade 4 â 33.4%, grade 5 â 43.9%)

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy PBMAS 1) All students will consistently utilize dictionaries, vocabulary, note taking, reading, visual aids , learning continuum to ensure mastery of TEKS and improved performance on assessments with attention to the performance of our African American student group performance relative to the Closing the Gaps Domain targets.	2.4, 2.6	Administration Teachers Intervention team	Increase in reading scores and meeting projected MAP growth.				
Problem Statements: Student Achievement 2 Funding Sources: 6300 Supplies and Materials- Title I Funds - 7000.00, 6100 Payroll- Title I Funds - 32990.00							
							

Performance Objective 1 Problem Statements:

Student Achievement







Problem Statement 2: 53% of economic disadvantaged students met the approaching standard on the 2018 STAAR Reading test in all grade levels. **Root Cause 2:** Lack of fundamental or basic skills.

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 28.8% to 70% by 2025. (1819 interim goal = 36%)

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

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy PBMAS</p> <p>1) The teacher will provide students with writing assignments in all content areas , and utilize a variety of instructional strategies (vocabulary, writing process, organization of writing, journals)to help students learn essential writing skills, and incorporate AVID writing strategies. Teacher will provide parents with resources and strategies to help their child succeed as a writer with attention to the performance of our African American student group performance relative to the Closing the Gaps Domain targets</p>	2.4, 3.2	Administration Teachers	Enhance the writing skills of all students.				
<p>Problem Statements: Student Achievement 1 Funding Sources: 6300 Supplies and Materials- Title I Funds - 2000.00, 6300 Parent Involvement. Supplies T1 - 815.00</p>							
<p>Targeted Support Strategy PBMAS</p> <p>2) Teacher will provide parents with resources and strategies to help their child succeed as a writer with attention to the performance of our African American student group performance relative to the Closing the Gaps Domain targets</p>	2.4, 3.2	Administration Teachers	Enhance the writing skills of all students. Providing rubrics for expectations of writing.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: 23% of 4th grade student met the meets grade level standard on the 2018 STAAR Writing English. **Root Cause 1:** We didn't have a school-wide writing plan.

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 55.7% to 76% by 2025. (1819 interim goal = 58%)

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

Summative Evaluation 3: Some progress made toward meeting Performance Objective







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>PBMAS</p> <p>1) The teacher will provide ELL Students with dictionary skills and designated supports for each ELL student presented early with updated checklist. Increase use of Imagine Learning programs.</p>	2.4, 2.5, 2.6	Administration Teachers ESL	Increase in learning outcomes and years growth in TELPAS reading.				

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 26.6% to 80.0% by 2025. (1819 interim goal = 27.3%)

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

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy PBMAS</p> <p>1) Students will develop science vocabulary and skills through the use of video clips, technology (discovery education) interactive activities (science lab), science journals, homework, note taking, reading, visual aids, non-linguistic representations, critical writing, and student collaboration with attention to the performance of our African American student group performance relative to the Closing the Gaps Domain targets</p>	2.4, 2.5	Administrator Teachers	Increase learning for all students on STAAR science.				
<p>Problem Statements: Student Achievement 4 Funding Sources: 6300 Supplies and Materials- Title I Funds - 1000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: 63% of students met the approaches grade level standard on the 2018 STAAR Science in 5th grade. Root Cause 4: Lack of science vocabulary in all grade levels.

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 3-5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 3 from 24.6, 4 from 28.8, and 5 from 36.3 on STAAR Math, will increase 90% by 2025. (1819 interim goal = grade 3 – 25.4%, grade 4 – 29.6%, grade 5 – 37.1%)

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

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy PBMAS</p> <p>1) The teacher will provide students with small group instruction, manipulatives, math vocabulary, and multiple opportunities to demonstrate progress with attention to the performance of our African American student group performance relative to the Closing the Gaps Domain targets</p>	2.4, 2.5, 2.6	Administrator Teachers	Increase result for all students in math.				
<p>Problem Statements: Student Achievement 3 Funding Sources: 6300 Supplies and Materials- Title I Funds - 1000.00</p>							
<p>Targeted Support Strategy PBMAS</p> <p>2) Teacher will be provided staff/ professional development to increase knowledge and understanding to better serve students in all content areas. professional conferences ongoing PLC meetings looking at data and quality of student work with attention to the performance of our African American student group performance relative to the Closing the Gaps Domain targets</p>	2.5, 2.6	Administration Teachers	*Data *Student work *Classroom walkthroughs				
<p>Problem Statements: Student Achievement 3 Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 2000.00</p>							
<p>Targeted Support Strategy PBMAS</p> <p>3) Teachers will utilize Fact Finding Strategies and provide parent with resources to use at home and list websites to help students at home with attention to the performance of our African American student group performance relative to the Closing the Gaps Domain targets</p>	3.1, 3.2	Administrators Teacher	Parent survey data				
<p>Problem Statements: Student Achievement 3 Funding Sources: 6300 Parent Involvement. Supplies T1 - 600.00</p>							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 3: 25% of students in grade 3 met the meets grade level standard on the 2018 STAAR Math. **Root Cause 3:** Lack of basic math facts and 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 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 44.6% to 35% by 2025. (1819 interim goal = 42.6)

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

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
PBMAS 1) Campus staff will review data and develop a school wide student management plan to address targeted behavior, a positive behavior support plan that promotes positive behavior in all aspects of the school setting and to determine interventions to be utilized to prevent misconduct.	2.6	Administration Teachers Staff	Decrease in student behavior. Increase in building relationships with students.				
				Problem Statements: School Culture and Climate 1 Funding Sources: 6300 Supplies and Materials- Title I Funds - 600.00			
2) Teachers will clearly define school wide expectations for students based on strategies discussed in staff development to address diversity, building relationships with students, and working with different populations. We will review data monthly during PLC meetings.	2.6	Administration Teachers	Decrease students incidents.				

Performance Objective 6 Problem Statements:

School Culture and Climate
Problem Statement 1: 20% of office incidents occurred in common areas (cafeteria, hallways). Root Cause 1: Lack of implement of a school-wide discipline plan (DoJo).

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: Parents feeling the school didn't support or appreciate new ideas will decrease from 62% to 52% by 2019.

Evaluation Data Source(s) 7: Parent surveys

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
PBMAS 1) Campus will offer parent surveys and work shops and increase parent communication. though surveys, parent meetings/ workshops, and participation on committees.	3.1, 3.2	Administrators Teachers Staff	Increase in parent involvement and parent participation.				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 6300 Parent Involvement. Supplies T1 - 600.00							

Performance Objective 7 Problem Statements:

Parent and Community Engagement
Problem Statement 1: 62% of parents felt the school did not support and appreciate the sharing of new ideas at the school. Root Cause 1: Poor communication of parent involvement activities.

State Compensatory

Personnel for Shorehaven Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rocio Chavez	IST	At-Risk	100%
Sheryl Price	IST	At-Risk	100%

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cortney Pankonien	Teacher Intervention Specialist	Title I	100%

Campus Improvement Team

Committee Role	Name	Position
Administrator	Cyndi Ortiz	Assistant Principal
Classroom Teacher	Alex Marquez	5th grade classroom teacher
Classroom Teacher	Evan Jones	Special Education Teacher
Classroom Teacher	Araceli Trejo	5th grade classroom teacher
Classroom Teacher	Jacqueline Vertz	2nd grade classroom teacher
Classroom Teacher	James Coffman	3rd Grade Teacher
Administrator	Krista McClure	Principal
District-level Professional	Gina Paniagua	District Representative
Parent	Eva Rodriguez	Parent
Business Representative	Tania Cruz	Business Representative
Community Representative	Bosa Hunter	Community Representative
Community Representative	Laquin Carter	Community

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	1	Substitutes for small group instruction.		\$32,990.00
Sub-Total					\$32,990.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	5	2	Professional development, conferences to enhance their knowledge and student success.		\$2,000.00
Sub-Total					\$2,000.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	1	Materials for small group instruction.		\$7,000.00
1	2	1	Material for writing.		\$2,000.00
1	4	1	Materials for science.		\$1,000.00
1	5	1	Materials for math instruction		\$1,000.00
1	6	1	Material for incentives.		\$600.00
Sub-Total					\$11,600.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	2	1	Parent resources		\$815.00
1	5	3	Materials for parents.		\$600.00
1	7	1	Materials for parents.		\$600.00
Sub-Total					\$2,015.00
Grand Total					\$48,605.00

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-bullying.	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

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 37.0011]

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 (NVC) 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.