

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



Mission Statement

Stephens Elementary students will become leaders who transform their dreams into reality.

Vision

Stephens elementary School will provide a quality education for all students in a way that:

- *Learning will be relevant, fun and life long
- *Provide a positive school climate that is supportive, safe, happy, caring and enthusiastic
- *Promotes high self esteem with students and staff
- *Sets the highest academic standards and expectations for students
- *Engages in effective communication with parents, teachers, children and the community

So that:

- *Every student will be equipped for life long learning, have high self esteem and be motivated to learn

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

1. Stephen's ELL 5th grade students in reading scored 73% in meets expectations on the 2018 STAAR.
2. Stephen's ELL 5th grade students in math scored 73% in meets expectations on the 2018 STAAR.
3. Stephen's 5th grade ALL students met expectations by 55% on the 2018 STAAR.
4. Stephen's 3rd grade bilingual math scored 48% in meets category on the 2018 STAAR.
5. Stephen's SPED students in math scored 30% in meets category on the 2018 STAAR.
6. Kinder MAP reading's mean RIT score is 161 and mean RIT is 164 in math from the SPRING EOY 2018.
7. Stephens decreased office referrals in Review 360 for All students by 52% in the 2017-2018 school year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Based on 2018 STAAR Writing data, students performed at 29% on Meets grade level expectations. **Root Cause:** Students, teachers and administrators do not have a system in place for accountability in Writing.

Problem Statement 2: Based on 2017-2018 attendance data, student attendance fell 2.17% below the district attendance goal of 97%. **Root Cause:** Parents and students do not have consistent educational events and activities to educate and increase awareness of how attendance impacts student achievement.

Problem Statement 3: Based on 2018 STAAR reading data, 4th grade reading scores were 29% for meets grade level expectations. **Root Cause:** Stephens Elementary master schedule provides 75 minutes for all ELA teachers to teach Reading and Social studies.

Comprehensive Needs Assessment Data Documentation

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

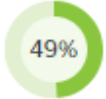
Goals


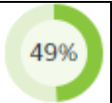




Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students in grade 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will be increase 3rd -42%, 4th-39%, and 5th-52.5% to 90% by 2025. The 18-19 interim goal= 3rd-49%, 4th, 39%, 5th-62.6%.

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) Teachers will utilize data from DRA, EDL, MAP, ISIP and formative assessments to plan small group, teacher-led instruction to specifically target white, 2 or more races, and special education sub-pops.	2.4, 2.5	Principal and Assistant	We will meet the needs of all students and add priority to African American, White, 2 or more races., and Special Education sub-pops to increase STAAR scores.				
Problem Statements: Student Achievement 3							

<p>2)) Teachers in grades K-3 will support Balanced Literacy by providing daily Reader's Workshop activities, such as mini-lessons, guided reading, and word study.</p>	<p>2.4, 2.5</p>	<p>Administrators, Teachers</p>	<p>Students will increase reading and writing skills and add priority to At-risk students throughout k-5. Students will develop and increase overall comprehension skills and writing stamina.</p>				
<p>1, 2, 4, 9 Administrators, Teachers</p> <p>Students will increase reading and writing skills throughout k-5. Students will develop increase overall comprehension skills and endurance that target white and two or more races.</p> <p>66% 66% 66%</p> <p>Problem Statements: Student Achievement 3 Funding Sources: 6100 Payroll- Title I Funds - 13000.00, 199 - State Comp Ed Funds - 4000.00</p>							
<p>3) Staff will use engaging, relevant, research-based instructional practices and monitor implementation.</p>		<p>Principal Assistant Principal</p>	<p>Increased student achievement Decreased office referrals</p>				
<p>Problem Statements: Student Achievement 3 Funding Sources: 6100 Payroll- Title I Funds - 16000.00, 6300 Supplies and Materials- Title I Funds - 23020.00, 6300 Parent Involvement. Supplies T1 - 2015.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:



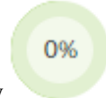

Student Achievement
<p>Problem Statement 3: Based on 2018 STAAR reading data, 4th grade reading scores were 29% for meets grade level expectations. Root Cause 3: Stephens Elementary master schedule provides 75 minutes for all ELA teachers to teach Reading and Social studies.</p>

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 29.2% to 70% by 2025. 18-19 interim goal=37%..

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) Teachers in grades 1,3, and 4 will implement daily research based writing strategies to develop rigor in writing and vertical alignment between grades,.	2.5	Administrators, Teachers	Students will increase their overall writing skills and increase our 4th grade writing STAAR scores across all Sub-pops.				
	Problem Statements: Student Achievement 1 Funding Sources: 6100 Payroll- Title I Funds - 3000.00						
2) Teachers in grades k-5 will implement a writing portfolio system for monitoring student writing samples for each grading period.	2.4, 2.5	Students, Teachers, and Admin.	Students will increase writing skills and demonstrate proficiency compared to the STAAR rubric.				
	Problem Statements: Student Achievement 1						
3) Teachers will utilize small group instruction to provide daily Writer's Workshop activities such as mini-lessons, shared writing, independent writing and/or interactive writing.	2.4, 2.5	Admin, Teachers	Students will increase writing skills and demonstrate proficiency compared to the STAAR rubric.				
	Problem Statements: Student Achievement 1						
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Performance Objective 2 Problem Statements:

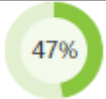




Student Achievement
<p>Problem Statement 1: Based on 2018 STAAR Writing data, students performed at 29% on Meets grade level expectations. Root Cause 1: Students, teachers and administrators do not have a system in place for accountability in Writing.</p>

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 52.6% to 76 % by 2025. 18/19 interim goal- 55%._____.

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) Teachers will provide sheltered instruction to all Bilingual classes and ESL students in k-5.	2.4, 2.5	LPAC, Admin, and Teachers	Student will exit out before transitioning to 5th grade.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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 35% to 80% in by 2025. 18/19 interim goal=35.7%.

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	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers in grades k-5 will teach science academic vocabulary in context through visual models and application that includes discussion, writing, and illustrating.	2.4, 2.5	Teachers, Admin	All students will improve on STAAR science and ELL students will increase their scores by 10%.				
Problem Statements: Student Achievement 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:






Student Achievement
Problem Statement 1: Based on 2018 STAAR Writing data, students performed at 29% on Meets grade level expectations. Root Cause 1: Students, teachers and administrators do not have a system in place for accountability in Writing.

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 in grade 3-5 demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Math, will increase 3rd grade-48%, 4th Grade at 43%, 5th Grade at 55% to 90%by 2025. 18/19 interim goal-3rd=48.8%, 4th=43.8%, and 5th=55.8%

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) Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 1st through 5th grade (list specific content areas)		Teacher, Admin.	Students will close gaps of various math skills and increase College/Career Readiness.				
Funding Sources: 6100 Payroll- Title I Funds - 13000.00, 199 - State Comp Ed Funds - 2330.00							
 = Accomplished  = Continue/Modify  = 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 6: Percent of student management incidents resulting in exclusionary consequences will decrease from 34.1% to 33.1% by 2019 and remain below the district goal of 35% by 2025.

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) Teachers and administrators will utilize parent involvement via phone calls to minimize behavior issues throughout the day before the student is sent to the office.	2.4, 2.5	Teacher, Admin.	Decrease number of office referrals and increase parent involvement				
							

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: Parent involvement will increase from 7% of parents active to 20% by 2019.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Administrators and teachers will involve parents and students in school sponsored events and activities.	2.4, 2.5	PTA, ADMIN	Students will increase their attendance rate and reach 97% by 2019				
	Problem Statements: Student Achievement 2						
2) Administrators and teachers will communicate the importance of regular attendance and tardies to parents and students communication via Skyward and school messenger.	3.2						
	Problem Statements: Student Achievement 2						
3) Administrators and teachers will implement an incentive program for regular on-time attendance.	2.6	Admin and teachers, data clerk	Students will increase their attendance rate to 97% by the end of 2018-2019 school year.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 2: Based on 2017-2018 attendance data, student attendance fell 2.17% below the district attendance goal of 97%. Root Cause 2: Parents and students do not have consistent educational events and activities to educate and increase awareness of how attendance impacts student achievement.

State Compensatory

Personnel for Stephens Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Megan DeWitt	IST	At-Risk	50%
Sara Salas	IST	At-Risk	50%

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Based on 2017-2018 attendance data, student attendance fell 2.17% below the district attendance goal of 97%

Based on 2018 STAAR Writing data, students performed at 29% on Meets grade level expectations.

Based on 2018 STAAR reading data, 4th grade reading scores were 29% for meets grade level expectations.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Teresa Kinney	Teacher Intervention Specialist	Title I	100%

2018-2019 Campus Improvement Team

Committee Role	Name	Position
District-level Professional	Angela Daniels	
Administrator	Jeffrey Waller	Principal
Administrator	Wendy Bailey	
Classroom Teacher	Coretta Williams	4th grade math
Classroom Teacher	Kim Sonsel	3rd grade
Classroom Teacher	Tana Potter	5th Math
Classroom Teacher	Meghan Smith	Teacher
Parent	Leslie Villalobos	
Parent	Ericka Hancock	
Community Representative	Darlene Weaver	
Community Representative	Amy Frater	
Business Representative	Vincent Morales	

Campus Funding Summary

199 - State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	2	Subs		\$4,000.00
1	5	1	Math resources		\$2,330.00
Sub-Total					\$6,330.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	2	Intervention using subs to support at-risk students in the classroom and pullout.		\$13,000.00
1	1	3	DRA Subs, Professional Development, Team planning by grade level		\$16,000.00
1	2	1	Subs and Professional development		\$3,000.00
1	5	1	Intervention subs to support at-risk students for STAAR.		\$13,000.00
Sub-Total					\$45,000.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	3	Instructional supplies and resources to implement components of balanced literacy and support.		\$23,020.00
Sub-Total					\$23,020.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	3	Communication to parents		\$2,015.00
Sub-Total					\$2,015.00
Grand Total					\$76,365.00

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 (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.