

**Garland Independent School District**  
**Northlake Elementary School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

The staff of Northlake Elementary assumes full responsibility for preparing our students to live and work in a continuously changing world. We will provide opportunities for all students to learn the skills needed to progress successfully through the elementary school years and promote readiness for secondary school years, college and careers. Our students will be challenged to develop critical thinking skills, to apply decision-making strategies, to experience positive coping skills and to communicate effectively. We will provide educational programs that strengthen parenting skills and furnish support to parents.

Effective communication lines between parents and teachers will be established to promote mutual cooperation and support.

The Northlake staff will provide a positive atmosphere for continuous learning. Students will be motivated to develop positive self-esteem, responsible behavior, self-reliance, respect and empathy for others. These goals will be reached as parents, teachers and students work together as a team.

# Vision

Northlake Elementary.....STEMulating Learning!!!

A united team of educators, students, parents, and community members working toward a common goal....educating students to the highest standards while focusing on the integration of Science, Technology, Engineering, & Mathematics into all we do!

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

- 100% of 3rd-5th gifted and talented students performed at Masters level on STAAR Reading test.
- 91% of 3rd- 5th non-economical disadvantaged students performed at Approaching level, 56% performed at Meets level and 33% performed at Masters level.
- 89% of Hispanic students in 3rd grade performed at Approaching level, 56% performed at Meets level, and 30% performed at Masters level.
- 93% of ELL students in 3rd grade performed at Approaching level, 63% performed at Meets level, and 30% performed at Masters level.
- 93% of 5th grade students performed at Approaching level on STAAR Math test (SSI1).
- 94% of 3rd-5th ELL students performed at Approaching level and 52% performed at Meets on STAAR Math test.
- 50% of all 3rd-5th students performed at Meets level on STAAR Math test.
- 100% of 5th non-economical disadvantaged students performed at Approaching level, 64% performed at Meets level, and 36% performed at Masters level on STAAR Science test.
- 92% of 5th non-ELL students performed at Approaching level, 58% performed at Meets level, and 27% performed at Masters level on STAAR Science test.
- 75% of bilingual students that took the STAAR Math test in English met and/or exceeded the expected growth.
- 72% of ESL students that took the STAAR Reading test in English met and/or exceeded the expected growth.
- 100% of bilingual students that have 3 and 5 years in U.S. schools who took the STAAR Math test in English performed at Approaching level.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** All student subgroups performed between 55-70% at Approaching level on STAAR writing test. 34% of students performed at Meets level on STAAR writing test and 4% of students performed at Masters level. **Root Cause:** Lack of awareness of writing conventions, grammar, spelling and

teaching writing skills with fidelity school-wide.

**Problem Statement 2:** 33% of 3rd grade students performed at Meets level on STAAR Reading test and 79% of 3rd grade students performed at Approaching level on STAAR Reading test. 75% of students in 4th grade performed at Approaching level on STAAR Reading and 41% of students performed at Meets level on STAAR Reading test. **Root Cause:** The needs of Tier 1 students are not being met. Lack of reading and vocabulary skills. Lack of parental involvement and education opportunities for parents to support their student learning.

**Problem Statement 3:** 40% of 3rd grade students and 53% of 4th grade students performed at Meets level on STAAR Math test.

**Problem Statement 4:** 33% of African-American students in

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results





# 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 grades 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 3rd grade - 35.4%, 4th grade - 41.4% and 5th grade 51.9% to 90% by 2025. (18-19 interim goals = 3rd grade - 43%, 4th grade - 51.5% and 5th grade - 62%)

**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) Each grade level will provide parent education 3 times between September-April to provide parents with strategies to help and encourage their students with attendance, participation, study skills, coping skills, responsibility, and purposeful reading and learning strategies at home. Teachers will strive for parents to see their children involved in small group instruction.	3.1, 3.2	Administrators All reading teachers iTeam	Parents will have the tools to help their child read at home. Increase parent involvement at school.				
<b>Funding Sources:</b> 6200 Parent Involvement. Contracted Services/Reg - - 792.00							
2) Teachers will implement Balanced Literacy components, including guided reading and shared reading at all grade levels to specially target and support individual student needs at all ability levels including SPED, ELL, GT, at risk. Focus will be placed on "White" and "Two or More Races" to close the achievement gap.	2.4, 2.5, 2.6	Reading teachers Administrators Instructional Coach Administrators	Students will show growth on MAP, STAAR and ISIP Espanol				
<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 5041.00							

3) Teachers will provide small group instruction and intervention, extended day/week to receive specific instruction to improve academic performance.	2.4, 2.6	Administration Intervention Teacher Intervention Aide Teachers	Students will show growth on MAP/STAAR assessments.				
	<b>Funding Sources:</b> 199 - State Comp Ed Funds - 6765.00, 6300 Supplies and Materials- Title I Funds - 0.00, 6100 Payroll- Title I Funds - 4560.00						
4) Teachers will plan and deliver engaging and interactive lessons will include use of technology by students and teachers. Students will develop critical thinking, logical reasoning, and project development.							
	<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 23380.00						
5) Professional development will be provided to support teachers in implementation research-based strategies to improve Language Arts instruction.		Administration Teachers	Students will show growth on MAP and STAAR assessments and ILE reports.				
	<b>Funding Sources:</b> 6200 Contracted Services/Registration- Title I Fun - 208.00						
= 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 2:** Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 35.1% to 70% by 2025. (1819 interim goal = 40.5%)

**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) All grade levels will be trained and implement balanced literacy that incorporates reading and writing throughout the subject areas.	2.5	Teachers and administrators.	Consistency in the implementation of the writing process across grade levels. Implementation of balanced literacy.				
	<b>Funding Sources:</b> 6100 Payroll- Title I Funds - 2659.00, 6300 Supplies and Materials- Title I Funds - 18030.00, 6300 Parent Involvement. Supplies T1 - 2015.00						
2) Teachers of all subject areas will incorporate writing using academic vocabulary specific to their content.	2.5	All teachers and administrators.	Students' writing skills will be enhanced as they experience writing across subject areas.				
3) Students will complete monthly writing samples in grades KN-5. In PLCs teacher will calibrate scoring and track individual student progress.	2.5	Teachers and administrators	Teachers will utilize the district and/or teacher-made writing scoring rubric to evaluate students' writing performance and track their progress throughout the year.				
= 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 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 64.9% to 76% by 2025. (1819 interim goal = 66%)

**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 be provided with refresher training on Ellevation, ILL and ELPS to meet the needs of the needs of the ELL students.		Teachers Administrators ITeam	Teaches will be knowledgeable of their students' language proficiency levels to meet the students' language acquisition target.				
2) Teachers will provide students with targeted language acquisition instruction to ensure ELL students demonstrate one year's growth in their language development.		Teachers and Administrators	ELL students will show one year's growth in their language development on the TELPAS assessment.				
3) Teachers will provide visuals, academic vocabulary, and differentiated instruction to ensure mastery of the required academic content.		Teachers and Administrators	Students will be able to utilize academic language and skills to be successful on TELPAS and/or STAAR assessments.				
= 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 4:** Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 43.9% to 80% by 2025. (1819 interim goal = 50%)

**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 KN-5 will teach science with fidelity, ensuring all hands-on learning is accompanied by a formative assessment based on the SEs taught to connect the concrete to the abstract.		Teachers and administrators	Students will be able to show mastery of the SE acquired through the district and/or teacher-made assessments.				
2) Teachers will teach academic vocabulary in context hands-on experiences, visuals, and application that includes discussion, writing, and illustrating science academic vocabulary.		Teachers and administrators	Students will be able to utilize science academic vocabulary and show mastery in their district assessments, teacher-made assessments and/or STAAR science test in 5th grade.				
3) Teachers will create an organizational system with the science lab materials to streamline the purchase of materials to ensure all labs have the necessary materials to teach science concepts.		Teachers and campus secretary	Teachers will be able to have the necessary materials to be used during the hands-on activities to teach science concepts.				
= 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 5:** Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math, will increase from 52.8%, 40.4% and 60.4% to 90% by 2025. (1819 interim goals = 55%, 45% and 65%)

**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 implement strategies besides the traditional algorithm for addition, subtraction, multiplication, and division through fact fluency stations.		Teachers and administrators	Students will be able to increase their fact fluency and solve mathematical problems with agility.				
2) Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, demonstration, writing, and illustration.		Teachers and administrators	Students will be able to comprehend and use the academic language in multiple context.				
3) Math small group Intervention will be provided to help close the achievement gap between White, Two or More Races and the general population.			STAAR Approaches grade level will be 60% or higher for white and 2 or more races.				
= 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 [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 45% to 35% by 2025. (1819 interim goal = 44.5%)

**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) Campus staff will develop a school wide student management plan to address specific targeted behavior, and teachers will implement appropriate behavioral interventions in their classrooms based on those strategies.		Teachers Administrators	Amount of office referrals will decrease. Administrative teams will monthly analyze the data to monitor the effectiveness of the strategies.				
2) Teachers will receive classroom management training to learn effective techniques to prevent misconducts.		Administrators	Teachers will be able to implement the newly learned techniques to prevent misconducts which will translate into less office referrals.				
= 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 7:** Insert Parent Involvement Performance Objective here

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

# State Compensatory

## Personnel for Northlake Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amadi Heyliger	IST	At-Risk	33.3%
Millie Glenn	IST	At-Risk	33.3%
William Foster	Counselor	LIGHT	3%

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carolina Dennis	Teacher Intervention Specialist	Title I	100%
Diana Montoya	Instructional Aide	Title I	100%



# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Adriana Osborne	Kindergarten Teacher
Classroom Teacher	Priscilla Moore-Torres	1st Grade Teacher
Classroom Teacher	Julie Wheeler	2nd Grade Teacher
Classroom Teacher	Tanya Castillo	3rd Grade Teacher
Classroom Teacher	Taylor Griner	4th Grade Teacher
Classroom Teacher	Amber Simon	5th Grade Teacher
Paraprofessional	Vicki Ayars	PE Aide
Parent	Blanca Sanchez	Parent Representative
Business Representative	Eddie Kolenovic	Business Representative
Community Representative	Warren Bird	Community Representative
Parent	Julian Olalde	Parent Representative
District-level Professional	Tiffany Veno	
Community Representative	Elizabeth Morales	City Tutor

# Campus Funding Summary

<b>199 - State Comp Ed Funds</b>					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	3		Subs for small groups & DRA	\$6,765.00
<b>Sub-Total</b>					\$6,765.00
<b>6100 Payroll- Title I Funds</b>					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	3	Subs for small group instruction		\$4,560.00
1	2	1		Subs for professional development and PLCs	\$2,659.00
<b>Sub-Total</b>					\$7,219.00
<b>6200 Contracted Services/Registration- Title I Fun</b>					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	5		Registrations	\$208.00
<b>Sub-Total</b>					\$208.00
<b>6200 Parent Involvement. Contracted Services/Reg -</b>					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	1	High quality training for teachers and parents		\$792.00
<b>Sub-Total</b>					\$792.00
<b>6300 Supplies and Materials- Title I Funds</b>					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	2	Instructional materials and supplies to implement Balanced Literacy across the grade levels		\$5,041.00
1	1	3			\$0.00
1	1	4		Technology	\$23,380.00
1	2	1		ELAR materials	\$18,030.00
<b>Sub-Total</b>					\$46,451.00
<b>6300 Parent Involvement. Supplies T1</b>					

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Funds Will Be Spent On</b>	<b>Amount</b>
1	2	1	Parent Involvement		\$2,015.00
<b>Sub-Total</b>					\$2,015.00
<b>Grand Total</b>					\$63,450.00

# 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)]

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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]**

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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.

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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.

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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)]

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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**

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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**

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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.