

Garland Independent School District

Heather Glen Elementary School

2020-2021 Campus Improvement Plan

Board Approval Date: October 27, 2020
Public Presentation Date: October 8, 2020

Mission Statement

Heather Glen Elementary School will inspire a culture of high expectations, foster relationships, and commit to empower students towards innovative thinking and learning.

Vision

Our staff will develop the maximum potential of students' minds, bodies and souls, in a safe environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Heather Glen is one of 47 elementary campus in Garland Independent School District. Heather Glen Elementary was founded in 1971. In 2019, Heather Glen was comprised of 81% of students from economically disadvantaged families. Here at Heather Glen 67% of our students are currently classified as at-risk, with 53% of our students being English Language Learners. The current student population of 438 wear standardized dress and enjoy belting out the school's motto "F.A.S.T" at the end of announcements run by each class once a week. Nestled along Northwest Hwy, and just a few blocks south of Centerville Road, students and their families utilize the playground in afternoon and weekends, fondly referred to as 'the park', for family outings, soccer games and socializing. The PK through 5th grade students at this AVID, Title I school may take advantage of the free Breakfast-in-the-Classroom program each morning. In addition to the quality academic programs, students participate in Roadrunner Pride Camp, College Wednesdays, Spirit Fridays, Roadrunner Rallies, choir, morning/afternoon tutorials, and Family Nights, Morning Meetings, and various events hosted by our PTA. Make sure to wear your navy blue and orange as you stop by to visit our Roadrunner Family.

Demographics Strengths

In 2018-2019, we put a new school-wide discipline and incentive system in place which has positively impacted the behavior of our students.

Family engagement survey results showed high satisfaction rate among parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American students represented disproportionality in discipline in 2018-2019 with 47.8% exclusionary consequences as compared to their student population of 35%. **Root Cause:** Need for building relationships and development of cultural competency among staff and students.; a few high needs students new to campus caused an increase in behavioral exclusionary consequences for our African American student population.

Problem Statement 2: We had an overall increase in exclusionary consequences from the previous year with 45.7%, above the district average. **Root Cause:** A few students with repeat offenses who were new to campus caused an increase in our overall behavioral exclusions.

Problem Statement 3: Family engagement survey and Family Night attendance indicate low numbers in participation. **Root Cause:** Need for engaging families regularly in ways that meet their needs.

Student Learning

Student Learning Summary

****** Due to COVID 19, schools closed prior to the administration of the STAAR assessment in 2020, therefore we were unable to use state assessment data from that year. Data from 2018-2019 was used. ******

Overall, Heather Glen Elementary received an accountability rating of B in 2019. In the 2018-19 school year, Heather Glen was identified as an Improvement required campus by the state of Texas. During that year we were able to climb out of that identification by raising our overall accountability rating from an F to a B in one year. We raised our overall accountability score 29 points to a grade of 82, from a previous rating of F the year before. This was an increase of three letter grades for our accountability rating. Student performance has increased in 2019, but we are still considered to be a lower performing campus. Our accountability rating has been based on our growth for the last two years, which shows that our students are making progress. Our students are performing higher in mathematics over reading consistently in 2017, 2018, and 2019. Heather Glen is consistently improving each year and has made double digit gains in some areas since 2017.

Student Learning Strengths

In 2018, Heather Glen was ranked 47th out of 47 in student achievement. In 2019, Heather Glen was ranked 19th out of 47 for student achievement.

Our 2019 student achievement score was increased from a 57 to a 62. (Domain 1)

85% of our student who were STAAR tested made at least one year's growth in reading and math. (Domain 2)

Our 2019 rating for Domain 3 increased from an F to a D. Heather Glen met 14/14 targets (100%) as measured by growth in domain 3.

2019 EOY MAP results show that all grade levels met expected growth in mathematics.

Our fifth grade students scored 74% approaches or higher in reading and 85% approaches or higher in math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Due to the COVID 19 pandemic, Heather Glen has identified the following need: equitable access to digital learning materials at home for students without devices. **Root Cause:** Lack of resources and devices at home for our students.

Problem Statement 2: On the 2019 STAAR, 33% of all students met standard in reading, 5% above 2018 achievement. First and fourth grade reading EOY MAP results show that our students did not meet expected levels of growth. **Root Cause:** Knowledge gaps for teachers in balanced literacy, depth and complexity of ELAR TEKS, and rigorous reading instructional strategies/practices.

Problem Statement 3: On 2019 STAAR, 12% of students met grade level standard in writing, 5% below 2018 achievement. **Root Cause:** Inconsistency in instructional minutes for writing, inconsistent writing curriculum, and knowledge gaps in writing workshop as a balanced literacy component and expository writing instruction.

Problem Statement 4: On 2019 TELPAS, ELL students met standards for English language proficiency at only 34%. Only 27% of our ESL students met standard for proficiency of that group. **Root Cause:** Knowledge gap for teachers in vocabulary development, monitoring writing development, and scaffolding language development K-5 to overcome skill gaps for students due to mobility and historical language of instruction inconsistencies. Skill gap for students on how to use technology for TELPAS testing.

Problem Statement 5: On 2019 Science STAAR, 13% met grade level standards for all students. This was a decrease of 4% from 2018. **Root Cause:** Inconsistency with hands-on, real-world learning/demonstrations in science and need for science vocabulary development K-5.

Problem Statement 6: On 2019 STAAR, 41% of all students met grade level standards in mathematics. While this was 10% growth, we are still scoring significantly below the district. **Root Cause:** Knowledge gap for teachers in development of mathematical concepts using concrete-to-abstract concept development methods.

Problem Statement 7: Special Education students perform significantly below All Students in all areas of achievement. **Root Cause:** Special Education students need more intensive reteaching and academic supports to reach Meets level performance.

School Processes & Programs

School Processes & Programs Summary

Heather Glen utilizes strong recruitment and retainment strategies to ensure high quality staff is hired to increase the effectiveness of our team. Teams are utilized to hire high quality staff that is also a good fit for our team. Teachers work together weekly and their opinions are valued and utilized. Several of the systems that are in place that support teachers are mentoring programs as well as weekly PLC's and instructional planning for each grading cycle. We also increased real-time feedback for our staff weekly.

Through the school improvement process, we adopted some practices from the Teaching Trust model to increase our effectiveness as a team. We created strong school-wide systems for our staff and students that has positively affected our students' behavior, increased staff to student relationships, and overall increased our student achievement.

School Processes & Programs Strengths

- Heather Glen staff participates in weekly progress monitoring during PLC's.
- Heather GLen utilizes Bambrick model to analyze assessment data and determine areas of strengths and weaknesses among grade level classes.
- Heather Glen utilizes the Bambrick Waterfall document when giving teachers feedback.
- Heather Glen teachers will teach using TEKS and will use Kagan strategies to increase student engagement.
- Heather Glen staff uses DOL data for learning experiences and progress monitoring.
- Heather Glen utilizes the, See It, Name It, Do It protocol with teachers weekly within the PLC model.
- Heather Glen participates in weekly PLC'S and creation of IPC's to develop powerful teaching.
- Heather Glen lesson plans are research-based, student-centered and address the standards outlined in the TEKS, CCRS, and ELPS.
- All teachers are GT trained.
- Teachers were offered opportunities to observe each other in instructional settings. Some teachers had staff observe them from other campuses within GISD.
- Heather Glen has open communication between teachers, administrators, students and parents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continuing to meet the needs and interests of a more and more diverse student and parent population. **Root Cause:** Our demographics have changed to include all southern parts of the district, where parents share that they feel disengaged from the district.

Problem Statement 2: The needs of students at approaches, meets, and masters at every grade level is not being addressed in all subjects. **Root Cause:** there is a need for an additional training for staff to know how to plan for all of those different student needs in the classroom at one time and how to create effective interventions for all students.

Problem Statement 3: There is a need to purchase materials for parent meetings to discuss all aspects of school functions. **Root Cause:** Parents need an incentive to attend meetings on campus.

Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment and acceleration programs that challenge them. **Root Cause:** There is not enough representation of those students in each classroom.

Perceptions

Perceptions Summary

We have a very positive climate at Heather Glen where staff feels valued and welcome. Staff are expected to participate in the development and implementation of campus decisions, programs and committees. We have begun the process of increasing parent engagement in decision making, but we still have a long way to go. Parents currently report that they feel welcome and included in Heather Glen. Based on data provided, we can conclude that staff at Heather Glen Elementary are happier based on their staff morale and being part of the decision making process.

Perceptions Strengths

In 2018-2019, we put a new school-wide discipline and incentive system in place which has positively impacted the behavior of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: African American students represented disproportionately in discipline in 2018-2019 with 47.8% of exclusionary consequences as compared to their student population percentage of 25%. **Root Cause:** Need for building relationships and development of cultural competency among staff and students; a few high needs students new to the campus caused an increase in behavioral exclusionary consequences for our African American student population.

Problem Statement 2: We had an overall increase in exclusionary consequences from the previous year with 45.7% above the district average. **Root Cause:** A few students with repeat offenses who were new to campus caused an increase in our overall behavioral exclusions.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Goals

Revised/Approved: October 8, 2020

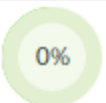
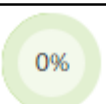
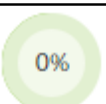
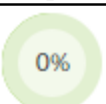
Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 37.3% in 2019 to 90% by 2025. (SY20-21 interim goal = 56.8%)

Strategy 1: Teachers in grades K-5 will implement guided reading with coaching, professional development, and feedback to grow their skills, while maintaining a guided reading notebook throughout the year to accumulate guided reading levels (DRA/EDL data and anecdotal records on which to base instructional decisions with attention to the performance of all student groups' performance relative to the Closing the Gaps Domain targets). Strategy's Expected Result/Impact: Continuous improvement in fluency and comprehension for each student as evidenced by expected growth on reading MAP data and meeting grade level standards on STAAR. Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Early Literacy Support Teacher Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will analyze and document errors using running records and use instructional strategies to address student skill needs. Strategy's Expected Result/Impact: Developing skill in analyzing errors will lead to targeted instructional strategies for development in fluency and comprehension as evidenced by improved reading levels, meeting/exceeding expected growth on MAP, and meeting grade level standards on STAAR. Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Early Literacy Support Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3: Teachers will develop rigorous reading stations using a Daily 5 structure in grades K-3. Strategy's Expected Result/Impact: Developing rigorous reading ensures that the time spent in stations during balanced literacy is at appropriate depths and complexities to prepare students. Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Early Literacy Support Teacher Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will develop a reading instructional planning calendar to focus the learning for each day and measure mastery using formative assessments with attention to the performance of all student groups relative to the Closing the Gaps Domain targets. Teachers will be allowed to work during non-duty hours to complete the IPC's in a timely manner to be ready to deliver solid reading targeted instruction. Strategy's Expected Result/Impact: Student work and formative assessment results will be analyzed in PLCs to determine reteaching methods based on student needs. This will increase performance at meets grade level standard on STAAR. Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Early Literacy Support Teacher Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - 6100 Payroll- Title I Funds - \$1,857.75	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers will systematically implement targeted reading interventions through weekly data meetings to develop reteach lessons and also using Leveled Literacy Intervention Kits and STAAR-aligned materials. Strategy's Expected Result/Impact: Small group, targeted interventions as documented in the RTI Binder will result in expected growth on MAP and meeting grade level standards on STAAR. Staff Responsible for Monitoring: Administrators Teachers Interventionist Intervention Staff Intermediate Support Teacher Early Literacy Support Teacher Special Ed Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy Funding Sources: STAAR Ready Materials - 6300 Supplies and Materials- Title I Funds - \$4,491	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6: Students who are served by Special Education in reading will receive appropriate specialized instruction, accommodations/supports, intervention, and tutoring. Strategy's Expected Result/Impact: Special Education lesson plans Special Education schedules Improvement of STAAR performance for Special Education students campus-wide. Staff Responsible for Monitoring: Administrators Teachers Special Education Staff TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Teachers will utilize goal-setting with students to track progress toward their personal growth goal (Domain 2 of accountability system). Strategy's Expected Result/Impact: Our goal is for 100% of our students to meet their growth goal in grades 4-5. This practice will also impact Student Achievement in Domain 1. Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Early Literacy Support Teacher Classroom Teachers (monitoring classroom goal trackers, campus goal trackers, student growth goal trackers) TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Due to the COVID 19 pandemic, students will use Chromebooks to access digital books and articles and to complete online learning stations, while monitoring fluency and comprehension. Strategy's Expected Result/Impact: Our goal is for all students to have digital access to books and learning materials during the COVID 19 closure and beyond. Staff Responsible for Monitoring: Administrators Classroom Teachers (DRA reading levels with comprehension and fluency measures) TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Due to the COVID 19 pandemic, extra supplies are needed to create individualized learning centers/stations to prevent sharing of materials by students when they return to campus face to face. Strategy's Expected Result/Impact: Our goal is for every face to face student to have individual supplies even in stations since they cannot share them due to COVID 19. Staff Responsible for Monitoring: Admin Classroom teachers Early Literacy Support Teacher Intermediate Support Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$1,500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10: During GISD Intersession periods, teachers will effectively deliver engaging TEKS driven lessons in the area of reading to all targeted students in each grade level participating, to fill reading gaps in partly due to COVID 19 outbreak. Strategy's Expected Result/Impact: Students' improvement on DOLs during intersession and improved scores on CBA of targeted TEKS. Staff Responsible for Monitoring: Administration Early Literacy Support Teacher Intermediate Support Teacher Intersession Teachers Funding Sources: Materials, supplies, incentives during Intersession - 6300 Supplies and Materials- Title I Funds - \$1,500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11: Due to COVID 19, teachers will use SWIVL cameras to record their live lessons to ensure virtual students receive effective Tier 1 instruction and both groups of students can receive on demand instruction when needed. Strategy's Expected Result/Impact: Virtual students and Face to Face students will be able to receive on demand instruction when needed. Staff Responsible for Monitoring: Admin Teachers Funding Sources: SWIVL cameras - 6300 Supplies and Materials- Title I Funds - \$2,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 12: Saturday School and Extended Day learning opportunities will be provided for students to receive additional instruction in the area of reading. Strategy's Expected Result/Impact: Students performance on CBA's and MAP assessments will improve Staff Responsible for Monitoring: Admin Teachers Early Literacy Support Teacher Intermediate Support Teacher	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 13: STAAR Tutors will be used to close gaps of students in reading area based on student data and performance. Strategy's Expected Result/Impact: Student higher performance on reading data checkpoints based on TEKS taught during tutoring. Staff Responsible for Monitoring: Admin Classroom Teachers Early Literacy Support Teacher Intermediate Support Teacher STAAR Tutors	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 14: Students will use Thinking Maps across all content areas to improve their critical thinking skills. Strategy's Expected Result/Impact: Development of common visual language in students to help with their comprehension and thinking in all content areas. Staff Responsible for Monitoring: Admin Early Literacy Support Teacher Intermediate Support Teacher Classroom Teachers	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 15: Students will use A to Z digital reading resource to access digital books to increase time spent on reading. Strategy's Expected Result/Impact: Students will read at least 20 minutes or more daily. Staff Responsible for Monitoring: Admin Classroom Teachers Funding Sources: Digital Subscription - 6300 Supplies and Materials- Title I Funds - \$4,064.50	Reviews			
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	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  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 13.3% in 2019 to 70% by 2025. (SY 20-21 interim goal=41.8%)

Evaluation Data Sources: STAAR writing scores Spring 2021

Strategy 1: Teachers will implement writing workshop with specific focus on structuring writing workshop and conferring with writers. Strategy's Expected Result/Impact: Consistent writing instruction and feedback daily in grades K-5 as evidenced by lesson plans, walk-throughs, and improved performance on TELPAS writing and STAAR writing. Staff Responsible for Monitoring: Administrators Early Literacy Support Teacher Intermediate Support Teacher Teachers TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will use Lucy Calkins Units of Study resources for vertical alignment K-5 and reading/writing integration in writing mini-lessons. Strategy's Expected Result/Impact: Consistent and rigorous writing instruction in grades K-5 as evidenced by lesson plans, walkthroughs, and improved performance on TELPAS and STAAR writing. Staff Responsible for Monitoring: Administrators Early Literacy Support Teacher Intermediate Support Teacher Teachers TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students will use STAAR aligned grammar materials and aligned, kid-friendly writing rubrics consistently during writing time. Strategy's Expected Result/Impact: Consistent use of the rubric while students are writing and practice using STAAR like material will improve their performance over time and ability to evaluate their own writing as evidenced by improvement on TELPAS and STAAR writing. Staff Responsible for Monitoring: Administrators Intermediate Support Teacher Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: STAAR Ready Writing Materials - 6300 Supplies and Materials- Title I Funds - \$400	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4: Due to the COVID 19 pandemic, extra resources are needed for writing, revising, and editing to create individualized learning centers/stations to ensure students are not sharing materials by when they come to school face to face. Strategy's Expected Result/Impact: Our goal is for every face to face student to have individual supplies and resources even in stations since they cannot share them due to COVID 19. Staff Responsible for Monitoring: Admin Early Literacy Support Teacher Intermediate Support Teacher ELAR Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

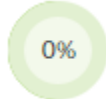
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

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 34.0% in 2019 to 76% by 2025.
(SY 20-21 interim goal = 44.8%)

Evaluation Data Sources: mock TELPAS scores, EOY TELPAS scores

Strategy 1: Bilingual, Special Education, and Specials teachers and Gen. Education teachers will implement appropriate accommodations, and sheltered instructional strategies for consistently providing comprehensible input with attention to the performance of EL student group performance relative to the Closing the Gaps Domain targets. Strategy's Expected Result/Impact: Sheltered Instruction Strategies will be used consistently in bilingual, SPED, and Specials classes to support language development as evidenced by lesson plans, walkthroughs, and improved performance of ELs in these content areas. Staff Responsible for Monitoring: Administrators General Education Teachers Specials Teachers Resource Teachers Early Literacy Support Teacher Intermediate Support Teacher TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Bilingual and ELL students will use headphones with microphone to practice consistently for TELPAS speaking assessment. Strategy's Expected Result/Impact: Increase in scores for students on TELPAS mock and TELPAS. Staff Responsible for Monitoring: Admin Bilingual Teachers Gen Education Teachers Funding Sources: Headphones - 6300 Supplies and Materials- Title I Funds - \$3,500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  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.

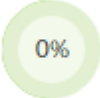
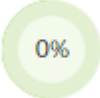
Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 13.3% in 2019 to 80% by 2025. (SY 20- 21 interim goal = 20.0%)

Strategy 1: 1. 5th grade students will participate in hands-on learning/experimentation in science as a foundation for their learning. Strategy's Expected Result/Impact: Hands-on experiences will serve as foundation for science learning and will springboard science success at meets grade level standard on the STAAR science test. Staff Responsible for Monitoring: Administrators Early Literacy Support Teacher Intermediate Support Teacher Science Teachers TEA Priorities: Improve low-performing schools Funding Sources: Materials/Supplies for Hands on experiences - 6300 Supplies and Materials- Title I Funds - \$200	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will develop and implement science common assessments used for goal-setting and monitoring learning progress. Strategy's Expected Result/Impact: Science common assessment results will show improvement over time in all grade levels with improved implementation. Staff Responsible for Monitoring: Administrators Early Literacy Support Teacher Intermediate Support Teacher Teachers TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will use science vocabulary development strategies in science journaling in grades K-5. Strategy's Expected Result/Impact: Development of vocabulary as evidenced by science journals and improved performance on common assessments and science STAAR. Staff Responsible for Monitoring: Administrators Early Literacy Support Teacher Intermediate Support Teacher Teachers TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ 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 by end of grade 3 on STAAR, will increase from 46.7% in 2019 to 90% by 2025. (SY 20-21 interim goal = 48.6%), grade 4 on STAAR, will increase from 34.1% in 2019 to 90% by 2025 (SY 20-21 interim goal = 36.0%), grade 5 on STAAR, will increase from 45.9% in 2019 to 90% by 2025 (SY 20-21 interim goal = 47.8%)

Strategy 1: Teachers will consistently utilize Concrete Representational Abstract instructional strategies with attention to the performance of all student group performances relative to the Closing the Gaps Domain targets (gradual release model for mathematics concepts). Strategy's Expected Result/Impact: Development of concepts concretely first as evidenced by lesson plans and walkthroughs will results in improved performance on common assessments and math STAAR. Staff Responsible for Monitoring: Administrators Early Literacy Support Teacher Intermediate Support Teacher Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will create and implement math Instructional Planning Calendars to focus student learning and monitor daily progress, specifically focusing on DOL data to inform targeted reteach plans during weekly data meetings. Teachers will monitor all student group performances relative to the Closing the Gaps Domain targets. Teachers will be allowed to work on the creation of these calendars during non-duty hours to complete them in a timely manner to be ready to deliver solid reading targeted instruction. Strategy's Expected Result/Impact: Collection of daily formative data and student work samples around the focused SE for the day will result in increased performance in math as measured by MAP and STAAR. Staff Responsible for Monitoring: Administrators Early Literacy Support Teacher Intermediate Support Teacher Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy Funding Sources: - 6100 Payroll- Title I Funds - \$1,857.75	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3: Teachers will use model drawing as problem-solving strategy across all appropriate grade levels. Strategy's Expected Result/Impact: Consistent use of model drawing for daily problem-solving will result in increased performance in math as measured by MAP and STAAR. Posters will be in each math classroom. Staff Responsible for Monitoring: Administrators Early Literacy Support Teacher Intermediate Support Teacher Teachers TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Students served by Special Education for math will receive hands-on instruction, accommodations/supports, and intervention/tutoring in mathematics. Strategy's Expected Result/Impact: Increased supportive materials and practices will result in improved performance of Special Education students in math. Staff Responsible for Monitoring: Administrators Teachers Special Education Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy Funding Sources: Supportive materials for resource students - 6300 Supplies and Materials- Title I Funds - \$817	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: During GISD Intersession periods, teachers will effectively deliver engaging TEKS driven lessons in the area of mathematics to all targeted students in each grade level participating, to fill in mathematical gaps in partly due to COVID 19 outbreak. Strategy's Expected Result/Impact: Students' improvement on DOLs during intersession and improved scores on CBA of targeted TEKS. Staff Responsible for Monitoring: Administration Early Literacy Support Teacher Intermediate Support Teacher Intersession Teachers Funding Sources: Materials, supplies, incentives for math instruction during each Intersession - 6300 Supplies and Materials- Title I Funds - \$1,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6: Saturday School and Extended Day learning opportunities will be provided for students to receive additional instruction in the area of mathematics Strategy's Expected Result/Impact: Students performance on CBA's and MAP assessments will improve. Staff Responsible for Monitoring: Admin Early Literacy Support Teacher Intermediate Support Teacher Teachers	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7: STAAR Tutors will be used to close gaps of students in the math area based on student data and performance. Strategy's Expected Result/Impact: Student higher performance on math data checkpoints based on TEKS taught during tutoring. Staff Responsible for Monitoring: Admin Classroom Teachers Early Literacy Support Teacher Intermediate Support Teacher STAAR Tutors	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  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 45.7% in 2019 to 35% by 2025.
(SY 20-21 interim goal = 44.3%)

Strategy 1: Develop and implement a school-wide disciplinary incentive system, including rewards for excellent behavior, and celebration of progress and character. Strategy's Expected Result/Impact: Increase in positive student behaviors and decrease in number of classroom incidents. Roadrunner Pride Rallies will be held every nine weeks to celebrate student behavior. Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$2,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Build relationships among our classroom and campus families through morning meetings, good things, and use of strong interpersonal strategies and social contracts (Capturing Kids Hearts strategies) to increase positive student behaviors. Strategy's Expected Result/Impact: Increased positive behaviors as measured by decrease in classroom level referrals Staff Responsible for Monitoring: Administrators Counselor Teachers Staff TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 3. We will develop strong cultures and routines through the implementation of Roadrunner Pride Camp (first two weeks) and campus procedures and routines consistently taught throughout the year with an additional focus on our African American male population. Strategy's Expected Result/Impact: Strong cultures and routines modeled thoroughly will decrease number of incidents which require exclusionary consequences throughout the year. Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4: We will foster strong relationships and bonds with African American male population through a mentorship program that focuses on understanding and educating the African American male. Strategy's Expected Result/Impact: Referrals, ISS, and OSS will decrease with African American males. Staff Responsible for Monitoring: Administration Classroom Teachers School Counselor Assigned Mentors Funding Sources: Books related the African American life, literature books focused on African Americans - 6300 Supplies and Materials- Title I Funds - \$500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 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: We will increase the engagement of parents (from less than 30% to greater than 50%) in meaningful ways, by sponsoring educational events.

Evaluation Data Sources: Sign in sheets from events and parent evaluation forms submitted by parents

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Sponsoring educational events such as Literacy Night, Math/Science Night, STAAR Nights and different cultural events to partner with parents and students. Strategy's Expected Result/Impact: Increased family engagement and resources to parents will result in increases as measured by MAP, TELPAS, and STAAR, as evidenced by participation logs/sign-in sheets at Family Nights. Staff Responsible for Monitoring: Administrators Teachers Early Literacy Support Teacher Intermediate Support Teacher Staff Members TEA Priorities: Improve low-performing schools Funding Sources: Snacks for Family Nights - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - \$200, Materials/Games/Supplies for Family Nights - 6300 Parent Involvement. Supplies T1 - \$1,000				
	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will develop a transition program for our incoming PreK students (Ready Roadrunners) and our outgoing 5th graders (Becoming Bisons) to prepare them for their new environment in middle school. Strategy's Expected Result/Impact: Students entering into the campus will have be better prepared for school and more familiar with the school environment. Students leaving the campus will be better prepared for the middle school environment. Staff Responsible for Monitoring: PreK Teachers 5th Grade Teachers Middle School Teachers HG Admin O'Banion MS Admin ESF Levers: Lever 3: Positive School Culture Funding Sources: Healthy Snacks - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - \$200, Materials and Resources for Parents and Students - 6300 Parent Involvement. Supplies T1 - \$615	0%	0%	0%	
0% No Progress 100% Accomplished → Continue/Modify ✗ 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 8: We will improve campus culture among staff 7% as measured by overall staff survey results.

Evaluation Data Sources: Staff Survey results from school and district level

Strategy 1: We will create a system for staff recognition and motivation using EXCEL tickets and certificates/recognition in meetings to recognize teacher efforts and accomplishments. Strategy's Expected Result/Impact: Positive reinforcement of excellence among our staff will increase our performance as a team. Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will develop effective leadership skills in administration and faculty through different webinars and trainings. Strategy's Expected Result/Impact: Improved teacher and administrator effectiveness. Improved culture/climate as measured by staff survey. As needed, just-in-time professional development provided to meet staff needs. Staff Responsible for Monitoring: Administrators Teachers TTESS Growth CLT minutes Committee Minutes Professional Development agendas/sign in sheets TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: We will create a more positive culture among staff members through the use of book studies to help decrease the achievement gap among sub populations in the school. Strategy's Expected Result/Impact: Teachers will learn practical strategies that are actionable, replicable, and measurable. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Heather Glen Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kathleen Moore	Intermediate ST		100%
Megan Dewitt	Early Literacy Support Teacher		100%
Vacant	Counselor		10%

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Heather Glen Elementary conducted a comprehensive needs assessment on 5/20/20 that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Heather Glen Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

2.2: Regular monitoring and revision

The CIP will be reviewed in October, January, April, and June by those determined that can best monitor the effectiveness of each goal. Our CLT team will review the effectiveness of goals and strategies that target the overall school program.

2.3: Available to parents and community in an understandable format and language

Parents and community members may make an appointment with campus administration where translation will be provided and questions can be addressed. The CIP will also be translated once it is completed and a copy will be uploaded on the campus website, sent through skyward and can be requested at the front desk.

2.4: Opportunities for all children to meet State standards

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students.

The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, DOL assessments, or B-weekly tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

2.5: Increased learning time and well-rounded education

Heather Glen Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards.

Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.
6. Teachers participate in weekly planning meetings to collaborate with their colleagues on best instructional strategies and plans. In addition, the master schedule maximizes instructional time and pays close attention to minimizing transition times.

Morning meetings are built into the master schedule so that emotional needs of the students can be addressed first thing in the morning which creates a family atmosphere conducive to learning. A designated intervention time slot is also built into the master schedule so that interventions and accelerated learning for individual student needs can be addressed without interfering with the success of the lessons planned. Teachers utilize Readers and Writers Workshop, Guided Math, Words study/Phonics Units of Study, and the gradual release model in planning and implementing classroom instruction.

2.6: Address needs of all students, particularly at-risk

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it. The RTI committee determines what additional intervention students may need during collaborations. However, the instructional coaches and administrative teams also review the data to ensure that students are not slipping through the cracks.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

All information will be distributed through monthly newsletter, weekly class messages, and ongoing class canvas pages. Hard copies will be offered upon request. The Parent and Family Engagement policy and compact will be given directly to the parent by the teacher.

3.2: Offer flexible number of parent involvement meetings

Heather Glen sends out surveys each year to identify the best times to hold meetings to ensure high level participation in parent meetings. Meetings will be held both physically and viturally to gain more involvement. We will revisit this area to include strategies to support student achievement, but also include parent trainings that meet our parents' needs, survey our community three times per year to determine what needs we can help meet for our families and school community. We will continue with the welcoming walk process and pride camps. We will include a pride camp for parents. We host grade level performances for every grade level to help increase parent engagement, and include strategies for promoting these events and a communication system with parents that utilizes multiple formats of communication-- signs, flyers, Dojo, Skyward, call-outs, etc.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Harris, Elisabeth	Interventionist	Title I	100%
Marguerita Lazon	Bilingual Aide	Title 1	100%

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,857.75
1	5	2			\$1,857.75
Sub-Total					\$3,715.50
Budgeted Fund Source Amount					\$3,715.50
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	STAAR Ready Materials		\$4,491.00
1	1	9			\$1,500.00
1	1	10	Materials, supplies, incentives during Intersession		\$1,500.00
1	1	11	SWIVL cameras		\$2,000.00
1	1	15	Digital Subscription		\$4,064.50
1	2	3	STAAR Ready Writing Materials		\$400.00
1	2	4			\$500.00
1	3	2	Headphones		\$3,500.00
1	4	1	Materials/Supplies for Hands on experiences		\$200.00
1	5	4	Supportive materials for resource students		\$817.00
1	5	5	Materials, supplies, incentives for math instruction during each Intersession		\$1,000.00
1	6	1			\$2,000.00
1	6	4	Books related the African American life, literature books focused on African Americans		\$500.00
Sub-Total					\$22,472.50
Budgeted Fund Source Amount					\$22,472.50
+/- Difference					\$0.00

6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Materials/Games/Supplies for Family Nights		\$1,000.00
1	7	2	Materials and Resources for Parents and Students		\$615.00
Sub-Total					\$1,615.00
Budgeted Fund Source Amount					\$1,615.00
+/- Difference					\$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Snacks for Family Nights		\$200.00
1	7	2	Healthy Snacks		\$200.00
Sub-Total					\$400.00
Budgeted Fund Source Amount					\$400.00
+/- Difference					\$0.00
Grand Total					\$28,203.00

Addendums

Garland ISD Campus Improvement Plan Addendum: 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. School counselors will increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities through classroom instruction.	2.5	School 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 anti-bullying workshops for parents and students to increase awareness and prevention of bullying and cyberbullying.	3.2	Guidance and Counseling Department and School Counselor	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
1. 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 and School Counselor	Staff is aware of child abuse recognition and reporting requirements
2. Provide training on methods for addressing the needs of students including suicide prevention programs and early mental health intervention.	2.6	Guidance & Counseling and School Counselor	Staff is aware of methods for addressing mental health issues including suicide prevention
3. Provide age appropriate classroom instruction in an order to educate students on suicide prevention including warning signs and anonymous reporting procedures.	2.5	Guidance & Counseling and School Counselor	Student awareness is increased

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 instruction, counseling, and/or student assemblies in conjunction with drug awareness education classes conducted by the School Resource Officers.	2.5	Guidance & Counseling, School 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 increased awareness
4. The Guidance and Counseling department utilizes character education in elementary schools as an avenue for providing instruction 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 and School Counselor	Character Education programs are implemented on campuses
5. Highly trained dyslexia therapists provide dyslexia therapy/instruction to students identified with dyslexia in K-12. Identified students will receive an appropriate dyslexia program, utilizing curriculum based on student needs and delivered using multisensory methods that are systematic and sequential and meets the criteria of the Texas Dyslexia Handbook, 2018. The program used is implemented with fidelity as required by the curriculum and is provided four days/week for 60 minutes or five days/week for 45 minutes.	2.6	Asst Director Special Education	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 meet state-mandated training requirements and	2.4	Principal, G/T Department	Documentation in lesson plans, classroom walkthroughs

differentiate instruction to meet student needs as per the District's G/T service design.			
9. Provide homeless students with supplemental materials and services; school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	2.6	District Homeless Liaison, Student Services Dept	Students are provided supplemental materials and services
10. Provide transportation services to students in foster care.	2.6	District Foster Care Liaison	Students are provided transportation services

Harassment and dating violence [TEC 37.001]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide instruction on healthy relationships to all middle and high school students in an effort to engage, educate, and empower students to prevent unhealthy relationships and decrease teen dating violence.	2.6	School Counselors	Student and Staff awareness is increased
2. Counselors will provide counseling and/or refer students to local community agencies when the need arises.	2.6	Guidance & Counseling Department and School Counselor	Information is distributed to parents
3. Increase staff awareness and recognition of issues regarding teen dating violence abuse of children through training that covers prevention techniques and options for affected students.	2.6	Guidance & Counseling Department and School Counselor	Staff is aware of child abuse recognition and reporting requirements

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 first-year and veteran 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	1	HR	The district promotes internal candidates

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.			
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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 Special Education Department	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 Special Education Department	CORE team members attend training
3. CORE Teams will observe and provide support in a crisis situation.	2.6	Principal Special Education Department	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 and Guidance & Counseling Department	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 & Counseling Department and School Counselor	Students and parents complete the FAFSA
3. Scholarship announcements are made through the campus Go Centers and guidance office as they become available during the school year.	2.6	Guidance & Counseling Department and School Counselor	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 Department	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, intervention and/or credit recovery.	2.5 2.6	FACE/Student Services 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	FACE/Student Services 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	FACE/Student Services 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 grade recovery, cycle recovery, credit recovery, online courses, summer school, and non-traditional options.	2.6	Special Programs	Students who experience failure complete recovery efforts

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	Student Nutrition 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 & Counseling Department and School Counselor	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.
6. Incorporate staff wellness on campus and promote District employee wellness activities throughout the year.	1	Principal Employee Wellness Campus Wellness Teams	Employee Wellness implements the District Health Improvement Plan which includes activities and initiatives for employees throughout the year. Yearly evaluation and tracking.