



GOOSE CREEK
CONSOLIDATED INDEPENDENT
SCHOOL DISTRICT

Goose Creek CISD Title I, Part A Program Plan

In order to comply with requirements under Title I, Part A, Section 1111(a)(1)(A), the Goose Creek CISD Plan has been developed and revised with meaningful consultation with input by teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, other district administrators and appropriate school personnel, parents, community members, and other related stakeholders.

Goose Creek CISD reserves 75% of the Title I, Part A entitlement for Title I served campuses for necessary and allowable activities and the remaining 25% of the Title I, Part A entitlement is reserved for district level necessary and allowable activities including but limited to equitable services, parent and family engagement activities, training, and other program costs.

Goose Creek CISD conducts student progress monitoring and support as indicated in the district improvement plan to ensure that all children receive a high-quality education and close student achievement gaps including but not limited to developing and implementing a well-rounded program of instruction to meet the academic needs of all students, identifying students who may be at risk for academic failure, providing educational assistance to individual students that need help in meeting the challenging state academic standards, and identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. The district and campuses complete a needs assessment and program evaluation on an annual basis to review and revise the district improvement plan for continuous improvement to improve student success outcomes.

Goose Creek CISD completes a review of campus staffing and makes necessary adjustments in order to identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Goose Creek CISD implements school attendance area as the measure of poverty for determining Title I identification.

Goose Creek CISD coordinates and integrates supports and services with other local, state, and federal programs and agencies for identified English learners, children with disabilities, migratory children, early childhood education programs, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation.

Goose Creek CISD implements strategies to facilitate effective transition for students from middle grades to high school and from high school to postsecondary education as indicated and monitored through the district improvement plan.

Goose Creek CISD coordinates with other local, state, and federal programs including but not limited to other Elementary and Secondary Education Act (ESEA) programs, the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts.

Goose Creek CISD provides services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

Goose Creek CISD coordinates and implements parent and family engagement strategies with parent and family engagement strategies of other relevant local, state, and federal laws and programs, provides necessary assistance to build the capacity of all Title I schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, provides opportunities for parents and family members to jointly develop the district plan and related activities, participate in meaningful parent and family involvement, and provide feedback on the annual evaluation of the content and effectiveness of the parent and family engagement policy for purposes of developing, revising, and preparing the parent and family engagement policy.