

# **Goose Creek Consolidated Independent School District**

## **District Improvement Plan**

### **2017-2018**

**Accountability Rating: Met Standard**



# Mission Statement

“Developing the Whole Child”

Goose Creek CISD develops and enhances each learner’s intellectual, social, and emotional well-being facilitated by a highly qualified team committed to  
**Growth, Community, Collaboration, Innovation, Success and Determination.**

# Vision

We empower every student with knowledge and skills to succeed in a global community.

# Value Statement

**Graduate every child**

**Children first, in a safe and nurturing educational environment**

**Collaborative community and parental involvement**

**Integrity, Respect, Humility and Transparency**

**Service before self**

**Diversity Respected**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

STAAR Level 2 Passing Rate:

- AA - 63%
- EL - 47% - below state & region average
- ED - 68%
- SpEd - 32%

Post Secondary Readiness:

- AA - 22%
- EL - 13% - below state & region average
- ED - 31%
- SpEd - 7%

Demographics:

- Caucasian Teacher 63% Caucasian Student 21%
- African American Teacher 14% African American Student 15%
- Hispanic Teacher 20% Hispanic Student 60%

Increase attendance rate

No significant consequences for chronic absenteeism

Enrollment Differences with the three district traditional high schools

In-school GED program options

## **Demographics Strengths**

- All groups perform higher in Science than other STAAR tests.
- ED performed only 5% lower than the district average.

## Student Academic Achievement

### Student Academic Achievement Summary

- All schools met standard. District was in line with state averages.
- School personnel are overwhelmed as they try to meet the needs of all students.
- Maintain staff development to continue with high standards.
- Ipads for Pre-k classrooms was a benefit. Additional ipads are needed for schools with 1/2 day programs.
- PLC Hybrid provides continued support with the implementation of the PLC process at each campus.
- RTI process - lower grades need support for interventions.
- Over 1700 (504 students) identified in GCCISD with only 504 teacher per campus.
- Review RTI staffing on each campus.
- Special Ed assistance (STAAR Data)
- SAT scores below state.
- GCCISD behind state and region in meeting and exceeding progress.

### Student Academic Achievement Strengths

- High attendance rate for teacher staff development.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The percentage of students attaining "approaches grade level" standard is at 65%. **Root Cause:** There is not a system in place that consistently and effectively addresses the intervention needs for students.

## **District Processes & Programs**

### **District Processes & Programs Summary**

- The 2013 Bond has allowed for upgrades and additional technology.
- More roll-out of iPads in lower grades has increased student success.
- Review the time-frame for technology repairs.
- Schools need more working headphones.
- Make sure Scope & Sequence is followed from campus to campus.
- Need more co-teachers for SpEd & ELL in high schools for EOC classes.
- Need more technology for math.
- No sharing CTS positions between schools.
- LO/CO's are visible in classroom without any meaning. Teacher's are complying with directive with little buy in.
- Increase the number of CTE students who follow a coherent course sequence resulting in a Code 2 by providing training, monitoring scheduling issues, and reviewing the student transitions between endorsement/pathways.

### **District Processes & Programs Strengths**

- Paraprofessional support in bilingual/ESL classrooms.
- Bilingual specialists supporting campus instructional needs.
- Tutoring for at-risk students.
- Edgenuity for high schools.
- Intervention teachers implementing plans to support at risk students.
- AVID program is working well at the current sites. It would be beneficial to consider extending the program to all secondary schools since it is programmatically aligned to support the success of at risk students.
- Robotics has demonstrated a growing success for students. Additional technology to support these teams at the junior schools is needed.
- Technology assistance is available during the school day. Example: Specialist come in class during classes. Other examples: emails (Tech Tips), iPads - high schools, Pre-K, 4th & 5th grades, Parent Portal, Student Portal, Google Docs, computer labs and classroom computers, upgraded technology.
- District is technology driven.
- Fine Arts - Performing well in contests.
- Curriculum - Scope & Sequence helps with high mobility.
- Vertical Alignment and PLC.

# Perceptions

## Perceptions Summary

- Overall, parents and staff are satisfied.
- Parent and staff response to surveys has a low participation rate.
- All levels (Elem., JHS, HS) need to work on increasing perception of school culture. For example: mutual respect between student and teacher

## Perceptions Strengths

- Teachers feel supported by administration.
- 79.5% staff feel like they are involving parents.
- 75% of parents are satisfied with communication from school.
- 77% satisfied with methods of communication.
- 85% of parents feel welcome at school.
- 85%-90% of staff and students feel that the schools are safe.
- Behavior - PBIS - proactive (Uniform expectations and incentives).



# 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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals






**Goal 1: GCCISD will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.**

**Performance Objective 1:** Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for closing identified achievement gaps in their content areas.

**Evaluation Data Source(s) 1:** District Assessments, STAAR Reports, and TELPAS Reports

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Develop campus action plans in meeting accountability performance goals that address the whole child.	Deputy Superintendent for Curriculum and Instruction Principals	Data Walls displayed Increase in Scores Progress in PLC Process			
2) Provide STAAR preparation for Math, Science, English Language Arts, and Social Studies, including providing extended instructional time for at risk students to improve their success.	Director of Curriculum and Instruction Core Content Coordinators	Increased STAAR Results Programs created/monitored			
Problem Statements: Student Academic Achievement 1 Funding Sources: Coordination of Local, State, and Federal Funds - \$515,000.00					
3) Conduct Hybrid PLC Conference to develop campus leadership team.	Deputy Superintendent for Curriculum and Instruction Federal Programs Director	Campus planning conducted Participants' Feedback Surveys reviewed			
Funding Sources: Coordination of Local, State, and Federal Funds - \$100,000.00					
4) Establish calendar to provide six week PLC days for all campuses which could include campus to campus PLC, as well as vertical and horizontal meetings.	ILC Principals	Calendar developed Agendas/Minutes for conducted PLCs			
5) Implement PLC process and training to support student academic success.	Deputy Superintendent for Curriculum and Instruction Principals	Principals trained Implementation of PLC meetings Completed instructional vision and collective commitments			
Funding Sources: Coordination of Local, State, and Federal Funds - \$25,000.00					

6) Provide training and campus support through monthly principal PLC meetings.	Deputy Superintendent for Curriculum and Instruction Area Executive Directors	Accountability Improvement through participation in Principal PLC Conference Increase in STAAR Results and Student Progress			
7) Implement a professional development plan to provide consistency among all GCCISD staff utilizing research-based strategies to increase student achievement in all core content areas.	Deputy Superintendent for Curriculum and Instruction, Director of Curriculum and Instruction	Teacher Professional Development Cumulative Training Log Alignment of Goals			
Problem Statements: Student Academic Achievement 1					
8) Continue to provide District-wide avenues of communication among teachers, including vertical team meetings, to meet the needs of all students.	Deputy Superintendent for Curriculum and Instruction Director of Curriculum and Instruction	Goals Established Improved Student Data			
9) Provide District/Campus-based training and ongoing coaching support to improve Tier I instruction.	Principals Core Content Coordinators	Student improvement on Classroom Assignments District Assessments STAAR Testing			
10) Implement Writing Across the content areas at all campuses.	Principal ELA Coordinators	Increase in STAAR Results Student Progress			
11) Improve programs and learning outcomes for students who receive specialized services by providing training and support to teachers and administrative staff (i.e. Co-teaching).	Director of Intervention Programs Special Education Director	Increase in STAAR Results Student Progress			
12) Provide EL's support that targets their proficiency levels and accelerates English language acquisition, so that all grade levels, in all State assessments show yearly progress.	Director of Bilingual/ESL	Increase in STAAR Results Increase in TELPAS Proficiency			
13) Provide training for teachers leading the implementation of the Texas Performance Standards Project.	Director of Advanced Academics	Walkthrough data reviewed Student projects completed			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

### Performance Objective 1 Problem Statements:






Student Academic Achievement
<b>Problem Statement 1:</b> The percentage of students attaining "approaches grade level" standard is at 65%. <b>Root Cause 1:</b> There is not a system in place that consistently and effectively addresses the intervention needs for students.

**Goal 1:** GCCISD will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 2:** Monitor student progress to measure academic growth and identify areas of academic need.

**Evaluation Data Source(s) 2:** District Assessments, STAAR Reports, TELPAS Reports, and PBMAS

**Summative Evaluation 2:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Refine review process for teachers to provide input into Curriculum Based Assessments (CBAs) for editing and alignment purposes.	Director of Curriculum and Instruction Core Content Coordinators	Revised CBAs Teacher input reviewed			
2) Implement a system to support campuses with monitoring student progress focusing on sub populations and at risk students.	Principals	Improved results for STAAR, PBMAS, and Safeguard Data			
3) Train staff on building common formative assessments K-12 and develop a plan to meet individual student needs based on data. (PLC process)	Deputy Superintendent for Curriculum and Instruction Principals	Core Teams Trained Module 2 presented at each campus Common Formative Assessments Developed			
4) Analyze data (i.e., PBMAS, EOC, STAAR, TELPAS) to determine areas of high need through PLC's at campuses for all CBA's, CFA's and benchmarks to drive instruction.	Principals Area Executive Directors	Increase in State Assessment Scores for Identified High Need Areas including student progress			
5) Use the data review process through campus PLCs to identify and address students' needs on a continual basis.	Principals	Increase in State Assessment Scores Increase in Student Progress			
6) Provide opportunities for transitional meetings for SPED and EL students moving from 5-6 & 8-9 to communicate student needs.	Director of Guidance/Counseling	Meetings Conducted			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 1:** GCCISD will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 3:** Provide targeted staff development that focuses on instructional strategies to increase student engagement and instructional rigor.

**Evaluation Data Source(s) 3:** District Assessments, STAAR Reports, and TELPAS Reports

**Summative Evaluation 3:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement T-TESS identified areas of focus to monitor utilization of instructional strategies in classrooms through focused walk-throughs and reflective questioning.	Deputy Superintendent for Curriculum and Instruction Director of Curriculum and Instruction Campus Administrators	Increase in State Assessment Scores Increase in Student Progress			
2) Provide specialized training during the "Back to School" academies for all staff members to support classroom instruction.	Deputy Superintendent for Curriculum and Instruction	Academy sessions conducted Classroom Observations conducted			
3) Conduct coaching sessions with staff to support classroom instruction which includes the established coaching expectations and monitoring system.	Director of Curriculum and Instruction Campus Administrators	Walkthrough Data Analyzed Coaching Forms Reviewed			
4) Coach and model balanced literacy in K-5 classrooms where students are not reading at grade level and provide focused reading interventions.	Principal Director of Curriculum and Instruction	Walkthrough Data Analyzed Decrease in students reading below grade level			
5) Provide structured reading support at Junior Schools and High Schools to develop stronger readers with struggling readers (LLI kits).	Director of Curriculum and Instruction	Professional Development Trainings Conducted			
6) Conduct instructional rounds at selected campuses to provide feedback on identified problem of practice.	Deputy Superintendent for Curriculum and Instruction	Training schedules implemented Teams established Feedback Sheets completed and reviewed			
7) Conduct, at a minimum, five classroom walkthroughs weekly by campus administrators to communicate support of best instructional practices.	Campus Administrators	Walkthrough Data Analyzed			
8) Provide on-line modules on the ELPS instructional tool and sheltered instruction for teacher growth.	Director of Bilingual/ESL	Modules developed Feedback Forms Reviewed			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 1:** GCCISD will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 4:** Encourage and guide students to set goals for post secondary education.

**Evaluation Data Source(s) 4:** Graduation rates and endorsement selection

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increase College/Career Night attendance by advertising at all campuses, the local paper, website, emails, flyers, and parent notification system.	Director of Guidance and Counseling Principal CTE Director	College/Career Night Activities conducted Parent Feedback reviewed			
2) Incorporate college and career awareness activities in all grade levels.	Director of Guidance and Counseling College and Career Readiness Coordinator	Walkthrough Data and Lesson Plans Analyzed			
3) Utilize campus college and career counselors to help students access resources for college.	Principal College and Career Readiness Coordinator	Increase in use of available resources			
4) Continue Naviance training and implementation for all campus staff and utilize student data at campuses.	Director of Guidance and Counseling College and Career Readiness Coordinator	Naviance Training Conducted Naviance Reports Analyzed			
5) Educate students on endorsement options and monitor completion of coherent sequence.	Director of Guidance and Counseling CTE Director	Trainings Attended Increase in students' graduating with an endorsement			
6) Provide events and activities for students to encourage enrollment in and completion of non-traditional Programs of Study for males.	CTE Director CTE Specialists Coordinator	Increase in Student Enrollment/Completion			
7) Establish a transition plan for Special Education students 14 years of age and older.	Special Education Director Principal	Program of Studies targeting our special education students developed and implemented			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					








## Goal 2: GCCISD will provide a well balanced and appropriate curriculum to all students.

**Performance Objective 1:** Curriculum documents will reflect the level of rigor expected based on State curriculum standards.

**Evaluation Data Source(s) 1:** Curriculum Documents, Classroom Observations, Training Documents, Evaluation Surveys

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Ensure every course/subject has a corresponding written curriculum document.	Director of Curriculum and Instruction Content Coordinators	Curriculum Documents Revised Assessment Samples Included Vertical Alignment TEKS Deconstruction Documents Completed			
2) Continue to implement a continuous improvement model based on District data review processes within identified content and special program areas.	Deputy Superintendent for Curriculum and Instruction Area Executive Directors	Campus Student Data Monitoring System Complete Continuous Improvement Plan Reviewed, Revised, and Updated			
3) Provide ongoing support to teachers in identified content areas with focus on instructional improvement based on district data.	Director of Curriculum and Instruction Area Executive Directors	Calendar of Activities Developed and Completed Needs Assessments Conducted and Plans Developed			
4) Revise the District Scope and Sequence and evaluate data to drive rigorous instruction and professional development based on teacher feedback. (Focus on ELA curriculum)	Director of Curriculum and Instruction Core Content Coordinators	Revised Curriculum Documents Completed Plan of Action Completed P.D. Calendar Developed and Distributed			
5) Implement daily warm-ups that support the Texas Essential Knowledge and Skills (TEKS) in all content areas in all grade levels.	Director of Curriculum and Instruction Core Content Coordinators	Warm-Up Activities Implemented Walkthroughs Conducted and Feedback Reviewed			
6) Provide early literacy training with a focus on phonics instruction.	ELA Coordinator	Three Day Training Academy Conducted Classroom Observations and Lesson Plan Reviews Analyzed for Effective Implementation			
7) Implement Accelerated Reader 360 Program in Grades 1-5 and review program goals and incentives.	Director of Advanced Academics	Increase in Reading Rates Incentive Impact Determined			
8) Implement College and Career Readiness course at all Junior Schools.	CTE Coordinator	Pitsco Curriculum Implemented Labs Renovated			
9) Implement Abydos Writing Project through Trainer of Trainer model.	ELA Coordinator	Professional Development Conducted Revised Scope and Sequence Completed Grade Level Scope and Sequence Forms Developed Training Timeline Established			

10) Continue support of the GCCISD AP Steering Committee's efforts to strengthen the district's AP Program.	Director of Advanced Academics	Increase in Percentage of AP Students Taking AP Exams; Increase in Percentage of AP Students Scoring 3+ on AP Exams			
11) Continue support of the GCCISD Dual Credit Steering Committee designed to promote and strengthen the Dual Credit Program district-wide in cooperation with community partners in higher education.	Director of Advanced Academics	Three Year Plan Implemented Increased Dual Credit Enrollment			
12) Develop an updated written departmental Fine Arts curriculum as related to the Curriculum and Instruction goals including a vertical alignment guide, a minimal skills guide, and a professional development plan for Fine Arts.	Director of Fine Arts	Documents Completed			
13) Identify appropriate industry certifications for each CTE Program of Study and provide opportunities for students to test.	CTE Director	Increase Number of Certifications Obtained			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 2:** GCCISD will provide a well balanced and appropriate curriculum to all students.

**Performance Objective 2:** Increase academic achievement of special populations by meeting curricular needs.

**Evaluation Data Source(s) 2:** State and federal accountability results

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement Grade level Texas Performance Standards Project Tasks	Director of Advanced Academics	GT Projects Showcase schedule			
2) Collaborate with the Curriculum & Instruction, Guidance and Counseling, CTE, Bilingual Education, and Special Education Department to coordinate and monitor services that improve the delivery of instruction for all at-risk students.	Deputy Superintendent for Curriculum and Instruction	Increased Student Success Coordination of Services Established			
3) Conduct six-week 504 meetings to provide campus support to promote student achievement.	Director of Interventions	Meetings Conducted			
4) Implement district and campus plans to meet state compliance, with a focus on Bilingual Education and Special Education.	Principal Special Education Director Director of Bilingual/ESL	Quarterly Plan Reviewed			
5) Implement a training plan to support the inclusion initiative for in-class support, co-teaching, and differentiated instructional strategies with a specific focus on the role of the co-teacher.	Principals Special Education Director	Staff Development Completed Walkthrough Data Analyzed			
6) Conduct early intervention parent training sessions for families with 3-5 year old children exhibiting mild to moderate language delays and/or challenging behaviors.	Special Education Director	Number of Children Identified as Eligible for Special Education Services Reviewed			
7) Work with campus administrative teams to plan supplemental instructional services including tutorials for all MEP students.	Coordinator-MEP Compliance Principals	Increased MEP student success			
8) Conduct campus visits where MEP students are attending to ensure delivery of program services.	Coordinator-MEP Compliance Principals	Increased MEP student success			
9) Use the NGS PFS reports to identify migrant children and youth who require priority access, develop a PFS Plan for serving PFS students.	Coordinator-MEP Compliance Principals	PFS Action Plan in Place Before the First Day of School			
10) Implement Kurzweil program to support instruction for students with disabilities, including all other eligible students.	Director of Special Education Content Coordinators	Increase in State Assessment Scores Increase in Student Progress			



= Accomplished



= Considerable



= Some Progress



= No Progress








= Discontinue

**Goal 2:** GCCISD will provide a well balanced and appropriate curriculum to all students.

**Performance Objective 3:** Provide instruction to address curricular gaps of targeted students through individual detailed school action plans.

**Evaluation Data Source(s) 3:** State and federal accountability results

**Summative Evaluation 3:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide assistance through extended school year opportunities for TAKS/STAAR tutorials that provide focused, targeted instruction on the objectives not mastered.	Principals	Tutorials Conducted PBMAS Indicator for STAAR ESL Passing Rate is at 0 or 1			
2) Continue to provide training in strategies that differentiates instruction for EL and SPED students at their proficiency levels.	Director of Bilingual/ESL Special Education Director	PLC meetings conducted			
3) Develop strategies for consistent program model implementation that is focused on the success of EL's and SPED students including individualized/customized model and coaching support pertinent to campus specific needs.	Director of Bilingual/ESL Special Education Director	Increase in assessment scores			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 3: GCCISD, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.**

**Performance Objective 1:** Improve graduation rates for special populations.

**Evaluation Data Source(s) 1:** Graduation Rate Reports, Failure Reports, Action Plans, Parent Session Reports

**Summative Evaluation 1:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Continue to improve EL, MEP, and Special Education graduation rates by providing parent and student information sessions on graduation requirements, counseling, and career pathways.	Director of Guidance and Counseling	Parent Sessions Conducted Improved Graduation Rate			
2) Track campus course completion by having counselors run failure reports from Total Education Administrative Management Solution (TEAMS) each 6 weeks (Students who are failing a class will have a conference with the school counselor, if the student has reoccurring failures an academic plan, which states action steps, will be developed).	Director of Guidance and Counseling, Counselor	Course Completion Records Reviewed TEAMS Failure Reports Reviewed Action Plans Developed			
3) Conduct yearly review of all students high school graduation plans including endorsement selections and distinctions.	Director of Guidance and Counseling	Personal Graduation Plans Developed for all high school students			
4) Conduct "Reach Out to Dropouts Walk" and monitor enrollment of students from conducted activities.	Director of Guidance and Counseling	Increase in Graduation Rate Re-enrollment of drop out students			
5) Continue to implement the home-based Early Childhood Program with identified migrant students.	Coordinator-MEP Compliance	Home-based lessons completed			
6) Provide identified migrant students support for success at school and at home through supplemental tutorials, technology, etc.	Coordinator-MEP Compliance	Increase in MEP student performance			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 3:** GCCISD, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

**Performance Objective 2:** Improve attendance at Elementary campuses to a minimum of 98%, Junior Schools to 97%, and High Schools to 96%.

**Evaluation Data Source(s) 2:** Attendance Reports

**Summative Evaluation 2:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide parents with information/resources so that their children will be in attendance and be successful in the school environment through the utilization of the Student Support Team including Campus Administrator, CSSS, CYS, CIS, Social Workers, counselors, program managers, and teachers to contact parents of children with excessive absences.	Director of Guidance and Counseling Federal Programs Director	Increase Parent Communication Attendance Policy emailed to Parents Review of reports for Automated Messages to Parents regarding attendance Inform Parents in the Fall about Summer School possibility for absences Decrease in Truancy Increase in Attendance Rates			
2) Identify campus incentives to improve attendance.	Principals Campus Student Success Specialist	Increase in Attendance Rate			
3) Establish systems at campuses to monitor student attendance.	Principals	Action Plans developed Systems established Increase in Attendance Rate			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 3:** GCCISD, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

**Performance Objective 3:** Enhance the Positive Behavior and Intervention Support (PBIS) initiative to support students' individual academic and behavioral needs.

**Evaluation Data Source(s) 3:** Review 360 data and PBMAS Reports

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide training on our process and procedures for RtI.	Director of Curriculum and Instruction Director of Intervention Programs Director of Guidance and Counseling	Training Completed			
2) Implement the Response to Intervention (RtI) model so that campuses meet the needs of their struggling students, and monitor RtI data on a regular basis.	Director of Curriculum and Instruction, Director of Intervention Programs	Teachers and Principals Understand Tier 1, 2, and 3 Levels of Intervention Students are Receiving Quality Research Based Instruction			
3) Continue to implement Review 360 to support behavior RtI; implement RtI student support team modules for online documentation, provide training, and monitor plan to support Review 360 deployment.	Director of Student Services Director of Intervention Programs	Decrease in RTI Referrals			
4) Expand implementation of PBIS model through consultation with Region IV Project.	Director of Student Services Director of Intervention Programs	Improve Behavior Data			
5) Complete Review 360 universal screeners for behavior at selected campuses.	Director of Guidance and Counseling	Improve Behavior Data			
6) Develop a model for behavior support on the five identified campuses.	Director of Guidance and Counseling	Improve Behavior Data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					








**Goal 3:** GCCISD, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

**Performance Objective 4:** Increase student participation in school activities.

**Evaluation Data Source(s) 4:** Accountability scorecard

**Summative Evaluation 4:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increase student participation in CTSOs and Competitions.	Principals CTE Director	Increase in the number of students in each organization Increase in the number of students competing or placing in competitions			
2) Expand opportunities through the feeder pattern to increase program awareness and participation in UIL, History Fair, Robotics, etc.	Principals	Increase in Student Participation			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

## Goal 4: GCCISD will provide and maintain a safe, positive learning environment.

**Performance Objective 1:** Provide staff development to provide support with school safety.

**Evaluation Data Source(s) 1:** District Safety Reports, Discipline Reports, Student Surveys

### Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide staff and students training on bullying prevention and identification measures and monitor training implementation.	Director of Student Services Director of Guidance and Counseling	Training Conducted Reduction in Bullying Incidents			
2) Implement anti-bullying plan utilizing Olweus Bully Prevention program components.	Director of Student Services Director of Guidance and Counseling	Program Implemented Lessons Completed Kick-off Activities Conducted			
3) Implement a district conflict resolution curriculum for identified students who engage in aggressive offenses.	Director of Guidance and Counseling Director of Student Services	Program Implemented Decrease in Student Aggression Incidents			
4) Establish and train Crisis Response Teams for each feeder pattern.	Director of Student Services Director of Guidance and Counseling	Training Conducted			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 4:** GCCISD will provide and maintain a safe, positive learning environment.

**Performance Objective 2:** Decrease student infractions resulting in ISS and/or OSS.

**Evaluation Data Source(s) 2:** PBMAS Report, Review 360 Data, Campus Plans

**Summative Evaluation 2:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement interventions to reduce the number of In School Suspensions and Out of School Suspensions to ensure increased classroom time and instruction.	Director of Student Services Principals	Decrease in ISS/OSS Assignments			
2) Implement a plan to address discipline issues identified on PBMAS including discipline data reviews.	Director of Student Services Assistant Principals SSA	Discipline Plan Implemented Decrease in discipline incidents			
3) Implement campus PBMAS plans in support of RtI.	Director of Student Services Principals	Campus Plans Implemented Discipline Data Improved			
4) Incorporate Behavior 201 Training as a support for developing PBIS at each campus.	Director of Guidance and Counseling	Training Completed Decrease in discipline referrals			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 4:** GCCISD will provide and maintain a safe, positive learning environment.

**Performance Objective 3:** Monitor campus measures to ensure student safety.

**Evaluation Data Source(s) 3:** Compliance Reports, Camera Documentation, Classroom Observation Reports, EOY Incident Report

**Summative Evaluation 3:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide security officers who are active and visibly monitor students before school, between classes, after school, and during lunch.	Chief of Police	Visible Security Officers at every campus Decrease in Incident Reports			
2) Continue to utilize cameras in Special Education classrooms to ensure safe and positive learning environment.	Special Education Director Technology Director	Increase in Positive and Safe Learning Environments			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

## Goal 5: GCCISD will recruit, develop, and retain highly effective personnel.

**Performance Objective 1:** Recruit highly effective staff at all campuses.

**Evaluation Data Source(s) 1:** Campus Staff Rosters, Substitute Rosters, Certification Reports, Training Logs

### Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Identify and compile a list by campus of teachers and certifications, other certified teachers and staff, and instructional paraprofessionals.	Director of Personnel Assistant Superintendent of Human Resources	Campus Rosters compiled, updated, and reviewed			
2) Ensure long term substitutes are appropriately certified.	Director of Personnel	Substitute Roster demonstrates 100% Highly Effective/Appropriate certifications			
3) Provide new administrator academy to support and develop knowledge base of GCCISD expectations and guidelines.	Deputy Superintendent for Curriculum and Instruction	Academy Conducted Increase Administrator Success with GCCISD Expectations/Guidelines			
4) Provide potential teacher candidates with information on local State Board for Educator Certification (SBEC) approved alternative certification programs.	Assistant Superintendent of Human Resources	Current SBEC ACP information distributed Certifications attained			
5) Develop a recruitment plan to hire staff prior to summer.	Principals Assistant Superintendent of Human Resources	Plan developed and implemented by the timeline Increase in highly effective staff recruitment results			
6) Recruit certified Bilingual teachers who meet the needs of the EL students for Elementary PK-5th Grades, and have a plan to hire prior to summer.	Director of Personnel Director of Bilingual/ESL	Positions Filled Plan Developed			
7) Recruit certified ESL teachers for secondary Grades 6-12.	Director of Personnel Director of Bilingual/ESL	Positions filled			
8) Attract and train current secondary core content teachers to seek ESL certification to meet the needs of EL students.	Principals, Director of Bilingual/ESL	Trainings conducted Certifications attained			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 5:** GCCISD will recruit, develop, and retain highly effective personnel.

**Performance Objective 2:** Maintain highly effective teachers at all campuses.

**Evaluation Data Source(s) 2:** Certification Reports, Staff Rosters, Staff Development Reports

**Summative Evaluation 2:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide each campus principal with a list of core teachers who failed to meet certification requirements on their campus and the CTE faculty who teach courses that can satisfy core graduation requirements.	Director of Personnel Assistant Superintendent of Human Resources	Current Rosters Sent			
2) Send notice to teachers detailing requirements and timeline for completion of certification to meet requirements.	Director of Personnel	Emails sent to New Hires Checklist Reviewed Timelines Met			
3) Assist teachers who are not certified with resource materials on techniques and strategies to pass certification test(s).	Director of Personnel Assistant Superintendent of Human Resources	Required Reports Submitted Emails sent to Teachers Certification Review Session Notifications sent			
4) Offer and require attendance in high quality staff development for teachers not meeting highly effective status.	Assistant Superintendent of Human Resources Deputy Superintendent for Curriculum and Instruction	Staff Development Records Up to Date Staff Development Portfolios Reviewed			
5) Communicate and share with all teachers not meeting certification requirements the following information: a. Testing schedule; b. Support activities; c. Contract notification letter stipulating that teachers not meeting certification by the contract recommendation date will not be recommended for renewal.	Director of Personnel, Assistant Superintendent of Human Resources	100% highly effective staff hired at all campuses			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 5:** GCCISD will recruit, develop, and retain highly effective personnel.

**Performance Objective 3:** Provide mentor support to teachers/staff new to the District.

**Evaluation Data Source(s) 3:** Mentor Lists, Meeting Agendas, Mentee Surveys, Teacher Retention Report

**Summative Evaluation 3:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Identify a campus level mentor coordinator to monitor mentee support and provide six week meetings as part of the program.	Director of Personnel Assistant Superintendent of Human Resources	Campus Coordinators Identified Meetings Conducted EOY Survey Complete			
2) Develop a 3 year mentor program that works through teacher cohorts for 0 to 2 year teachers.	Assistant Superintendent of Human Resources	Program developed and implemented Teacher Cohorts identified Retention Rate increased			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 5:** GCCISD will recruit, develop, and retain highly effective personnel.

**Performance Objective 4:** Retain highly effective teachers.

**Evaluation Data Source(s) 4:** Teacher Retention Rate Reports, Salary Schedule, Employee Surveys

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Retain current highly effective teachers by maintaining a competitive compensation package for experienced teachers, and teachers with advanced degrees and national certifications and investigate possible staff incentives.	Chief Financial Office Assistant Superintendent of Human Resources	Increase in Teacher Retention			
2) Conduct a study to review salary schedule for teachers based on years of experience, and teachers with advanced degrees and national certifications.	Director of Personnel Assistant Superintendent of Human Resources	Study Completed Salary Schedule Reviewed			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					








**Goal 6: GCCISD will establish and maintain parental and community partnerships in education to enhance student achievement.**

**Performance Objective 1:** Engage parents and community partnerships to support student progress with academics, attendance, and/behavior.

**Evaluation Data Source(s) 1:** Accountability Scorecard, Parent Surveys, Meeting Logs, Parent Activity Reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Host campus parent engagement opportunities which would include academic training sessions for Math, Reading, Writing, Social Studies and Science as well as other educationally determined training sessions.	Principals CIS/CAS Campus Specialists Campus Student Success Specialists Federal Programs Director	Increase parent engagement at school-related events			
Funding Sources: Coordination of Local, State, and Federal Funds - \$60,000.00					
2) Utilize the Campus Student Support Team to support student and family identified needs.	Principals Campus Student Success Specialists Social Workers Counselors Communities in School Case Managers Federal Programs Director	Increase student academic, attendance, and behavior performance			
3) Host Career Development Night at Elementary campuses to engage parents and students in opportunities to investigate career paths. (Can be included in academic family nights.)	Director of Guidance and Counseling Principals	Increase in parent participation and awareness			
4) Conduct home and/or community visits/notifications to update parents on the progress of their children related to academics, attendance, and/or behavior.	Principals, Campus Student Success Specialist Federal Programs Director	Increase student performance with academics, attendance, and/or behavior			
5) Conduct information sessions for parents at high schools to discuss academic options, academic class rank, and graduation plans.	Director of Guidance and Counseling Principals	Increase in Graduation Rate			

6) Increase business partnerships in order to provide additional work-based learning opportunities for students.	Career and Technical Education Director	Increase in Employer Partnerships			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					






## Goal 7: GCCISD will provide the technology infrastructure and tools to maximize student achievement.

**Performance Objective 1:** Increase technology proficiency for students.

**Evaluation Data Source(s) 1:** Walkthrough data, Rotation Schedules, Utilization Reports, Training Documentation

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Continue to support the Elementary schools Laptop Initiative with Technology Integration Specialists who will work with teachers in a co-teaching environment.	Director of Educational Technology Technology Integration Specialists	Elementary Integration Specialist Rotation Schedule Implemented Walk through Data Reviewed			
2) Continue the 6th and 7th Grade iPad Initiative and 8th Grade Laptop Initiative with all Social Studies teachers and support them with Technology Integration Specialists on a weekly rotation.	Director of Educational Technology Technology Integration Specialist	Junior School Integration Specialist Rotation Schedule Implemented Walkthrough Data Reviewed			
3) Provide 9th - 12th grade students with iPads as a 21st century technology tool that will be utilized in their high school and college classes.	Director of Educational Technology Chief Technology Officer	iPad Distribution Completed			
4) Utilize the Educational Technology Specialists to co-teach with classroom teachers to implement technology in core curricular lessons.	Director of Educational Technology Educational Technology Specialists	Educational Technology Specialists Rotation Schedule Implemented Walkthrough Data Reviewed			
5) Provide all Core Content Classrooms with a standard set of technology items. (i.e., Promethean Board, laptop, student response system, document camera, ActivSlate and student desktops).	Director of Educational Technology Chief Technology Officer	Purchased Systems Utilization of Systems			
6) Provide teachers with training on integrating technology resources into daily lessons (i.e., Promethean Boards and iPads).	Director of Educational Technology Educational Technology Specialist	Training Completed Walkthrough Data Reviewed			
7) Continue online registration for high school, junior school students and elementary through TEAMS.	Director of Educational Technology Chief Technology Officer Deputy Superintendent for Curriculum and Instruction	All Student Registrations Completed Online			

8) Utilize the Librarians to co-teach with classroom ELA teachers to implement technology in the Reading, Writing, and Research process.	Director of Advanced Academics	Completed Student Research Project			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

## District Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Costs including accelerated instruction payroll, transportation, software programs, and materials	SCE Funds	\$515,000.00
1	1	3			\$100,000.00
1	1	5			\$25,000.00
6	1	1		Title I, Part A	\$60,000.00
<b>Sub-Total</b>					\$700,000.00
<b>Grand Total</b>					\$700,000.00

## **Addendums**

School Year: 2016-17

Date Completed: 5/16/17

## District Program Evaluation

for  
Other: School Safety

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Goal 4: GCCISD Annual Parent Fair - continue, and get information out earlier</p> <p>Goal 3+4: Provide training on our process and procedure for RTE including Behavior 101 training.</p> <p>Goal 4: Utilize cameras in Special Education classrooms to ensure safe and positive learning environment.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> <li>• Demonstrate how to develop R+I in Review 360</li> <li>• Train teachers in Behavior 101 - Ongoing and follow-up trainings needed</li> <li>• Restorative Discipline and Restorative Circles</li> </ul>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> <li>• To reduce physical and verbal aggression</li> <li>• Teachers don't understand what drives behavior,</li> </ul>

## District Program Evaluation for NCLB-Title III, Part A-Limited English Proficient

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

- 20% growth in district overall composite for TELPAS
- Running record data for elementary indicates students are transitioning at DRA 16 to English
- NAE - language acquisition is improving students are scoring at Intermediate TELPAS
- Title III instructional aides are added value to the campuses for classroom comprehension
- Title III instructional aides are also added value with parent involvement
- ELD talks brought growth in TELPAS
- Math ELS scored high in 1st administration of STAAR 94% - 84%.

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

- TELPAS PLDS need to be reviewed by all to have accurate ratings
- Prioritize TELPAS to the level of STAAR and prioritize ELPS to the level of TEKS
- Understanding linguistic accommodation for differentiated instruction
- Implementation of ELD talks by campuses and taking ownership of the process.

Indicate the Root Cause  
for each identified need:

- Fix a mindset of ELs that hinders the understanding of how important it is just like STAAR.
- Resistance and lack of understanding
- Lack of district systems to make EL Support a non ~~negotiable~~ negotiable.



School Year:

2016-2017

Date Completed:

5/16/20

# District Program Evaluation for NCLB-Title II, Part A-Teacher/Principal Professional Development

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the  
School Year

- Mentee group meeting to support new teachers
- District Instructional Specialists to support campus academic core content needs
- Staff Development

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

Additional years of support for  
new teachers

Indicate the Root Cause  
for each identified need:

## District Program Evaluation for NCLB-Title I, Part C-Migrant Education Program

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> <li>• "A Bright Beginnings" - a home-based program for early childhood interventions (ages 3-4)</li> <li>• Campus visits to ensure delivery of program services for ALL student at least once a year, &amp; increased frequency based on student need</li> <li>• Develop PFS plans &amp; run reports monthly</li> <li>• Graduation Rate (16 students out of 17 students)</li> </ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> <li>① • Collaborate with administrative team at each campus to <u>plan</u> supplemental instructional services for <u>ALL</u> students</li> <li>② • Work with administrative team at each campus to <u>plan</u> supplemental tutoring services for <u>ALL</u> students (lack of personnel)</li> </ul>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> <li>② • Lack of personnel to provide &amp; provide support services</li> <li>① • Coordinate efforts to identify MG students &amp; determine supplemental support services               <ul style="list-style-type: none"> <li>e.g.                   <ul style="list-style-type: none"> <li>→ <sup>504</sup> Initial meeting (BOY)</li> <li>→ R+I meeting</li> <li>→ ARD meeting</li> <li>→ district-campus communication</li> <li>→ ELL</li> </ul> </li> </ul> </li> <li>① • Identify a point-person @ each campus to communicate/collaborate services</li> <li>① • Create a spreadsheet identifying MG, &amp;/or other special programs (dual-identified)</li> </ul>

School Year:

2016-17  
~~2017-2018~~

Date Completed:

5/16/17

# District Program Evaluation for NCLB-Title I, Part A-Improving Basic Programs

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

- Academic Parent/Family
- FICs who support student and family needs along with the SST
- Career Development Nights at Elem. campuses
- Home, community visits
- Parent involvement meetings (school, health & social information)
- Parent information sessions at H.S. (Acad. options, class rank, graduation)
- Business Partnerships (Student Opportunities)
- Community Adult Education services Program (see C.16e)

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

- Community Adult Education services Program

Indicate the Root Cause  
for each identified need:

## District Program Evaluation for Pre-Kindergarten-Program Intents "32-35"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>1. IMPLEMENTATION OF NEWHAUS &amp; SMART START CURRICULUMS. 2. IMPLEMENTATION OF WATERFORD <del>early</del> <sup>early</sup> <del>year</del> <sup>year</sup> TECHNOLOGY PROGRAM. 3. PURCHASE OF IPAD CARTS FOR ALL PK CAMPUSES 4. UTILIZATION CCI TO MONITOR STUDENT GROWTH 5. FULL DAY PK AT 3 AT-RISK CAMPUSES</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>ALL OF THE ABOVE EXCEPT 3 6. ADDITIONAL TRAINING FOR ALL DAY PK PROGRAMS (NEED TO EXPAND CURRICULUM)</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>1 - NEEDED TO STRENGTHEN FOUNDATIONAL LITERACY SKILLS 2 - TO SUPPORT CURRICULUM THROUGH A MORE INDIVIDUALIZED PLATFORM - INTEGRATES MATH &amp; SCIENCE 4. NEED FOR CONSISTANT DATA COLLECTION 5. ALL DAY FOR 3 CAMPUSES NEEDED TO CONTINUE (WOULD LIKE EXPAND) 6. NEED TO HELP STRUCTURE ALL DAY PROGRAMS</p>

## District Program Evaluation for High School Allotment-Program Intent "31"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Testing is provided for students at no cost.</p> <p>Nuriance is available to students in grades 6-12</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Students need to receive test prep opportunities for all testing.</p> <p>Evaluate the effectiveness of the program on each campus &amp; the level of implementation to determine continued use</p> <p>Target populations of students for different tests.</p> <p>Determine what test is most appropriate for each student.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>* Lack of staff, which can assist students with CCR awareness</p> <p>Students lack face to face test prep opportunities</p>

asked if you  
can't read.

School Year: 2013-17

Date Completed: 5-16-17

## District Program Evaluation for State Compensatory Education-Program Intent "24, 26, 28, and 30"

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

Tutoring for H.S. Risk, Training for Dyslexia teachers  
Groups are conducted at H.S. & Crisis Intervention  
Edgenuity for H.S. Home grade repair (was added this year)  
Helping students to improve attendance, improve graduation  
college readiness, career development, parental support

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

Continue to have credit recovery, continue teacher  
training, Elem: need for more social workers  
or resource specialists  
High school: more tutorials  
Increase the number of volunteers - community  
partners to serve as mentors, Gang prevention  
more licensed counselors for jr. high & High School

Indicate the Root Cause for  
each identified need:

\* Attendance at high school, middle school  
elementary is the major cause of failure  
and need for tutoring.  
\* The use of mental health issues among students  
especially younger children  
\* Lack of caregivers who can provide emotional  
and mental support to children.  
\* The use of substance abuse among students  
and caregivers \* Lack of positive role models  
for students



School Year: 2017-2018 2016-17

Date Completed: 5/16/2017

## District Program Evaluation for Bilingual/ESL-Program Intent "25"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>funding for Paraprofessional support in the Bilingual classrooms.          LPAC online          SIL Program          *Effective LPAC training and website resources          Bilingual specialists do a great job supporting their assigned campuses</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>① Need program to Support Spanish Phonics in Pre-K          ② Progress monitoring every 3-4 weeks throughout the year, not to wait until TELPAS</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>① - <del>Spanish</del> <sup>English</sup> programs don't support the Spanish speakers          ② Need to be more aware of where the students are and how they are progressing, cannot wait until TELPAS scoring in Spring</p>

## District Program Evaluation for Gifted and Talented-Program Intent "21"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	<ul style="list-style-type: none"> <li>- GT Projects showcase scheduled each year pg. 31 #11</li> <li>- GT students are required to participate in History Fair pg. 38 #2</li> </ul>
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	<ul style="list-style-type: none"> <li>1) GT Teacher stipend pg. 46 #2</li> <li>2) Classroom size - students matrix in and the GT class often becomes more like any other homeroom. w/</li> <li>3) GT Curriculum - need one for all grade levels</li> <li>4) GT money could be used more for learning based / hands on activities vs. more "stuff" just to spend the money.</li> </ul>
Indicate the Root Cause for each identified need:	<ul style="list-style-type: none"> <li>1) Bilingual teachers receive a stipend but GT does not. pg 46 #2</li> <li>2) Depending on the number of GT students often the GT class has more non-GT students than GT.</li> <li>3) The GT teacher has to create their own plan for enriching the curriculum which makes each campus very different. Often it becomes the students doing "more work" instead of more rigorous work.</li> <li>4) The GT money is not always use on students to increase experiences outside of school such as field trips like museums, colleges etc. Sometimes teachers just buy "stuff" because they have to spend it. Perhaps have requirements on how to spend it if not already there.</li> </ul>