

Goose Creek Consolidated Independent School District

District Improvement Plan

2025-2026 Goose Creek CISD Board Review - September 2025



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

Table of Contents

Comprehensive Needs Assessment Data Documentation 4

Goals 7

 Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE 7

 Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT 21

 Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE 25

 Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT 31

 Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP 39

Plan Notes 46

District Funding Summary 49

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data

- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: Strategically develop, implement, and monitor programs, curriculum documents, and related resources to reflect the level of rigor expected for state accountability standards in order to close identified achievement gaps in all content areas.

Evaluation Data Sources: District Assessments, STAAR Reports, and TELPAS Reports

Strategy 1 Details
<p>Strategy 1: Continue to implement a district calendar that will provide PLC days for all campuses which could include campus to campus PLCs, as well as vertical and horizontal meetings.</p> <p>Strategy's Expected Result/Impact: Calendar developed and Agendas/Minutes for conducted PLCs</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>
Strategy 2 Details
<p>Strategy 2: Ensure every course/subject has a corresponding written curriculum document.</p> <p>Strategy's Expected Result/Impact: Curriculum Documents Revised, Assessment Samples Included, and Vertical Alignment TEKS Deconstruction Documents Completed</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>
Strategy 3 Details
<p>Strategy 3: Revise the District Scope and Sequence and evaluate data to drive rigorous instruction and professional development based on assessment reviews, staff feedback, and program evaluations with a focus on writing across the curriculum.</p> <p>Strategy's Expected Result/Impact: Revised Curriculum Documents Completed, Plan of Action Completed, and P.D. Calendar Developed and Distributed</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>
Strategy 4 Details
<p>Strategy 4: Ensure that all curriculum and pedagogical support materials in all core content areas are provided for instructional support including but not limited to HQIMs.</p> <p>Strategy's Expected Result/Impact: Classroom Observations Completed for Effective Implementation</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>

Strategy 5 Details
<p>Strategy 5: Monitor the implementation of the district-wide process for supplemental material purchases for the core content areas in all grade levels and campuses across the district through the "Instructional Materials Request Form".</p> <p>Strategy's Expected Result/Impact: Equitable access to supplemental instructional materials for all students.</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>
Strategy 6 Details
<p>Strategy 6: Continue to implement a continuous improvement model based on District data review processes within identified content and special program areas.</p> <p>Strategy's Expected Result/Impact: Campus Student Data Monitoring System Complete and Continuous Improvement Plan Reviewed, Revised, and Updated</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>
Strategy 7 Details
<p>Strategy 7: Provide ongoing support to teachers in identified content areas with focus on instructional improvement based on district data.</p> <p>Strategy's Expected Result/Impact: Campus Action Plan Meetings Completed, Calendar of Activities Developed and Completed, and Needs Assessments Conducted and Plans Developed</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>
Strategy 8 Details
<p>Strategy 8: Continue to implement a full day high quality PreK program for 4 year olds.</p> <p>Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year.</p> <p>Staff Responsible for Monitoring: Coordinator - Early Childhood Education and Outreach Initiatives</p> <p>Funding Sources: 50% Salary costs for Pre-K teachers and Support Staff - Coordination of Local and State Funds - Early Education Allotment Funds - \$2,500,000</p>
Strategy 9 Details
<p>Strategy 9: Monitor the implementation of Research-Based Instructional Strategies (RBIS) with training opportunities in order to improve literacy and numeracy.</p> <p>Strategy's Expected Result/Impact: Decrease in Achievement Gaps and Professional Development Trainings Conducted</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction</p>
Strategy 10 Details
<p>Strategy 10: Continue to monitor the implementation of the dual language one-way program.</p> <p>Strategy's Expected Result/Impact: Promote long-term academic and language achievement in two languages with EB and Non-EB students.</p> <p>Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP</p>

Strategy 11 Details
<p>Strategy 11: Utilize SummitK12 and/or other instructional literacy programs to elevate EB students' language development and academic performance.</p> <p>Strategy's Expected Result/Impact: Improved academic performance on state assessments and course completion. Increase in student reading proficiency levels by the end of the year.</p> <p>Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Literacy Resource Program Costs - Coordination of Local, State, and Federal Funds - Title III - \$30,000</p>
Strategy 12 Details
<p>Strategy 12: Continue to implement the Early Childhood Program, A Bright Beginnings, with identified migrant students.</p> <p>Strategy's Expected Result/Impact: Lessons completed</p> <p>Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Supplemental Support (MEP staff, materials, travel costs) - Coordination of Local, State, and Federal Funds - Title I, Part C - \$15,000</p>
Strategy 13 Details
<p>Strategy 13: Implement research-based reading intervention for students in special education programs.</p> <p>Strategy's Expected Result/Impact: Increase student achievement by 10%</p> <p>Staff Responsible for Monitoring: Director - Special Education Director - Intervention</p>
Strategy 14 Details
<p>Strategy 14: Research and implement highly rigorous curriculum and state of the art learning labs in Career & Technical Education Programs of Study.</p> <p>Strategy's Expected Result/Impact: Increased student industry-based certifications and dual credit opportunities.</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>
Strategy 15 Details
<p>Strategy 15: Develop Career Academy plans to target gaps in design and student outcomes identified in the National Standards of Practice and the CCRSM Blueprint.</p> <p>Strategy's Expected Result/Impact: Certification of Career Academies by the National Career Academy Coalition Increased Student Engagement</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>
Strategy 16 Details
<p>Strategy 16: Provide all Core Content Classrooms with a standard set of technology items. (i.e., Promethean Board, OPS, document camera).</p> <p>Strategy's Expected Result/Impact: Purchased Systems and Utilization of Systems</p> <p>Staff Responsible for Monitoring: Chief Technology Officer</p>

Strategy 17 Details
<p>Strategy 17: Provide students in grades K-12 with iPads as a 21st century technology tool that will be utilized in their classroom and at home.</p> <p>Strategy's Expected Result/Impact: Usage reports reviewed</p> <p>Staff Responsible for Monitoring: Director - Educational Technology</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: Increase student achievement including graduation rates for all identified student accountability groups through activities that will increase attendance, academic, behavior, and/or student wellness outcomes of all students with an emphasis on special populations.

Evaluation Data Sources: State and federal accountability results

Strategy 1 Details
Strategy 1: Provide campuses strategic support with monitoring student progress on all student accountability groups to improve student success in all areas. Strategy's Expected Result/Impact: Improved results for state and federal accountability. Staff Responsible for Monitoring: Area Executive Directors
Strategy 2 Details
Strategy 2: Through collaboration of the Curriculum & Instruction, Bilingual Education, CTE, MTSS, Intervention, SEL, Special Education, and Student Services Departments, data reports will be generated and reviewed to develop plans and services to improve the delivery of instruction for all students that are at risk of failing. Strategy's Expected Result/Impact: Increased Student Success and Coordination of Services Established Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction
Strategy 3 Details
Strategy 3: Monitor reports to identify any L98 students or other related categories that do not re-enroll in school and facilitate supports for acquiring the necessary credits for graduation. Strategy's Expected Result/Impact: Increase in Graduation Rate and Re-enrollment of drop out students Staff Responsible for Monitoring: Director - Student Services
Strategy 4 Details
Strategy 4: Develop and implement a campus process with campus staff to compile a list of at-risk students that have been identified as L98 or related categories and use resources to contact them to re-enroll in school and complete their necessary credits for graduation. Strategy's Expected Result/Impact: Increase in Graduation Rate and Re-enrollment of drop out students Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness
Strategy 5 Details
Strategy 5: Track campus course completion by having counselors run failure reports each 9 weeks in order for students who are failing a class to have a conference with the school counselor. If the student has reoccurring failures on the academic plan, then action steps will be developed and monitored. Strategy's Expected Result/Impact: Course Completion Records Reviewed Failure Reports Reviewed and Action Plans Developed Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness

Strategy 6 Details
<p>Strategy 6: Continue to implement the Grade level Texas Performance Standards Project Tasks.</p> <p>Strategy's Expected Result/Impact: GT Projects Showcase schedule</p> <p>Staff Responsible for Monitoring: Coordinator - Advanced Academics</p>
Strategy 7 Details
<p>Strategy 7: Provide EBs support that targets their proficiency levels and accelerates English language acquisition so that all grade levels in all State assessments show yearly progress.</p> <p>Strategy's Expected Result/Impact: Student led talks to self monitor own goals/folders completed and improved student practice on listening, speaking, reading, and writing through technology</p> <p>Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP</p>
Strategy 8 Details
<p>Strategy 8: Provide opportunities for transitional meetings for EB students moving from grade 5 to grade 6 & from grade 8 to grade 9 in order to provide information related to student needs.</p> <p>Strategy's Expected Result/Impact: Meetings Conducted</p> <p>Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP</p>
Strategy 9 Details
<p>Strategy 9: With campus teams, develop and implement supplemental instructional service plans for MEP (Migrant Education Program) students that have been identified as PFS or other at risk factors.</p> <p>Strategy's Expected Result/Impact: PFS Action Plan in Place Before the First Day of School; Increased MEP student success</p> <p>Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Supplemental Support Costs (MEP staff) - Coordination of Local, State, and Federal Funds - Title I, Part C - \$15,000</p>
Strategy 10 Details
<p>Strategy 10: Monitor 504 Academic student plans to provide campus supports that promote student achievement and adjust plan to provide access to the general education curricula.</p> <p>Strategy's Expected Result/Impact: Plans reviewed, monitored, and adjusted</p> <p>Staff Responsible for Monitoring: Director - Intervention Programs</p>
Strategy 11 Details
<p>Strategy 11: Monitor 504 Behavior student plans to provide campus supports that promote student success and adjust plan to provide access to the general education curricula.</p> <p>Strategy's Expected Result/Impact: Plans reviewed, monitored, and adjusted.</p> <p>Staff Responsible for Monitoring: District Facilitator - SSAE</p>

Strategy 12 Details

Strategy 12: Conduct collaborative meetings with the Special Education Department to review the state assessment results for identified students, determine the support needed for dually identified students, and monitor progress each grading period.

Strategy's Expected Result/Impact: Increase student achievement of identified students

Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP

Strategy 13 Details

Strategy 13: Provide opportunities for transitional meetings for SPED/504 students moving from ECSC students to Kinder, grade 5 to grade 6, and from grade 8 to grade 9 in order to provide information related to student needs for upcoming year.

Strategy's Expected Result/Impact: Meetings Conducted

Staff Responsible for Monitoring: Director - Special Education

Director - Intervention

District Facilitator - SSAE

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: Monitor student progress in order to identify areas of need and provide instruction through individual detailed school action plans that will address curricular gaps, measure academic growth, and determine areas of academic improvement.

Evaluation Data Sources: District Assessments, STAAR Reports, TELPAS Reports, and other state accountability reports

Strategy 1 Details
Strategy 1: Conduct learning walks to provide feedback on instructional practice. Strategy's Expected Result/Impact: Training schedules implemented, Teams established, Feedback Sheets completed and reviewed Staff Responsible for Monitoring: Area Executive Directors
Strategy 2 Details
Strategy 2: Continue to conduct and monitor campus action plans to meet accountability performance goals that address the whole child. Strategy's Expected Result/Impact: Action Plan Meetings Conducted, Data Walls displayed, Increase in Scores, and Progress in PLC Process Staff Responsible for Monitoring: Area Executive Directors
Strategy 3 Details
Strategy 3: Campus administrators will conduct a minimum of ten classroom walkthroughs weekly to communicate support of best instructional practices. Strategy's Expected Result/Impact: Walkthrough Data Analyzed Staff Responsible for Monitoring: Area Executive Directors
Strategy 4 Details
Strategy 4: Continue to provide District-wide avenues of communication among teachers, including vertical team meetings, to meet the needs of all students. Strategy's Expected Result/Impact: Meeting/Training Logs Reviewed, Goals Established, and Improved Student Data Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction
Strategy 5 Details
Strategy 5: Continue to support staff on building common formative assessments K-12. Strategy's Expected Result/Impact: Core Teams Trained and Common Formative Assessments Developed Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction

Strategy 6 Details
<p>Strategy 6: Continue to support staff on developing a plan to meet individual student needs based on data.</p> <p>Strategy's Expected Result/Impact: Core Teams Trained and Common Formative Assessments Developed</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>
Strategy 7 Details
<p>Strategy 7: Provide teacher reviewed common unit assessments for backward design of instruction.</p> <p>Strategy's Expected Result/Impact: Revised CUAs and Teacher input reviewed</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>
Strategy 8 Details
<p>Strategy 8: Monitor the data review process through campus PLCs to identify and address students' needs on a continual basis.</p> <p>Strategy's Expected Result/Impact: Increase in State Assessment Scores and Increase in Student Progress</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>
Strategy 9 Details
<p>Strategy 9: During PLCs, analyze data (i.e., EOC, STAAR, TELPAS) and discuss the analysis to determine high need areas to focus on with CUAs, Blue Bonnet assessments, and benchmarks to assess instruction.</p> <p>Strategy's Expected Result/Impact: Increase in State Assessment Scores for Identified High Need Areas including student progress</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>
Strategy 10 Details
<p>Strategy 10: Review the pre-k and kindergarten state required assessment data in order to plan curriculum needs that will increase student success.</p> <p>Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year.</p> <p>Staff Responsible for Monitoring: Coordinator - Early Childhood Education and Outreach Initiatives</p>
Strategy 11 Details
<p>Strategy 11: Improve TELPAS composite scores with L, S, R, and W by continuing to provide instructional methods to enhance and improve academic language for EB students.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS Composite scores</p> <p>Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP</p>

Strategy 12 Details
Strategy 12: Monitor the implemented strategies focused on the success of students with dyslexia including customized modeling and coaching support pertinent to campus specific needs. Strategy's Expected Result/Impact: Increase in assessment scores Staff Responsible for Monitoring: Director - Special Education
Strategy 13 Details
Strategy 13: Monitor Career Academy/PTECH student progress through nine week checks. Strategy's Expected Result/Impact: Annual Data Report demonstrating Career Academy student progress Staff Responsible for Monitoring: Director - Career and Technical Education

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: Encourage and guide students to participate in school activities as well as set goals for college, career, and military readiness opportunities.

Evaluation Data Sources: Increase Student Participation in Athletics, Fine Arts, and other Co-curricular activities
Increase Graduation rates
Increase endorsement selection

Strategy 1 Details
Strategy 1: Continue to monitor opportunities through the feeder patterns to increase program awareness and participation in UIL, History Fair, Robotics, Career and Technical Student Organizations and Competitions, etc. Strategy's Expected Result/Impact: Increase in the number of students in each organization and Increase in the number of students competing or placing in competitions Staff Responsible for Monitoring: District Program Directors
Strategy 2 Details
Strategy 2: Continue to conduct the UIL academic tournaments at the elementary and the junior school levels. Strategy's Expected Result/Impact: Increase in student participation Staff Responsible for Monitoring: Coordinator - Advanced Academics
Strategy 3 Details
Strategy 3: Monitor campus student participation in athletics in to order provide schools with options and opportunities to improve student participation. Strategy's Expected Result/Impact: Increase in student participation Staff Responsible for Monitoring: Director - Athletics
Strategy 4 Details
Strategy 4: Monitor campus student participation in fine arts in to order provide schools with options and opportunities to improve student participation. Strategy's Expected Result/Impact: Increase in student participation Staff Responsible for Monitoring: Director - Fine Arts
Strategy 5 Details
Strategy 5: Conduct a review in order to implement GT qualification criteria effectively in the district. Strategy's Expected Result/Impact: Criteria 100% Implemented Effectively Staff Responsible for Monitoring: Coordinator - Advanced Academics

Strategy 6 Details
<p>Strategy 6: Increase the usage of electronic portfolios for Academy/PTECH students.</p> <p>Strategy's Expected Result/Impact: Portfolios and post secondary plans completed.</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>
Strategy 7 Details
<p>Strategy 7: Provide events and activities for non-traditional students to encourage enrollment in and completion of Programs of Study.</p> <p>Strategy's Expected Result/Impact: Increase in Student Enrollment/Completion</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>
Strategy 8 Details
<p>Strategy 8: Increase the number of Career and Technical Education (CTE) completers by intentionally targeting junior school students and their parents with appropriate information about CTE Programs of Study opportunities, enabling them to make informed decisions regarding pathway selection.</p> <p>Strategy's Expected Result/Impact: Increase in student and parent awareness Increase in participation and completion of CTE Programs of Study</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>
Strategy 9 Details
<p>Strategy 9: Conduct yearly review of all students high school graduation plans including endorsement selections and distinctions.</p> <p>Strategy's Expected Result/Impact: Personal Graduation Plans developed for all high school students</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>
Strategy 10 Details
<p>Strategy 10: Increase college, career, and military readiness activities and student participation by advertising at all campuses, the local paper, website, emails, flyers, and parent notification system.</p> <p>Strategy's Expected Result/Impact: College/Career Night Activities conducted and Parent Feedback reviewed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>
Strategy 11 Details
<p>Strategy 11: Utilize campus college and career counselors to help students access resources for college, career, and military options.</p> <p>Strategy's Expected Result/Impact: Increase in use of available resources</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p> <p>Funding Sources: Salaries for CCMR Counselors/Specialist - Coordination of Local and State Funds - CCMR State Funds - \$400,000</p>

Strategy 12 Details
<p>Strategy 12: Monitor college, career, and military development activities in all grade levels.</p> <p>Strategy's Expected Result/Impact: Walkthrough Data and Lesson Plans Analyzed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>
Strategy 13 Details
<p>Strategy 13: Provide readiness opportunities for students to participate in ASVAB, PSAT, TSIA, ACT, SAT, and other college, career, and military activities.</p> <p>Strategy's Expected Result/Impact: Increase percentage in CCMR outcomes</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p> <p>Funding Sources: Costs for TSIA, PSAT, and SAT - Coordination of Local and State Funds - CCMR Funds - \$60,000</p>
Strategy 14 Details
<p>Strategy 14: Provide an advisor to support students with college, career, and military information that will guide them with organizing and implementing their tasks to prepare and attain post secondary plans following graduation.</p> <p>Strategy's Expected Result/Impact: Advisor Reports Increase in Student Well Rounded Opportunities for Post Secondary success with College, Career, and Military options</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p> <p>Funding Sources: Costs for Lee College Dual Credit Advisors - Coordination of Local, State, and Federal Funds - Title IV Funds - \$125,000</p>
Strategy 15 Details
<p>Strategy 15: Train identified staff on the college, career, and military online program that will support students with organizing and implementing their tasks to prepare and attain post secondary plans following graduation.</p> <p>Strategy's Expected Result/Impact: Training Conducted and Reports Analyzed</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>
Strategy 16 Details
<p>Strategy 16: Continue to implement the Advanced Placement program district-wide in cooperation with College Board.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR outcomes</p> <p>Staff Responsible for Monitoring: Coordinator - Advanced Academics</p>

Strategy 17 Details

Strategy 17: Provide dual credit opportunities for students to increase college, career, and military readiness.

Strategy's Expected Result/Impact: Increase CCMR outcomes.

Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness

Funding Sources: Dual Credit costs for tuition - Coordination of Local and State Funds - CCMR State Funds - \$300,000

Strategy 18 Details

Strategy 18: Monitor dual credit enrollment, focused pathway scheduling, and related data elements in order to provide guidance to high schools on areas to improve.

Strategy's Expected Result/Impact: Increase CCMR outcomes.

Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness

Strategy 19 Details

Strategy 19: Continue to implement and strengthen the OnRamps Program district-wide in cooperation with UT/OnRamps.

Strategy's Expected Result/Impact: Increase percentage of OnRamps students attaining college credit

Staff Responsible for Monitoring: Coordinator - Advanced Academics

Funding Sources: Student Dual Enrollment Costs - UT - Coordination of Local and State Funds - CCMR Funds - \$75,000, OnRamps Staff Training and Related Costs - Coordination of Local, State, and Federal Funds - Title IV Funds - \$10,000

Strategy 20 Details

Strategy 20: Monitor all outcome-bonus data, analyze the data, and determine strategies that will be implemented by the campuses.

Strategy's Expected Result/Impact: Increase CCMR outcomes.

Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: Goose Creek CISD will establish and maintain a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, parents, staff, and our community.

Evaluation Data Sources: Parent Surveys, Meeting Logs, Parent Activity Reports

Strategy 1 Details
<p>Strategy 1: Communicate the importance of daily school attendance to families by ensuring automatic absence notifications are delivered through ParentSquare.</p> <p>Strategy's Expected Result/Impact: Improve attendance at all schools Improve student academic success Increase parent and community engagement</p> <p>Staff Responsible for Monitoring: Executive Director - Community Engagement</p>
Strategy 2 Details
<p>Strategy 2: Facilitate a parent notification and communication process to improve awareness, involvement, and engagement that will support student academic, behavior, and safety needs.</p> <p>Strategy's Expected Result/Impact: Increase in Parent Involvement and Engagement Increase in Student attendance and academic performance Decrease in Safety incidents.</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p> <p>Funding Sources: Supplemental District and Parent Involvement Opportunities - Coordination of Local, State, and Federal Funds - Title I, Part A - \$70,000</p>
Strategy 3 Details
<p>Strategy 3: The Campus Student Wellness Interventionists, CYS, and CIS will provide parents with information and/or resources so that their children will be in attendance and successful in the school environment.</p> <p>Strategy's Expected Result/Impact: Increase in Attendance Rates and Decrease in Truancy</p> <p>Staff Responsible for Monitoring: Director - SEL and Student Wellness</p>
Strategy 4 Details
<p>Strategy 4: Monitor campus progress facilitated by the Title I Campus Student Success Specialists to complete home and/or community visits/notifications in order to update parents on progress or to provide support for their children related to academics, attendance, and/or behavior.</p> <p>Strategy's Expected Result/Impact: Increase in student performance with academics, attendance, and/or behavior</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p>

Strategy 5 Details
<p>Strategy 5: Monitor the campus-hosted parent engagement opportunities which would include academic training sessions for Math, Reading, Writing, Science, Social Studies and other educationally determined training sessions.</p> <p>Strategy's Expected Result/Impact: Compliance requirements met</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p> <p>Funding Sources: Costs for campus parent and family training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$60,000</p>
Strategy 6 Details
<p>Strategy 6: Provide focused parent, family, and community engagement sessions that support academic, behavior, and social/emotional success for our pre-school age students.</p> <p>Strategy's Expected Result/Impact: Increase in executive functions and overall instructional growth.</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p> <p>Funding Sources: Student, Parent, and Family Engagement Specialist cost - Coordination of Local, State, and Federal Funds - Title I, Part A - \$75,000, Supplemental Materials and Supplies for PAFE opportunities pre-school age children - Coordination of Local, State, and Federal Funds - Title I, Part A - \$10,000</p>
Strategy 7 Details
<p>Strategy 7: The Social/Emotional Learning Department will offer parent and family engagement opportunities to support student and staff wellness through sessions such as "Parent Chit Chat".</p> <p>Strategy's Expected Result/Impact: Improve Student and Staff Social/Emotional Wellness</p> <p>Staff Responsible for Monitoring: Director - SEL and Student Wellness</p>
Strategy 8 Details
<p>Strategy 8: Conduct focused parent, family, and community engagement sessions that support language acquisition and the academic success of EB students.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP</p>
Strategy 9 Details
<p>Strategy 9: Provide opportunities for parents and families to attend sessions for training and feedback on strategies and tips to help students participating in special programs that are struggling with behavior issues.</p> <p>Strategy's Expected Result/Impact: Decrease in behavior incidents Increase in Parent Participation and Implementation</p> <p>Staff Responsible for Monitoring: Director - Special Education</p>

Strategy 10 Details
<p>Strategy 10: Campuses will provide information sessions for parents and students on graduation requirements, counseling, and career pathways that will improve graduation rates for all students with an emphasis on EL, MEP, and/or Special Education.</p> <p>Strategy's Expected Result/Impact: Parent Sessions Conducted and Improved Graduation Rate</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>
Strategy 11 Details
<p>Strategy 11: Conduct the required Migrant Education PAC meetings.</p> <p>Strategy's Expected Result/Impact: Increase in parent awareness and participation.</p> <p>Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Supplemental Support (MEP Staff, materials, and related costs) - Coordination of Local, State, and Federal Funds - Title I, Part C - \$3,000</p>
Strategy 12 Details
<p>Strategy 12: Conduct dyslexia parent information meetings to discuss characteristics of dyslexia, provide parent strategies, and information on dyslexia screeners.</p> <p>Strategy's Expected Result/Impact: Increase in parent education regarding dyslexia</p> <p>Staff Responsible for Monitoring: Director - Intervention Programs</p>
Strategy 13 Details
<p>Strategy 13: Schools will conduct information sessions for parents to discuss academic options, academic class rank, and graduation requirements.</p> <p>Strategy's Expected Result/Impact: Increase in Graduation Rate</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>
Strategy 14 Details
<p>Strategy 14: Campuses will host Career Development activities to engage parents and students in opportunities to investigate career paths.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation and awareness</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>
Strategy 15 Details
<p>Strategy 15: Educate students and parents on endorsements, Programs of Study, and GCCISD High School Options and monitor completion of coherent sequences.</p> <p>Strategy's Expected Result/Impact: Trainings Attended and Increase in students' graduating with an endorsement</p> <p>Staff Responsible for Monitoring: Director - Counseling and College and Career Readiness</p>

Strategy 16 Details
Strategy 16: Engage community stakeholders in literacy and numeracy best practices through outreach initiatives such as the GCCISD Parent Fair and take-home decodables. Strategy's Expected Result/Impact: Associate Director - Language Arts and LOTE Associate Director - Mathematics
Strategy 17 Details
Strategy 17: Increase business and industry partnerships in order to enhance capstone activities, work-based learning opportunities, and internships for students. Strategy's Expected Result/Impact: Increase in Employer Partnerships Staff Responsible for Monitoring: Director - Career and Technical Education

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The District MTSS Team will monitor attendance, academic, behavior, and social emotional wellness data to ensure high expectations, processes, and operations for a safe and structured school environment to acquire high attendance percentages, improve academics, promote positive student behavior, and elevate morale for all students and staff.

Evaluation Data Sources: Review 360 Data, Campus Plans, and State and Federal Reports

Strategy 1 Details
Strategy 1: Provide training on the district processes and procedures for MTSS that involves the Attendance, Academic, Behavior, and Social/Emotional Learning student dynamics. Strategy's Expected Result/Impact: Training Completed. Staff Responsible for Monitoring: District Facilitator - Student Success and Academic Excellence
Strategy 2 Details
Strategy 2: Monitor campus initiatives implemented to improve attendance. Strategy's Expected Result/Impact: Increase in Attendance Rate and District Campus Campaign Staff Responsible for Monitoring: Area Executive Directors
Strategy 3 Details
Strategy 3: Monitor the implementation of the Academic Response to Intervention (RtI) model so that campuses meet the needs of their struggling students and progress monitor RtI data on a scheduled basis. Strategy's Expected Result/Impact: Teachers and Principals Understand Tier 1, 2, and 3 Levels of Intervention and Students are Receiving Quality Research Based Instruction Staff Responsible for Monitoring: Director - Intervention Programs
Strategy 4 Details
Strategy 4: Provide training, guidance, and monitoring on effective implementation for PBIS strategies at each campus. Strategy's Expected Result/Impact: Decrease in Discipline Infractions Decrease Bullying incidents Staff Responsible for Monitoring: District Facilitator - Student Success and Academic Excellence

Strategy 5 Details
<p>Strategy 5: Monitor the implementation of the PBIS model.</p> <p>Strategy's Expected Result/Impact: Decrease in Serious Behavior Incidents Decrease in Bullying Incidents</p> <p>Staff Responsible for Monitoring: District Facilitator - Student Success and Academic Excellence</p>
Strategy 6 Details
<p>Strategy 6: Monitor implementation of campus Student Support Teams to support student identified needs.</p> <p>Strategy's Expected Result/Impact: Increase student academic, attendance, and behavior performance</p> <p>Staff Responsible for Monitoring: Director - SEL and Student Wellness</p>
Strategy 7 Details
<p>Strategy 7: Through collaboration with the GCCISD Student Services Department, provide the Behavior 101 Training to campus staff to improve student management.</p> <p>Strategy's Expected Result/Impact: Training Completed and Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: District Facilitator - Student Success and Academic Excellence</p>
Strategy 8 Details
<p>Strategy 8: Determine the universal screeners to be implemented for behavior at identified grade levels at selected campuses.</p> <p>Strategy's Expected Result/Impact: Improve Behavior Data</p> <p>Staff Responsible for Monitoring: District Facilitator - Student Success and Academic Excellence</p>
Strategy 9 Details
<p>Strategy 9: 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.</p> <p>Strategy's Expected Result/Impact: Decrease in RTI Referrals related to discipline</p> <p>Staff Responsible for Monitoring: Director - Student Services District Facilitator - Student Success and Academic Excellence</p>
Strategy 10 Details
<p>Strategy 10: Implement a quarterly review to review and develop a plan to address discipline issues including discipline data reviews.</p> <p>Strategy's Expected Result/Impact: Discipline Plan Implemented and Decrease in discipline incidents</p> <p>Staff Responsible for Monitoring: Director - Student Services District Facilitator - Student Success and Academic Excellence</p>

Strategy 11 Details
<p>Strategy 11: Provide training on de-escalation techniques at least once each nine weeks to assist in the support needed for students in Special Education.</p> <p>Strategy's Expected Result/Impact: Reduce episodes of escalation</p> <p>Staff Responsible for Monitoring: Director - Special Education</p>
Strategy 12 Details
<p>Strategy 12: Through collaboration with the GCCISD Student Services Department, monitor campus behavior reports and develop plans with campus administrators to include the support of RtI in order to improve student behavior campus wide.</p> <p>Strategy's Expected Result/Impact: Campus Plans Implemented and Discipline Data Improved</p> <p>Staff Responsible for Monitoring: District Facilitator - Student Success and Academic Excellence</p>
Strategy 13 Details
<p>Strategy 13: Provide training on MDRs and restorative discipline strategies for campuses to assist in monitoring of discipline of students in Special Education.</p> <p>Strategy's Expected Result/Impact: Decrease in student discipline referrals</p> <p>Staff Responsible for Monitoring: Director - Special Education</p>
Strategy 14 Details
<p>Strategy 14: Provide SEL support through "Wellness on the Go" sessions at identified schools and "Wrap-around Services" for our students while completing their DAEP assignments at Highlands Elementary and PAC.</p> <p>Strategy's Expected Result/Impact: Improve Student and Staff Wellness Decrease DAEP assignments</p> <p>Staff Responsible for Monitoring: Director - SEL and Student Wellness</p>
Strategy 15 Details
<p>Strategy 15: Monitor campus intervention plans to reduce the number of In School Suspensions and Out of School Suspensions which in turn will increase classroom time and instruction.</p> <p>Strategy's Expected Result/Impact: Decrease in ISS/OSS Assignments</p> <p>Staff Responsible for Monitoring: Director - Student Services</p>
Strategy 16 Details
<p>Strategy 16: In collaboration with the MTSS Behavior Department, a district conflict resolution curriculum will be implemented for identified students who engage in aggressive offenses.</p> <p>Strategy's Expected Result/Impact: Program Implemented and Decrease in Student Aggression Incidents</p> <p>Staff Responsible for Monitoring: Director - SEL and Student Wellness</p>

Strategy 17 Details

Strategy 17: Establish and train Crisis Response Teams for each feeder pattern as well as utilize the district case management system.

Strategy's Expected Result/Impact: Training Conducted

Navigate360 documentation entered and reviewed

Staff Responsible for Monitoring: Director - SEL and Student Wellness

Strategy 18 Details

Strategy 18: Provide all district and campus staff as well as students training on bullying prevention and identification.

Strategy's Expected Result/Impact: Reduction in Bullying Incidents

Staff Responsible for Monitoring: Director - SEL and Student Wellness

Strategy 19 Details

Strategy 19: Provide schools with the research-based implementation plan utilizing the GCCISD Bully Prevention program components for anti-bullying that includes who will teach it, when it will be taught, and what will be taught.

Strategy's Expected Result/Impact: Program Implemented and Lessons Completed

Staff Responsible for Monitoring: Director - SEL and Student Wellness

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 2: The district will continue to support a safe and structured school environment for all students and staff.

Evaluation Data Sources: Attendance Reports.

District Safety Reports

Discipline Reports

Student Surveys

Strategy 1 Details
Strategy 1: Implement Texas School Safety Standards to address minimum school safety standards that will better ensure the safety of students and staff in our public schools. Strategy's Expected Result/Impact: All Instructional Facilities to be within compliance of the School Safety Standards in 19 TAC SS61.1031 by the end of the school year. Staff Responsible for Monitoring: Director - Safe & Secure Schools
Strategy 2 Details
Strategy 2: Monitor the effective use of the Raptor system by all schools and departments and provide training where there are deficiencies. Strategy's Expected Result/Impact: Increase awareness and readiness for all students, staff, and the community Increase in safe and secure facilities Staff Responsible for Monitoring: Director - Safe & Secure Schools
Strategy 3 Details
Strategy 3: Provide armed security officers who are active and visibly monitor students before school, between classes, after school, and during lunch in compliance with TEC 37.081. Strategy's Expected Result/Impact: Visible Security Officers at every campus and Decrease in Incident Reports Staff Responsible for Monitoring: Assistant Superintendent - Operations Services
Strategy 4 Details
Strategy 4: Review lock-down, intruder, and gun violence prevention training materials that can be implemented with staff and students in order to provide support for drills and "real" lock-down situations. Strategy's Expected Result/Impact: Training Materials Reviewed and Training Developed for Implementation Staff Responsible for Monitoring: Director - Safe & Secure Schools

Strategy 5 Details
<p>Strategy 5: Review previous intruder detection audit reports to determine needs and establish a centralized report structure to train staff on effective implementation for daily door checks.</p> <p>Strategy's Expected Result/Impact: Increase awareness and readiness for all students, staff, and the community</p> <p>Staff Responsible for Monitoring: Director - Safe & Secure Schools</p>
Strategy 6 Details
<p>Strategy 6: Provide a Safe and Secure Digital Environment for learning.</p> <p>Strategy's Expected Result/Impact: Maintain Trusted Learning Environment Seal</p> <p>Staff Responsible for Monitoring: Director - Cybersecurity</p>

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

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

Evaluation Data Sources: Campus Staff Rosters, Substitute Rosters, Certification Reports, Training Logs

Strategy 1 Details
Strategy 1: Continue to implement a recruitment plan to hire staff prior to summer. Strategy's Expected Result/Impact: Increase in highly effective staff recruitment results Staff Responsible for Monitoring: Assistant Superintendent - Human Resources
Strategy 2 Details
Strategy 2: In accordance with DOI, monitor certification level of teachers and instructional paraprofessionals in order to provide highly effective staff. Strategy's Expected Result/Impact: Campus Rosters compiled, updated, and reviewed Staff Responsible for Monitoring: Assistant Superintendent - Human Resources
Strategy 3 Details
Strategy 3: Continue to routinely provide potential teacher candidates with information on local State Board for Educator Certification (SBEC) approved alternative certification programs. Strategy's Expected Result/Impact: Current SBEC ACP information distributed and Certifications attained Staff Responsible for Monitoring: Assistant Superintendent - Human Resources
Strategy 4 Details
Strategy 4: Offer preparation session opportunities and other resources to staff for Bilingual Certification and/or ESL TEXES in order to increase the number of available certified teachers. Strategy's Expected Result/Impact: Increase in staff certified. Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP
Strategy 5 Details
Strategy 5: Establish a plan that will enable the district to recruit and hire certified Bilingual teachers who meet the needs of the EL students for Elementary PK-5th grades prior to summer. Strategy's Expected Result/Impact: Plan Developed and Positions Filled Staff Responsible for Monitoring: Assistant Superintendent - Human Resources

Strategy 6 Details
<p>Strategy 6: Establish a plan that will enable the district to recruit and hire certified ESL teachers for secondary Grades 6-12 prior to summer.</p> <p>Strategy's Expected Result/Impact: Positions filled</p> <p>Staff Responsible for Monitoring: Assistant Superintendent - Human Resources</p>
Strategy 7 Details
<p>Strategy 7: Recruit Masters degreed teachers to support dual credit classes on high school campuses.</p> <p>Strategy's Expected Result/Impact: Staff hired and Improved College, Career, and Military Readiness (CCMR) reports</p> <p>Staff Responsible for Monitoring: Assistant Superintendent - Human Resources</p>
Strategy 8 Details
<p>Strategy 8: Provide guidance to campus administrators in selecting long term substitutes that are interested in pursuing certification.</p> <p>Strategy's Expected Result/Impact: Substitute Roster demonstrates 100% Highly Effective/Appropriate certifications</p> <p>Staff Responsible for Monitoring: Assistant Superintendent - Human Resources</p>
Strategy 9 Details
<p>Strategy 9: Continue to provide the new administrator academy to support and develop the knowledge base of GCCISD expectations and guidelines.</p> <p>Strategy's Expected Result/Impact: Increase Administrator Success with GCCISD Expectations/Guidelines</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>
Strategy 10 Details
<p>Strategy 10: Provide opportunities for staff including teachers, counselors, and other administrators to participate in aspiring administrator programs that will develop and support the knowledge base of GCCISD expectations and guidelines ultimately enabling them to become counselors, assistant principals, and/or principals.</p> <p>Strategy's Expected Result/Impact: Increase in staffing pool for certified Counselors, Assistant Principals, and Principals</p> <p>Increase Administrator Success with GCCISD Expectations/Guidelines</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 2: Retain highly effective teachers at all campuses.

Evaluation Data Sources: Mentor Lists, Meeting Agendas, Mentee Surveys, Teacher Retention Report
Certification Reports, Staff Rosters, Staff Development Reports

Strategy 1 Details
Strategy 1: In accordance with DOI, continue to provide each campus principal with a list of teachers who failed to meet certification requirements on their campus. Strategy's Expected Result/Impact: Current Rosters Sent Staff Responsible for Monitoring: Assistant Superintendent - Human Resources
Strategy 2 Details
Strategy 2: All new teachers will be assigned to participate in the district New Teacher Induction Program, including activities for guidance and support with their first year. Strategy's Expected Result/Impact: District Mentee Support Documented and Increase in teacher recruitment/retention Staff Responsible for Monitoring: Coordinator - Human Resources Funding Sources: Contracted Services for Mentee Support and materials to support staff retention - Coordination of Local, State, and Federal Funds - Title II Funds - \$80,000
Strategy 3 Details
Strategy 3: In collaboration with the CTE Director, provide guidance to campus principals on monitoring CTE faculty to meet the certification and additional training requirements for assigned courses. Strategy's Expected Result/Impact: Current Rosters Sent Staff Responsible for Monitoring: Assistant Superintendent - Human Resources
Strategy 4 Details
Strategy 4: Identify a campus level mentor coordinator and campus administrator to monitor mentee support and provide monthly meetings as part of the program. Strategy's Expected Result/Impact: Campus Coordinators Identified, Meetings Conducted, and EOY Survey Complete Staff Responsible for Monitoring: Coordinator - Human Resources Funding Sources: Training Materials to support mentor success - Coordination of Local, State, and Federal Funds - Title II Funds - \$3,000
Strategy 5 Details
Strategy 5: Continue to provide uncertified staff with monthly checkpoints and routine reminder notices regarding completion of certification requirements. Strategy's Expected Result/Impact: Emails sent to New Hires, Checklist Reviewed, and Timelines Met Staff Responsible for Monitoring: Coordinator - Human Resources

Strategy 6 Details
Strategy 6: Monitor the implementation of the New Teacher Induction Program, including the assignment of a qualified mentor for each zero-year teacher for the first year. Strategy's Expected Result/Impact: Program developed and implemented, Teacher Cohorts identified, and Retention Rate increased Staff Responsible for Monitoring: Coordinator - Human Resources
Strategy 7 Details
Strategy 7: Provide certification test resource materials, including test prep materials and test prep sessions to support teachers who are not certified or have not passed the certification tests. Strategy's Expected Result/Impact: Required Reports Submitted, Emails sent to Teachers, and Certification Review Session Notifications sent Staff Responsible for Monitoring: Coordinator - Human Resources
Strategy 8 Details
Strategy 8: Retain current highly effective teachers by maintaining a competitive compensation package for experienced teachers, teachers with advanced degrees and national board certifications including such opportunities as the Teacher Incentive Allotment. Strategy's Expected Result/Impact: Increase in Teacher Retention Staff Responsible for Monitoring: Assistant Superintendent - Human Resources
Strategy 9 Details
Strategy 9: Continue to support teachers that have not met highly effective status by offering and requiring attendance in researched based staff development. Strategy's Expected Result/Impact: Staff Development Records Up to Date and Staff Development Portfolios Reviewed Staff Responsible for Monitoring: Assistant Superintendent - Human Resources
Strategy 10 Details
Strategy 10: Review the salary schedule for teachers based on years of experience, and teachers with advanced degrees and national certifications. Strategy's Expected Result/Impact: Salary Schedule Reviewed Staff Responsible for Monitoring: Assistant Superintendent - Human Resources
Strategy 11 Details
Strategy 11: Monitor dyslexia training requirements by the Texas Education Agency for all Providers of Dyslexia Intervention (PDI) serving students with dyslexia in either general education or special education. Strategy's Expected Result/Impact: Identified staff meet the training requirements. Staff Responsible for Monitoring: Director - Intervention Programs

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

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

Evaluation Data Sources: District Assessments, STAAR Reports, and TELPAS Reports,

Strategy 1 Details
<p>Strategy 1: Provide specialized "Back to School" training during "Giant Con" sessions for all staff members to support and increase success with classroom academic, behavior, and course completion .</p> <p>Strategy's Expected Result/Impact: Academy sessions conducted and Classroom Observations conducted</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>
Strategy 2 Details
<p>Strategy 2: Provide content and pedagogy training for teachers to provide instructional and curriculum support utilizing the instructional framework.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>
Strategy 3 Details
<p>Strategy 3: Evaluate and revise the professional development plan in order to provide consistency among all GCCISD staff utilizing research-based strategies to increase student achievement in all core content areas.</p> <p>Strategy's Expected Result/Impact: PD Calendar Developed and Distributed, Publish in Daily News, Teacher Professional Development Cumulative Training Log, and Alignment of Goals</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p> <p>Funding Sources: ELAMSS Researched-based Training Costs - Coordination of Local, State, and Federal Funds - Title I/Title II, Part A - \$200,000</p>
Strategy 4 Details
<p>Strategy 4: District Specialists will provide guidance to campus teaching and learning coaches on implementing a campus plan to train teachers so they can successfully establish a literacy focus in K-5 classrooms.</p> <p>Strategy's Expected Result/Impact: Walkthrough Data Analyzed and Decrease in students reading below grade level</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction</p> <p>Funding Sources: District Instructional Specialists - Coordination of Local, State, and Federal Funds - Title I, Part A/Title II, Part A Funds - \$200,000</p>

Strategy 5 Details
<p>Strategy 5: Continue to monitor the implementation of the PLC process and training to support student academic success.</p> <p>Strategy's Expected Result/Impact: Training provided and implementation documents of PLC meetings</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>
Strategy 6 Details
<p>Strategy 6: Provide district and campus-based training as well as ongoing coaching support to improve Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Improved CBA scores, Improved STAAR assessment scores, and Embedded Coaching Support</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>
Strategy 7 Details
<p>Strategy 7: Develop and implement professional development and curriculum resources aligned to STR.</p> <p>Strategy's Expected Result/Impact: Campus Action Plan Meetings Completed, Calendar of Activities Developed and Completed, and Needs Assessments Conducted and Plans Developed</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction</p>
Strategy 8 Details
<p>Strategy 8: Continue to provide coaching with staff to support classroom instruction which includes the established coaching expectations and monitoring system.</p> <p>Strategy's Expected Result/Impact: Calibration Walks Completed and Analyzed</p> <p>Staff Responsible for Monitoring: Area Executive Directors</p>
Strategy 9 Details
<p>Strategy 9: Provide content-based language instruction (CBLI) training and specialized support to meet the affective, linguistic, and cognitive needs of EB students.</p> <p>Strategy's Expected Result/Impact: Increase EB student academic gains Coaching/Feedback Forms for teachers by specialists completed and reviewed</p> <p>Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Supplemental Training for Identified Staff - Coordination of Local, State, and Federal Funds - Title III Funds - \$20,000</p>

Strategy 10 Details
<p>Strategy 10: Utilize Title III Instructional Specialists to provide supplemental instructional coaching to identified teachers to improve academic success for EB students at identified schools in grades K-12.</p> <p>Strategy's Expected Result/Impact: Improved academic performance on state assessments and course completion. Increase in student reading proficiency levels by the end of the year.</p> <p>Staff Responsible for Monitoring: Associate Director - Bilingual/ESL/MEP</p> <p>Funding Sources: Payroll costs for Bilingual/ESL Specialists - Coordination of Local, State, and Federal Funds - Title III Funds - \$350,000</p>
Strategy 11 Details
<p>Strategy 11: Provide classroom educator training opportunities to the support staff in specialized classrooms.</p> <p>Strategy's Expected Result/Impact: Student growth in program identifiers</p> <p>Staff Responsible for Monitoring: Director - Special Education</p>
Strategy 12 Details
<p>Strategy 12: Provide training to support the inclusion initiative for in-class support by providing training on Universal Design for Learning and how to implement.</p> <p>Strategy's Expected Result/Impact: Staff Development Completed and Walkthrough Data Analyzed</p> <p>Staff Responsible for Monitoring: Director - Special Education</p>
Strategy 13 Details
<p>Strategy 13: Provide professional development for CTE Teachers that focuses on new and emerging skills, career readiness, and industry trends to create a more engaging learning environment.</p> <p>Strategy's Expected Result/Impact: Increase in student skills and career readiness</p> <p>Staff Responsible for Monitoring: Director - Career and Technical Education</p>
Strategy 14 Details
<p>Strategy 14: Provide teachers with training on integrating technology resources into daily lessons (i.e., Promethean Boards and iPads).</p> <p>Strategy's Expected Result/Impact: Training Completed and Walkthrough Data Reviewed</p> <p>Staff Responsible for Monitoring: Director - Educational Technology</p>
Strategy 15 Details
<p>Strategy 15: Utilize the Educational Technology Specialists to co-teach with classroom teachers to implement technology in core curricular lessons.</p> <p>Strategy's Expected Result/Impact: Educational Technology Specialists Rotation Schedule Implemented Walkthrough and Data Reviewed</p> <p>Staff Responsible for Monitoring: Director - Educational Technology</p>

Strategy 16 Details

Strategy 16: Provide training for all administrators and campus staff on the Special Education referral process and SLD eligibility.

Strategy's Expected Result/Impact: Improve accuracy of referral process

Staff Responsible for Monitoring: Director - Special Education
Director- Intervention

Strategy 17 Details

Strategy 17: Provide opportunities for training to administrators and educators on autism throughout the year.

Strategy's Expected Result/Impact: Program of Studies for identified special education students developed and implemented

Staff Responsible for Monitoring: Director - Special Education

Strategy 18 Details

Strategy 18: Provide training and campus support through Principal PLC.

Strategy's Expected Result/Impact: Increase in STAAR Results and Student Progress

Staff Responsible for Monitoring: Area Executive Directors

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The district will align all district activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details
<p>Strategy 1: The district will implement procedures/metrics for budget managers to routinely monitor budget accounts to align available funds to allowable and allocable expenditures.</p> <p>Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.</p> <p>Staff Responsible for Monitoring: CFO - Business Services</p>
Strategy 2 Details
<p>Strategy 2: The district will establish a position inventory/maintenance review to ensure that we are capturing accurate data for personnel budgeting.</p> <p>Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.</p> <p>Staff Responsible for Monitoring: CFO - Business Services</p>
Strategy 3 Details
<p>Strategy 3: The district will align the District Improvement Plan and the Campus Improvement Plans to the district financial stewardship goals.</p> <p>Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.</p> <p>Staff Responsible for Monitoring: CFO - Business Services District Program Directors</p>

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The district will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
<p>Strategy 1: Gifted and Talented (GT) State Program - Review the district and campus program activities and expenditures to verify the implementation success level for all supplemental support activities to enrich and accelerate the curriculum for all identified GT students.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Meet State Compliance with Spend Requirements</p> <p>Staff Responsible for Monitoring: Coordinator - Advanced Academics District Program Director</p>
Strategy 2 Details
<p>Strategy 2: Special Education State Program - Review the district and campus program activities and expenditures to verify the implementation success level for achieving the least restrictive environment along with supplemental support activities for identified Sp. Ed. students to improve the achievement discrepancies among student groups.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores Improved student academic and behavioral performance Data Reports for Master goals on IEPs by the determined quarter or year</p> <p>Staff Responsible for Monitoring: Senior Director - Special Programs District Program Director</p>
Strategy 3 Details
<p>Strategy 3: Bilingual/ESL State Program - Review the district and campus program activities and expenditures to verify the implementation success level for all supplemental support activities to ensure that all identified EB students are working towards becoming English proficient and improving the achievement discrepancies among student groups.</p> <p>Strategy's Expected Result/Impact: Improved academic performance throughout the year Achieve on-grade level performance on EOY assessments in English Meet Compliance with State Spend Requirements</p> <p>Staff Responsible for Monitoring: Associate Director - Bil/ESL District Program Director</p>

Strategy 4 Details

Strategy 4: State Compensatory Education Program Funding Requirement - Monitor and provide support for campus accelerated instruction plans including state requirements for Core Subjects that occurs either before school, during the regular school day, after school, or on Saturdays for identified at risk students to improve their success.

Strategy's Expected Result/Impact: Increased STAAR Results, Programs created/monitored, and PD Aligned to Areas of Weakness

Staff Responsible for Monitoring: Director - Federal Programs

Funding Sources: Costs including accelerated instruction payroll, transportation, software programs, and materials - Coordination of Local and State Funds - SCE Funds - \$500,000

Strategy 5 Details

Strategy 5: State Compensatory Education Program Funding Requirement - Provide campuses with supplemental technology software access to support accelerated instruction intervention activities that will increase student learning.

Strategy's Expected Result/Impact: Improved academic success for at-risk students

Staff Responsible for Monitoring: Director - Federal Programs

Funding Sources: Costs for intervention support software programs - Coordination of Local and State Funds - SCE Funds - \$400,000

Strategy 6 Details

Strategy 6: Early Education Allotment State Program - Review the district and campus program activities and expenditures to verify the implementation success level for effectively implement the researched-based early learning curriculum and materials, guidance support for the instructional staff, activities for preparing pre-school children to transition to kindergarten, and training for the Reading Academies.

Strategy's Expected Result/Impact: Increase in student cognitive function development

Increase in teacher effectiveness with instructional and behavioral strategies

Meet Compliance with State Spend Requirements

Staff Responsible for Monitoring: District Program Director

Strategy 7 Details

Strategy 7: Early Education Allotment Program Funding Requirement - Monitor the staffing, instructional support, and curriculum components for the elementary schools and the early learning academies.

Strategy's Expected Result/Impact: Increase kindergarten readiness.

Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction

Funding Sources: Curriculum and Instruction Materials for pre-kindergarten - Coordination of Local and State Funds - Early Education Allotment Funds - \$500,000

Strategy 8 Details

Strategy 8: State Program Compliance Requirement - Monitor implementation of the required HQ PreK components to improve student success.

Strategy's Expected Result/Impact: Increase kindergarten readiness by 10% from prior year.

Staff Responsible for Monitoring: Coordinator - Early Childhood Education and Outreach Initiatives

Strategy 9 Details
<p>Strategy 9: State Program Compliance Requirement - Monitor the program design for pre-kindergarten programs for the elementary schools and the early learning academies.</p> <p>Strategy's Expected Result/Impact: Increase in student readiness for kindergarten.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent - Curriculum and Instruction</p>
Strategy 10 Details
<p>Strategy 10: Federal Program Compliance Requirement - Monitor the identification and implementation of support plans for identified homeless students.</p> <p>Strategy's Expected Result/Impact: Improved results for attendance, academic, and course completion Improvement in state and federal accountability</p> <p>Staff Responsible for Monitoring: Director - Student Services</p>
Strategy 11 Details
<p>Strategy 11: Title I, Part A Federal Program Requirement - Monitor the district Parent and Family Engagement Policy that will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. This document will be distributed to parents and made available to the local community in an understandable and uniform format.</p> <p>Strategy's Expected Result/Impact: Increase in parent and family participation</p> <p>Staff Responsible for Monitoring: Director - Federal Programs</p>
Strategy 12 Details
<p>Strategy 12: Title I, Part A Federal Program Requirement - Develop an agreement with Head Start and other entities to carry out early childhood development programs that will implement activities to ensure the effective transition for children moving from early childhood education programs to Title I, Part A programs</p> <p>Strategy's Expected Result/Impact: MOU Developed, Approved, and Implemented Student Transition Data reviewed and Assessed for Needed Improvements</p> <p>Staff Responsible for Monitoring: Coordinator - Early Childhood Education and Outreach Initiatives District Program Director</p>
Strategy 13 Details
<p>Strategy 13: Title IV Federal Program Requirement - Provide identified campuses with strategic support that will provide students a well-rounded education and school conditions that increase student learning through activities that promote safe and healthy students as well as improve the use of technology and digital literacy of students.</p> <p>Strategy's Expected Result/Impact: Improved results for state and federal accountability.</p> <p>Staff Responsible for Monitoring: Director- Federal Programs</p> <p>Funding Sources: District SSAE Facilitator and District SSAE Liaison - Coordination of Local, State, and Federal Funds - Title IV Funds - \$160,000</p>

Strategy 14 Details

Strategy 14: ESSA Entitlement Federal Compliance Requirement - Provide eligible Private-Non-Profits with Equitable Services.

Strategy's Expected Result/Impact: Provide the required ES funds and services to eligible and participating PNPs

Meet Federal Compliance for Equitable Services

Staff Responsible for Monitoring: Director - Federal Programs

Funding Sources: Equitable Service Costs for PNPs- BCA, FBA, and St. Joseph's - Coordination of Local, State, and Federal Funds - Title I/Title II/Title IV - \$70,000

Strategy 15 Details

Strategy 15: State LASO Program Funding Requirement - Strategically monitor the implementation of the LASO-3 Planning, Implementation, Carnegie, PLC, and IL grants at identified schools in order to increase instructional growth in reading and mathematics as awarded.

Strategy's Expected Result/Impact: Increase in ELA Academic Improvement Rates

Increase in Math Academic Improvement Rates

Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction

Director - Secondary Curriculum and Instruction

Area Executive Directors

Director - Federal Programs

Funding Sources: LASO Planning-RLA Aligned Costs - Coordination of Local, State, and Federal Funds - LASO Planning RLA Funds - \$180,000, LASO Implementation -RLA - Aligned Costs - Coordination of Local, State, and Federal Funds - LASO Implementation RLA Funds - \$659,000, LASO Implementation -K-5 Math - Aligned Costs - Coordination of Local, State, and Federal Funds - LASO Implementation Math Funds - \$1,610,000, LASO Carnegie Aligned Costs - Coordination of Local, State, and Federal Funds - LASO Carnegie Funds - \$716,000, LASO PLC Aligned Costs - Coordination of Local, State, and Federal Funds - LASO PLC Funds - \$375,000, LASO IL Aligned Costs - Coordination of Local, State, and Federal Funds - LASO IL Funds - \$164,000

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 3: The district will monitor all identified school improvement requirements to ensure compliance with implementation of campus improvement plans so that low-performing schools are reviewing, evaluating, monitoring, and intervening as required to ensure excellence in education for all students.

Evaluation Data Sources: State Accountability Reports
Federal Accountability Reports
Dropout Prevention Reports

Strategy 1 Details
<p>Strategy 1: Monitor the implementation of the ESF Grant for the three identified schools in order to increase student academic improvement and meet or exceed state assessment requirements.</p> <p>Strategy's Expected Result/Impact: Decrease in Achievement Gaps and Professional Development Trainings Conducted</p> <p>Staff Responsible for Monitoring: Director - Assessment and Accountability Director - Federal Programs</p> <p>Funding Sources: Training and related costs for School Improvement - Coordination of Local, State, and Federal Funds - ESF Grant Funds - \$300,000</p>
Strategy 2 Details
<p>Strategy 2: Begin planning and implementing instructional practices to address recent assessment data for "targeted" campuses.</p> <p>Strategy's Expected Result/Impact: Increase academic improvement at identified schools</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Secondary Curriculum and Instruction Director - Assessment and Accountability Director - Federal Programs</p>
Strategy 3 Details
<p>Strategy 3: Strategically monitor implementation of the expected district curriculum program for ELA and Math for all schools with a focus on schools that are identified as "comprehensive or targeted" in order to increase instructional growth for grades K-5.</p> <p>Strategy's Expected Result/Impact: Increase in Reading Rates</p> <p>Staff Responsible for Monitoring: Director - Elementary Curriculum and Instruction Director - Assessment and Accountability Director - Federal Programs</p>

Strategy 4 Details

Strategy 4: Provide guidance to campus staff on supplemental materials implemented for accelerated instruction that will provide strategically targeted instruction on the objectives not mastered with a focus on schools identified as "comprehensive".

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Director - Assessment and Accountability
Director - Federal Programs

Plan Notes

Required Elements for State, Federal, Safety, or Other Program Compliance

School Safety

In accordance with SB 1707: SRO Duties

- The duties for GCCISD peace officers, SROs, and security personnel are described in job descriptions housed with the Human Resources Department. The district follows the job description and does not deviate from what is defined.

In accordance with SB 11 and HB 18:

- The district trauma-informed care policy as well as the list of training and support services available is included as an addendum to the district improvement plan.

In accordance with program compliance requirements:

- SCE: The district plan is included as an addendum to the district improvement plan.
- Carl Perkins: Funds will supplement the program goals for secondary schools to "build and improve" CTE programs in order to increase the number of students graduating College, Career, and Military Ready.
- Title I, Part A: School eligibility criteria is based on campus residing students.
- Title I, Part A: Yearly review, revisions, and approval of the Title I Program Plan.
- Title I, Part A: Yearly review, revisions, and approval of the District Parent and Family Engagement Plan.
- Title I, Part C: The Migrant Education Program PFS plan is included as an addendum to the district improvement plan.

State Program Fund Compliance Statement:

- All State Program Funds are appropriated, reviewed, expended, and monitored to be in compliance with required spend requirement.

Federal Program Fund Compliance Statement:

- All Federal Funds are appropriated and expended within the requirements to be reasonable, necessary, allowable, and allocable under federal regulations as well as meet the supplement, not supplant provision.

Every Student Succeeds Act (ESSA)- 13 Requirements:

These strategies will help address the outlined ESSA requirements, align with school goals, and promote student success across the district.

1. Student Progress & Monitoring [ESSA Sec. 1112(b)(1)]: Goose Creek CISD will monitor students' progress in meeting state academic standards by implementing data-driven strategies, including formative and summative assessments, to track academic growth. Early identification of students at risk for academic failure will be prioritized through benchmark testing and early intervention protocols. Activities will focus on the following:

- Implement a well-rounded instructional program that includes core academics, fine arts, and technology integration.
- Use a multi-tiered system of support (MTSS) to identify at-risk students early.

- Provide targeted interventions and additional resources such as tutoring and small group instruction to help struggling students. Regularly review data through PLCs to adjust instructional strategies.
- Strengthen academic programs by providing high-quality instructional materials and professional development for teachers.
- Ensure all students, including low-income and minority students, receive equitable access to high-quality education.

2. Teacher Quality [ESSA Sec. 1112(b)(2)]: Goose Creek CISD will assess and address disparities by ensuring that low-income and minority students are not disproportionately taught by inexperienced or out-of-field teachers through the following:

- Conduct annual reviews of teacher placement and effectiveness.
- Provide professional development and mentorship for inexperienced teachers.
- Strengthen teacher recruitment and retention strategies to ensure equitable distribution of experienced and effective teachers across all campuses.

3. School Support & Improvement [Sec. 1112(b)(3)]: Goose Creek CISD will provide comprehensive school support and improvement plans for schools identified for improvement based on state accountability ratings. Develop improvement plans in collaboration with school leadership and stakeholders. Utilize data-driven decision-making to allocate resources and implement targeted interventions. Ensure ongoing monitoring of improvement efforts and adjust strategies as necessary.

4. Poverty Criteria [Sec. 1112(b)(4)]: Goose Creek CISD determines Title I eligibility and rank/serve order through the following: School eligibility criteria is based on campus residing students. The free/reduced information is determined for each campus and the campus percentages were ranked with these percentages and

5. Nature of Title I Programs [Sec. 1112(b)(5)]: Goose Creek CISD's Title I funds will support district wide schoolwide programs. Title I Staff positions and supplemental resources will be utilized to close achievement gaps and support student progress including the implementation of evidence-based instructional programs to increase student achievement.

6. Services to Homeless Children and Youth [Sec. 1112(b)(6)]: Goose Creek CISD will provide homeless children and youth with services to support enrollment, attendance, and academic success, including transportation, school supplies, and other items such as emergency clothing and/or other essential items as determined after a comprehensive review of all other available funds and resources are exhausted to ensure there is no supplant situations.

7. Parent & Family Engagement Strategy [Sec. 1112(b)(7)]: Goose Creek CISD will implement effective parent and family engagement strategies by creating opportunities for meaningful involvement in students' academic success to include the following:

- Host family engagement nights, parent-teacher conferences, and workshops.
- Provide regular communication through Remind, newsletters, social media, and parent portals to keep families informed.
- Create volunteer opportunities and parent advisory committees to involve families in decision-making.

8. Early Childhood Education Programs & Transition Plans [Sec. 1112(b)(8)]: Goose Creek CISD will support and integrate early childhood education programs and ensure a smooth transition from early childhood into elementary school.

- Coordinate with local early childhood programs to align curriculum and standards.
- Provide transition activities such as orientation sessions, classroom visits, and family workshops to prepare students and parents.
- Ensure early childhood teachers have access to professional development on early literacy and numeracy.

9. Middle to High School/High School to Postsecondary Transitions [Sec. 1112(b)(10)]: Goose Creek CISD will implement strategies to support students transitioning from middle to high school and from high school to postsecondary experiences.

- Offer career counseling, dual enrollment, and early college opportunities. Collaborate with higher education institutions to provide college readiness workshops.
- Develop pathways for students to explore career and technical education (CTE) programs.

10. Discipline Disproportionality [Sec. 1112(b)(11)]: Goose Creek CISD will support efforts to reduce discipline practices that disproportionately affect minority

students and students with disabilities.

- Implement restorative practices and positive behavioral interventions and supports (PBIS).
- Provide ongoing staff training on culturally responsive discipline.
- Monitor discipline data to identify and address disparities.

11. Coordination & Integration with Career/Technical Education [Sec. 1112(b)(12)]: Goose Creek CISD will coordinate CTE programs with academic instruction to provide students with real-world, work-based learning experiences.

- Partner with local businesses and industry professionals to offer internships and job shadowing opportunities.
- Align CTE curriculum with academic standards to ensure students receive a comprehensive education.
- Provide students with access to career counseling and industry-recognized certifications.

12. Targeted Participants [Sec. 1112(b)(6)]: This is not applicable since Goose Creek CISD does not implement a targeted assistance program.

13. Identification of Eligible Children – Targeted Assistance Program [Sec. 1112(b)(9)]: This is not applicable since Goose Creek CISD does not implement a targeted assistance program.

District Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Literacy Resource Program Costs	Title III	\$30,000.00
1	1	12	Supplemental Support (MEP staff, materials, travel costs)	Title I, Part C	\$15,000.00
1	2	9	Supplemental Support Costs (MEP staff)	Title I, Part C	\$15,000.00
1	4	14	Costs for Lee College Dual Credit Advisors	Title IV Funds	\$125,000.00
1	4	19	OnRamps Staff Training and Related Costs	Title IV Funds	\$10,000.00
2	1	2	Supplemental District and Parent Involvement Opportunities	Title I, Part A	\$70,000.00
2	1	5	Costs for campus parent and family training sessions	Title I, Part A	\$60,000.00
2	1	6	Supplemental Materials and Supplies for PAFE opportunities pre-school age children	Title I, Part A	\$10,000.00
2	1	6	Student, Parent, and Family Engagement Specialist cost	Title I, Part A	\$75,000.00
2	1	11	Supplemental Support (MEP Staff, materials, and related costs)	Title I, Part C	\$3,000.00
4	2	2	Contracted Services for Mentee Support and materials to support staff retention	Title II Funds	\$80,000.00
4	2	4	Training Materials to support mentor success	Title II Funds	\$3,000.00
4	3	3	ELAMSS Researched-based Training Costs	Title I/Title II, Part A	\$200,000.00
4	3	4	District Instructional Specialists	Title I, Part A/Title II, Part A Funds	\$200,000.00
4	3	9	Supplemental Training for Identified Staff	Title III Funds	\$20,000.00
4	3	10	Payroll costs for Bilingual/ESL Specialists	Title III Funds	\$350,000.00
5	2	13	District SSAE Facilitator and District SSAE Liaison	Title IV Funds	\$160,000.00
5	2	14	Equitable Service Costs for PNPs- BCA, FBA, and St. Joseph's	Title I/Title II/Title IV	\$70,000.00
5	2	15	LASO Carnegie Aligned Costs	LASO Carnegie Funds	\$716,000.00
5	2	15	LASO PLC Aligned Costs	LASO PLC Funds	\$375,000.00
5	2	15	LASO IL Aligned Costs	LASO IL Funds	\$164,000.00
5	2	15	LASO Implementation -K-5 Math - Aligned Costs	LASO Implementation Math Funds	\$1,610,000.00
5	2	15	LASO Planning-RLA Aligned Costs	LASO Planning RLA Funds	\$180,000.00
5	2	15	LASO Implementation -RLA - Aligned Costs	LASO Implementation RLA Funds	\$659,000.00
5	3	1	Training and related costs for School Improvement	ESF Grant Funds	\$300,000.00
Sub-Total					\$5,500,000.00

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	50% Salary costs for Pre-K teachers and Support Staff	Early Education Allotment Funds	\$2,500,000.00
1	4	11	Salaries for CCMR Counselors/Specialist	CCMR State Funds	\$400,000.00
1	4	13	Costs for TSIA, PSAT, and SAT	CCMR Funds	\$60,000.00
1	4	17	Dual Credit costs for tuition	CCMR State Funds	\$300,000.00
1	4	19	Student Dual Enrollment Costs - UT	CCMR Funds	\$75,000.00
5	2	4	Costs including accelerated instruction payroll, transportation, software programs, and materials	SCE Funds	\$500,000.00
5	2	5	Costs for intervention support software programs	SCE Funds	\$400,000.00
5	2	7	Curriculum and Instruction Materials for pre-kindergarten	Early Education Allotment Funds	\$500,000.00
Sub-Total					\$4,735,000.00