

Graham Independent School District
Woodland Elementary
2017-2018 Campus Improvement Plan



Mission Statement

Graham ISD will focus on the future by empowering students to think creatively and critically while learning in engaging, innovative, and inspiring environments.

All for excellence-- excellence for all.

Vision

Woodland elementary teachers and staff seek to engage, and inspire students through:

- differentiated instruction
- student engagement
- character education, community service, and leadership building activities

Core Beliefs

At Woodland we believe that all students can be successful emotionally, socially, and academically. Success begins as we make learning interesting and engaging, stretch ourselves and our students, and show every student we care every day.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Woodland Elementary is a 4th-5th grade Title 1 Campus in Graham ISD. Enrollment at Woodland Elementary is up by 4% this year at Woodland. This can be attributed to several students enrollment from different school districts. Student groups at Woodland include 17% English Language Learners, 3% Gifted and Talented, 21% 504, 15% Dyslexic and 9% Special Education. Additionally, 60% of students are economically disadvantaged and 78% are identified as at-risk.

Woodland Enrollment 2017-2018*

Enrollment September 13, 2017	American Indian		Asian		Black		Nat. Hawaiian		White		Hispanic/ Lat. Eth.		Multi-Race		Total		Total
Grade	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
4	0	1	0	0	2	4	0	0	57	75	29	19	1	1	89	100	189
5	0	2	1	1	1	1	0	0	53	65	33	25	1	0	89	94	183
TOTAL	0	3	1	1	3	5	0	0	110	140	62	44	2	1	178	194	372

Woodland Attendance History**

Attendance			
2013-14	2014-15	2015-16	2016-17
96.70%	96.70%	96.42%	97.76%

*Data from PEIMS 9/13/17

**Data from 2015-16 TAPR Report and 2017 PEIMS Data

Demographics Strengths

- Our Special Education Students receive additional inclusion support through co-teach and/or facilitated support as a result of implementation of the Systemic Inclusion Support Pilot program.
- ELLs receive language and vocabulary support from a bilingual/ESL certified teacher daily in the classroom and during intervention.
- The attendance rate at Woodland Elementary has remained steady over the past five years.
- In addition to providing dyslexia services, dyslexia therapists will be utilized in ELAR classrooms at the end of each school day to scaffold/support the reading and writing skills of struggling students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Even though scores of ELL's on standardized tests have improved, they still lag behind those of non-ELL peers. **Root Cause:** Second Language Learners need additional language support and linguistic accommodations.

Problem Statement 2: SPED student standardized test scores are well below the state average. **Root Cause:** SPED students need additional inclusion support in the classroom.

Problem Statement 3: Reallocation of technology resources and paraprofessional support are necessary to meet the accommodation needs of the 504 student population. **Root Cause:** The 504 student population is growing rapidly as the eligibility criteria for 504 changes and expands.

Problem Statement 4: The large economically disadvantaged student population in our school lags behind their non-economically disadvantaged peers. **Root Cause:** These students need additional vocabulary support to increase academic skills.

Student Academic Achievement

Student Academic Achievement Summary

Woodland Elementary School focuses on meeting the needs of each individual student academically, physically, emotionally, and socially. Academic needs are met through differentiated instruction in the classroom and through specific intervention and enrichment activities tailored to meet individual needs during FLEX time. Daily PE and recess increases physical fitness of students while also building social skills and communication skills. Students also develop fine arts and technology skills and interests through music, art, library, computer, and challenge lab rotations weekly. Student achievement academically is measured through success on unit assessments in each of the core classes and through 4th grade STAAR tests in reading, writing, and math and 5th grade STAAR tests in reading, math, and science. Physical fitness is measured in PE annually through the Fitnessgram program. Students have the opportunity to showcase their fine arts skills through an art show annually and through talent shows for each grade.

Through the Fundamental Five implemented this year, teachers are assessing student understanding in class daily through formative assessments such as exit tickets, informal observations of group work, journal entries, student self-assessments, etc... Diagnostic Assessments include dyslexia testing, SPED testing, Diebels Universal Screeners in ELAR classes, math skills initiative monitoring in math classrooms. Summative assessments include unit assessments, benchmarks and STAAR assessments in core subject areas.

All schools in Texas must meet standards set in four state accountability areas. For the 2016-17 school year, Woodland Elementary met these targets:

- Index 1 - Student Achievement. Woodland Elementary Score: 68 (State Target Score: 60)**
- Index 2 - Student Progress. Woodland Elementary Score: 38 (State Target Score: 32)**
- Index 3 - Closing Performance Gaps. Woodland Elementary Score: 32 (State Target Score: 28)**
- Index 4 - Postsecondary Readiness. Woodland Elementary Score: 32 (State Target Score: 12)**

These scores result in Woodland Elementary receiving a 2017 Texas Accountability Met Standard Rating.

Student Academic Achievement Strengths

Woodland Elementary 2017 Accountability Rating: Met Standard

Woodland Elementary Met Participation Rates 8 out of 8 = 100% State System Safeguards

Woodland Elementary Met Performance Rates 8 out of 8 = 100% State System Safeguards

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 4th Grade STAAR scores were lower than those from 2016-17 **Root Cause:** Lower STAAR scores can be attributed to the following:
1. Historically, this class has scored lower on STAAR. 2. One new ELAR teacher and one new Math teacher in 4th grade. 3. All student populations STAAR scores counted in overall STAAR scores for the first time.

Problem Statement 2: 5th Grade STAAR scores were lower than those from 2016-17 **Root Cause:** Lower STAAR scores can be attributed to the following:
1. All student populations STAAR scores counted in overall STAAR scores for the first time. 2. This class included a large SPED and Dyslexia population.

School Processes & Programs

School Processes & Programs Summary

Woodland Elementary staff is 100% highly qualified ensuring that all students are surrounded by top-notch staff who have been trained to hold high expectations for all students. Teachers and paraprofessionals participate in ongoing professional development to meet students where they are and challenge them to continue to grow academically, socially and emotionally.

Teacher Professional Development/GISD Initiatives:

- Balanced Literacy Training; Region 9 Literacy Academies
- 1 participant in Region 9 Math Collaborative
- 1 participant in Region 9 Science Collaborative
- Trail of Breadcrumbs Writing/Grammar Training
- Cross-Curricular Writing Training
- Math Core Content, Math Skills Initiative and TEKSING the STAAR Training
- Stemsscopes Science Curriculum Training
- Technology Training; 3 participants/IPADPALOOZA, 1 participant/Tots and Technology
- Dyslexia Training
- ELPS Training
- SLO (Student Learning Objective) & TTESS Training
- GISD Inspires Conference
- Fundamental Five Training
- High Reliability Schools Team Training
- Conscious Discipline - PBIS Training

Woodland Staff:

- 1 Principal
- 1 Counselor
- 24 Teachers
- 2 Professional Support
- 5 Interventionists

- 6 Paraprofessionals

Teacher Experience:

- 9 1-5 Years Experience
- 5 6-10 Years Experience
- 7 11-20 Years Experience
- 3 20+ Years Experience

School Processes & Programs Strengths

Woodland Elementary staff strengths are:

- New staff members bring previous teaching experience
- Subject matter teams meet together at least one day a week in PLCs and work closely together to make sure they are all on the same page
- All staff members meet their students at the door at the beginning of each class and greet them with a special handshake of the student's choosing
- All staff members are working to implement Woodland Eagles SOAR procedures and voice levels throughout common areas at Woodland
- Woodland Elementary staff enjoy their students and enjoy each other

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student academic performance lags behind the state and region average on STAAR. **Root Cause:** Data collection and analysis efforts need to be systematic and specific to insure that all TEKS readiness standards and supporting standards are being taught to mastery.

Problem Statement 2: Inadequate ESL certified ELAR staff has made it necessary for bilingual teacher to go into the classrooms of non-ESL certified ELAR teachers to provide academic support for EL learners. **Root Cause:** Additional ELAR teachers need to attend ESL Academy and become ESL certified.

Problem Statement 3: Increasing differentiated instruction needs and increasing accommodation availability has resulted in the necessity of revising schedules and settings on testing days. **Root Cause:** Increased rigor and academic expectations for all populations has resulted in the change of instructional delivery and assessment processes for Special Education, 504 and EL students.

Perceptions

Perceptions Summary

Our goal at Woodland Elementary is that all students are successful academically, socially and emotionally. This happens when students are actively engaged with their peers in core classes, during rotation and flex classes, and at PE, recess, and lunch. Students are rewarded for positive academic, social, and emotional success through the hopper drawing every 3 weeks and through student of the six weeks awards, BUG awards, character education awards, and A & AB honor roll awards every 6 weeks.

Each year, student, teacher, and parent perceptions of the school culture and climate are obtained through surveys. Results of the GISD elementary schools surveys are used by school staff to determine student and school strengths and needs.

Perceptions Strengths

Teacher Survey Responses 2016-17:

Comprehensive Needs Assessment Data Documentation

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

Goals







Goal 1: 1. All students will attain maximum student achievement through relevant and rigorous instructional programs.

Performance Objective 1: By June of 2018, Woodland Elementary will meet or exceed the state average on 4th Grade STAAR Reading, Writing and Math and on 5th grade STAAR Reading, Math and Science.

Evaluation Data Source(s) 1: 2017-2018 STAAR results.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 1) Continued implementation to ensure district curriculum is aligned with TEKS and state assessments	2, 9	Superintendent Director of Curriculum Principal Teachers Curriculum Lead Teachers	Walkthroughs Unit Assessments Campus Support Visits				
Critical Success Factors CSF 1 CSF 2 2) Use Unit assessments and benchmarks to monitor student progress	1, 2, 8, 9, 10	Director of Curriculum Principals Unit Assessment Coordinators Curriculum Lead Teachers	Unit Assessments Benchmarks Eduphoria				
Critical Success Factors CSF 1 CSF 2 3) Use various forms of intervention to meet student needs	2, 3, 8, 9, 10	Director of Curriculum Technology Director Principal Interventionists Teachers	Ongoing results from unit regular progress monitoring, assessments, and benchmarks				

Critical Success Factors CSF 1 CSF 2 4) Integrate support programs for special populations to ensure academic success.	2, 3, 8, 9, 10	Principal Counselor Special Population Teachers	Progress Monitoring Data Unit Assessment Data Benchmark Data Grade Reports				
Critical Success Factors CSF 1 CSF 4 5) Effective integration of technology into the curriculum through project based learning and stations	1, 2, 4	Principal Teachers	Walkthroughs TTESS SeeSaw Bloomz Google Classroom				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							







Goal 2: In Graham ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Performance Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements.

Evaluation Data Source(s) 1: HQT Report

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 3 CSF 7 1) Maintain Centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols.	1, 3	Superintendent Principal	GISD Personnel Manual Update				
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Provide "buy-back" of unused local personal leave days as incentive for attendance	2, 5	Superintendent Assistant Superintendent of Finance Personnel Department Payroll Department	Leave and Absence Forms Personnel Records				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 3) Provide district professional employees with reimbursement stipends for taking Masters' Degree courses in their area of teaching and shortage areas.	1, 3, 4, 5	Superintendent Assistant Superintendent of Human Resources Assistant Superintendent of Finance	Enrollment Forms Final Grades Reimbursement Forms				
Critical Success Factors CSF 6 4) Maintain effective and efficient GISD personnel policies.	2, 3, 5	Superintendent	Review TASB Personnel Policy				
Critical Success Factors CSF 6 CSF 7 5) Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas.	1, 3, 5	Superintendent Assistant Superintendent of Finance	Annual HQT Reports Principal Personnel Reports				







Critical Success Factors CSF 1 CSF 3 CSF 7 6) Encourage and promote staff expertise through experiences such as: Mentoring, Faculty Presentations, Participation in Trainings and Conferences, Group Planning and Sharing.	3, 4	Principal Campus Committees and Focus Groups Teachers	shared goals and outcomes for all staff.				
Critical Success Factors CSF 6 CSF 7 7) Participate in job fairs and consult with ESCs in securing highly qualified teachers.	5	Principal	Principal Report				
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 8) Promote staff attendance through education of staff on the impact of staff absenteeism.	3	Principal Attendance Clerk	PEIMS AESOP Reports				
Critical Success Factors CSF 1 CSF 2 CSF 3 9) Provide planning sessions for teachers that focus on instructional data, student management, intervention, and implementation of new curriculum.	8	Principal Curriculum Director Interventionists Teachers	Training Agendas Training Feedback/Evaluations Data from student performance following the implementation of training in the classroom.				
Critical Success Factors CSF 1 CSF 7 10) LEA works to ensure that 100% of teachers are HQ on high poverty campuses.	2, 3	Superintendent Assistant Superintendent of Human Resources Principal	HQT Report				
Critical Success Factors CSF 1 CSF 6 11) Provide smaller class sizes in primary grades.	3, 9	Superintendent Assistant Superintendent of Human Resources Principal	Federal Reports PEIMS Class Rosters				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: All students in Graham ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 1: By December of 2017, 5th graders at Woodland Elementary will have received 12 weeks of drug-abuse resistance education which will provide them with the knowledge and skills necessary to resist drug use and abuse.

Evaluation Data Source(s) 1: Feedback from DARE Officers and DARE participants

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 6 1) Utilize School Resource Office to maintain a safe and effective learning environment.	1, 10	Principal	Campus Emergency Plan				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: All students in Graham ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 2: In October of 2017, all Woodland Elementary students will participate in Red Ribbon Week activities which will inform them of the danger of drug use and encourage them to stay drug-free.

Evaluation Data Source(s) 2: Feedback from Woodland Blue Team







Summative Evaluation 2:

Goal 3: All students in Graham ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 3: Monthly practice of various drills such as fire, weather, and lock-down procedures will ensure that all students and staff are prepared in the event of an emergency.

Evaluation Data Source(s) 3: Emergency Management Plan will be reviewed yearly by staff and revisions will be made to drill routes and safe locations as necessary. Local SRO will make suggestions regarding Lock-Down procedures and drills

Summative Evaluation 3:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 6 1) Review and revise Campus Emergency Operations Plan to communicate changes, conduct practice drills, train staff for crisis management.	1, 10	Principal Teachers Staff SRO	Campus Emergency Plan Crisis Manager App Drill Reports Meeting Notes				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: All students in Graham ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 4: By May of 2018, Woodland PBIS team will have expanded Positive Behavior Intervention and Support Plan to include standard rules and procedures to be implemented in all classrooms in the 2018-2019 school year that will result in fewer student office referrals.

Evaluation Data Source(s) 4: Research by PBIS committee and surveys to school personnel.

Summative Evaluation 4: Some progress made toward meeting Performance Objective







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 6 1) Conduct learning opportunities for staff/parents that include topics such as Conflict resolution, Bully, Drug, Tobacco, and Alcohol Prevention, Tattling, Self-Discipline, Self-Regulation, Anger Management	2, 9, 10	Principal Counselor Teachers	Training Evaluations PEIMS Data				
Critical Success Factors CSF 6 2) Provide a bullying prevention and reporting plan as outlined in board policy FFI (Local)	1, 10	Principal Counselor	Bully Reporting Forms				
Critical Success Factors CSF 4 CSF 6 3) Create a campus model of Positive Behavior Support and Interventions to assist students in being able to self-regulate and be successful in school.	1, 7, 9	Principal Counselor Teachers	PEIMS Data PBIS Implementation Plan				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: All students in Graham ISD will graduate from High School.

Performance Objective 1: Woodland Elementary seeks to increase academic and social-emotional skills that will prepare students for high school and post-secondary school success.

Evaluation Data Source(s) 1: Student Retention Data, Information from SST Meetings/Data Meetings

Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 2 1) Teachers will participate in vertical and horizontal curriculum planning and alignment to assure fidelity to instruction across grade levels.	1, 9	Curriculum Director Principal Interventionists Teachers	Unit Assessment Data STAAR Data				
Critical Success Factors CSF 1 CSF 2 2) Accelerated instruction will be provided to at-risk students through daily intervention.	9	Curriculum Director Principal Interventionists Teachers	Unit Assessment Data Grade Reports STAAR Data				
Critical Success Factors CSF 1 CSF 5 CSF 6 3) Weekly college spotlights in all 4th and 5th grade science and social studies classes and 5th grade participation in will NCTC's 5th Grade College-Bound Kids Program will provide students with knowledge and motivation to graduate from high school and pursue higher education and training geared to student strengths and interests.	1	Principal Counselor	Feedback from teachers and students. Results from interest surveys.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Parents and Community will be partners in the education of students in Graham ISD.

Performance Objective 1: By May of 2018, 100% of Graham ISD Campuses will participate in activities designated to increase parental involvement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 5 1) Provide access to GISD Student Handbooks and Student/Parent/Teacher Compacts to all GISD students and parents.	6	Superintendent	Student Handbook Receipts Compact Receipts				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Parents and Community will be partners in the education of students in Graham ISD.

Performance Objective 2: 100% of Woodland teachers communicate regularly with parents by making a minimum of one parent contact per week.

Evaluation Data Source(s) 2: Post Cards mailed out to parents weekly. Phone calls made to parents weekly. Parent Square communication weekly.

Summative Evaluation 2:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 5 CSF 6 1) Woodland teachers, principal and counselor communicate weekly with parents through face-to-face contacts, technology applications such as Class Dojo, Bloomz, and Seesaw and through letters, phone calls, e-mails and texts.	6	Principal Counselor Teachers	Parent/Teacher/Student Survey Information				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Parents and Community will be partners in the education of students in Graham ISD.

Performance Objective 3: Woodland PTO, WATCHD.O.G.S. and Virginia's House Mentor Program seek to support students' social, emotional and academic needs.

Evaluation Data Source(s) 3: PTO/WATCHD.O.G.S. and Virginia's House Mentor Logs

Summative Evaluation 3:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 6 1) Increased participation in parent and community volunteer opportunities PTO, WATCHD.O.G.S., and Virginia's House Mentor Program.	6, 8	Principal Counselor	Volunteer Logs Meeting Agendas/Participation Logs Event Participation				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: GISD stakeholders will provide oversight to the management of administrative, fiscal, and facilities.

Performance Objective 1: GISD fund balance will sustain a balance equal to three-month operating expenses.

Evaluation Data Source(s) 1: CIT/DIT Committee agendas; Red Team, Staff meeting agendas.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 3 1) Participation in campus budget planning process by all campus groups.	10	Principal	Staff Feedback				
Critical Success Factors CSF 3 2) Ensure GISD business office policies and procedures are in place to ensure effective and efficient handling of all GISD funds.	10	Superintendent Assistant Superintendent of Finance Principal	Annual Audit				
Critical Success Factors CSF 3 3) Campus Improvement Meetings focus on administrative, fiscal, facility oversight to ensure needs assessment and campus goals are met.	10	Principal	CIT Agenda Sign-In Sheets				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Title I

1: Comprehensive Needs Assessment

Title I Component's Strategies

Goal	Performance Objective	Strategy	Description
1	1	2	Use Unit assessments and benchmarks to monitor student progress
1	1	5	Effective integration of technology into the curriculum through project based learning and stations
2	1	1	Maintain Centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols.
2	1	3	Provide district professional employees with reimbursement stipends for taking Masters' Degree courses in their area of teaching and shortage areas.
2	1	5	Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas.
3	1	1	Utilize School Resource Office to maintain a safe and effective learning environment.
3	3	1	Review and revise Campus Emergency Operations Plan to communicate changes, conduct practice drills, train staff for crisis management.
3	4	2	Provide a bullying prevention and reporting plan as outlined in board policy FFI (Local)
3	4	3	Create a campus model of Positive Behavior Support and Interventions to assist students in being able to self-regulate and be successful in school.
4	1	1	Teachers will participate in vertical and horizontal curriculum planning and alignment to assure fidelity to instruction across grade levels.
4	1	3	Weekly college spotlights in all 4th and 5th grade science and social studies classes and 5th grade participation in will NCTC's 5th Grade College-Bound Kids Program will provide students with knowledge and motivation to graduate from high school and pursue higher education and training geared to student strengths and interests.
4	1	5	Weekly college spotlights in all 4th and 5th grade science and social studies classes and 5th grade participation in NCTC's 5th Grade College Bound Kids Program will provide students with knowledge and motivation to graduate from high school and pursue higher education and training geared to student strengths and interests.

2: Schoolwide Reform Strategies

Title I Component's Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Continued implementation to ensure district curriculum is aligned with TEKS and state assessments
1	1	2	Use Unit assessments and benchmarks to monitor student progress
1	1	3	Use various forms of intervention to meet student needs
1	1	4	Integrate support programs for special populations to ensure academic success.
1	1	5	Effective integration of technology into the curriculum through project based learning and stations
2	1	2	Provide "buy-back" of unused local personal leave days as incentive for attendance
2	1	4	Maintain effective and efficient GISD personnel policies.
2	1	10	LEA works to ensure that 100% of teachers are HQ on high poverty campuses.
3	4	1	Conduct learning opportunities for staff/parents that include topics such as Conflict resolution, Bully, Drug, Tobacco, and Alcohol Prevention, Tattling, Self-Discipline, Self-Regulation, Anger Management

3: Instruction by highly qualified professional teachers

Goal	Performance Objective	Strategy	Description
1	1	3	Use various forms of intervention to meet student needs
1	1	4	Integrate support programs for special populations to ensure academic success.
2	1	1	Maintain Centralized, effective and efficient GISD personnel policies, hiring procedures, and protocols.
2	1	3	Provide district professional employees with reimbursement stipends for taking Masters' Degree courses in their area of teaching and shortage areas.
2	1	4	Maintain effective and efficient GISD personnel policies.
2	1	5	Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas.
2	1	6	Encourage and promote staff expertise through experiences such as: Mentoring, Faculty Presentations, Participation in Trainings and Conferences, Group Planning and Sharing.
2	1	8	Promote staff attendance through education of staff on the impact of staff absenteeism.
2	1	10	LEA works to ensure that 100% of teachers are HQ on high poverty campuses.
2	1	11	Provide smaller class sizes in primary grades.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Goal	Performance Objective	Strategy	Description
1	1	5	Effective integration of technology into the curriculum through project based learning and stations
2	1	3	Provide district professional employees with reimbursement stipends for taking Masters' Degree courses in their area of teaching and shortage areas.
2	1	6	Encourage and promote staff expertise through experiences such as: Mentoring, Faculty Presentations, Participation in Trainings and Conferences, Group Planning and Sharing.

5: Strategies to attract highly qualified teachers

Goal	Performance Objective	Strategy	Description
2	1	2	Provide "buy-back" of unused local personal leave days as incentive for attendance
2	1	3	Provide district professional employees with reimbursement stipends for taking Masters' Degree courses in their area of teaching and shortage areas.
2	1	4	Maintain effective and efficient GISD personnel policies.
2	1	5	Provide pay incentives in the form of stipends for new and returning teachers in acute shortage areas.
2	1	7	Participate in job fairs and consult with ESCs in securing highly qualified teachers.

6: Strategies to increase parental involvement

Goal	Performance Objective	Strategy	Description
5	1	1	Provide access to GISD Student Handbooks and Student/Parent/Teacher Compacts to all GISD students and parents.
5	2	1	Woodland teachers, principal and counselor communicate weekly with parents through face-to-face contacts, technology applications such as Class Dojo, Bloomz, and Seesaw and through letters, phone calls, e-mails and texts.
5	3	1	Increased participation in parent and community volunteer opportunities PTO, WATCHD.O.G.S., and Virginia's House Mentor Program.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Goal	Performance Objective	Strategy	Description
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Goal	Performance Objective	Strategy	Description
3	4	3	Create a campus model of Positive Behavior Support and Interventions to assist students in being able to self-regulate and be successful in school.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Goal	Performance Objective	Strategy	Description
1	1	2	Use Unit assessments and benchmarks to monitor student progress
1	1	3	Use various forms of intervention to meet student needs
1	1	4	Integrate support programs for special populations to ensure academic success.
2	1	9	Provide planning sessions for teachers that focus on instructional data, student management, intervention, and implementation of new curriculum.
5	3	1	Increased participation in parent and community volunteer opportunities PTO, WATCHD.O.G.S., and Virginia's House Mentor Program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Goal	Performance Objective	Strategy	Description
1	1	1	Continued implementation to ensure district curriculum is aligned with TEKS and state assessments
1	1	2	Use Unit assessments and benchmarks to monitor student progress
1	1	3	Use various forms of intervention to meet student needs
1	1	4	Integrate support programs for special populations to ensure academic success.
2	1	11	Provide smaller class sizes in primary grades.
3	4	1	Conduct learning opportunities for staff/parents that include topics such as Conflict resolution, Bully, Drug, Tobacco, and Alcohol Prevention, Tattling, Self-Discipline, Self-Regulation, Anger Management
3	4	3	Create a campus model of Positive Behavior Support and Interventions to assist students in being able to self-regulate and be successful in school.
4	1	1	Teachers will participate in vertical and horizontal curriculum planning and alignment to assure fidelity to instruction across grade levels.

Goal	Performance Objective	Strategy	Description
4	1	2	Accelerated instruction will be provided to at-risk students through daily intervention.
10: Coordination and integration of federal, state and local services and programs			
Goal	Performance Objective	Strategy	Description
1	1	2	Use Unit assessments and benchmarks to monitor student progress
1	1	3	Use various forms of intervention to meet student needs
1	1	4	Integrate support programs for special populations to ensure academic success.
3	1	1	Utilize School Resource Office to maintain a safe and effective learning environment.
3	3	1	Review and revise Campus Emergency Operations Plan to communicate changes, conduct practice drills, train staff for crisis management.
3	4	1	Conduct learning opportunities for staff/parents that include topics such as Conflict resolution, Bully, Drug, Tobacco, and Alcohol Prevention, Tattling, Self-Discipline, Self-Regulation, Anger Management
3	4	2	Provide a bullying prevention and reporting plan as outlined in board policy FFI (Local)
6	1	1	Participation in campus budget planning process by all campus groups.
6	1	2	Ensure GISD business office policies and procedures are in place to ensure effective and efficient handling of all GISD funds.
6	1	3	Campus Improvement Meetings focus on administrative, fiscal, facility oversight to ensure needs assessment and campus goals are met.