

Garland Independent School District
Austin Academy For Excellence
2018-2019 Campus Improvement Plan

Mission Statement

Austin Academy for Excellence fosters the growth of student self-worth and integrity to empower and inspire each individual to meet the challenges of the future.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

- 87.3% of 8th grade students met the benchmark for Reading and Writing on the October 2017 administration of the PSAT.
- 76% of ELL students met standard on the 8th grade Math STAAR assessment.
- Over 60% of ELL students passed the 6th, 7th, and 8th grade Reading STAAR tests.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 65% of ELL students reported limited growth in math and 55% reported limited growth in reading on the 2018 STAAR assessment. **Root Cause:** Insufficient instruction in academic vocabulary in each area that contribute to gaps in comprehension and implementation of skills needed for academic growth.

Problem Statement 2: 0% of Special Education students meet standard on the 7th grade Writing STAAR Assessment. **Root Cause:** Lack of exposure to writing practices at the level required for passing the state assessment.

Problem Statement 3: 30% of 6th grade students achieved Meets Grade Level on the 2018 Math STAAR Assessment. **Root Cause:** Instruction: Professional development needed for teachers to increase the capacity to teach struggling learners. Quality engagement strategies are needed.

Problem Statement 4: 19% of non-GT 6th grade students achieved meets standards on the 2018 Reading STAAR test compared to 44% of non-GT 7th grade students and 33% of non-GT 8th grade students. **Root Cause:** Lack of strategies of differentiation of instructional practices. Teachers must be able to teach to the GT student, as well as, the non-GT student.

Problem Statement 5: 18% off ELL students scored at the Mastery Level on the 2018 STAAR Science Assessment **Root Cause:** Insufficient instruction in academic vocabulary in each area that contribute to gaps in comprehension and implementation of skills needed for academic growth.

School Culture and Climate

School Culture and Climate Strengths

- Over 97% of the students were present each day for instruction.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 25% of student discipline incidents were classified as class disruption or disrespect. **Root Cause:** Ambiguity of the terms and behaviors that fit into these categories.

Problem Statement 2: 21.4% of discipline incidents occurred in common areas (hallways and cafeteria). **Root Cause:** Lack of supervision by staff in these areas.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- 96% Teacher retention rate for the 2017-2018 school compared to 80% from the previous school year.

Parent and Community Engagement

Parent and Community Engagement Strengths

81% of parents responded in Family Engagement Survey that "teachers are willing to provide my child with help before and after school - Almost Always".

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Only 4% of families responded to the GISD Family Engagement Survey. **Root Cause:** Lack of outreach and communication with families.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Percent of students in grade 6 demonstrating literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 65.6% to 90% by 2025. (18-19 interim goal =70.7%)

Evaluation Data Source(s) 1: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Administrators and teachers will use the MAP Learning Continuum data for Reading to embed Tier 1 intervention support across all core content areas to accelerate learning.</p>	2.4, 2.5, 2.6	AAE Administrators and teachers	Students are expected to show growth on district benchmarks, MAP testing, and State Assessments .				
<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: 6100 Payroll- Title I Funds - 3000.00</p>							
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers and Administrators will use information from common formative assessments to identify staff development needs and engage in ongoing job-embedded staff development in the area of Reading.</p>	2.4, 2.5, 2.6	AAE Administrators and teachers	Students are expected to show growth on district benchmarks, MAP testing, and State Assessments .				
<p>Problem Statements: Student Achievement 1</p>							

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 3) Teachers and Instructional Aide will implement appropriate instructional strategies and materials for students identified in the CIP Needs Assessment and discussed in staff development to address diversity, building relationships with students, and working with students from different populations to meet their areas of need in reading.	2.4, 2.5, 2.6	AAE Administrators and teachers	Students are expected to show growth on district benchmarks, MAP testing, and State Assessments .				
	Problem Statements: Student Achievement 1 Funding Sources: 6100 Payroll- Title I Funds - 0.00, 199 - State Comp Ed Funds - 9944.00						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 65% of ELL students reported limited growth in math and 55% reported limited growth in reading on the 2018 STAAR assessment. Root Cause 1: Insufficient instruction in academic vocabulary in each area that contribute to gaps in comprehension and implementation of skills needed for academic growth.

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

Performance Objective 2: Percent of students in grade 7 demonstrating writing literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 73.8% to 80% by 2025. (18-19 interim goal = 75%)

Evaluation Data Source(s) 2: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will provide students with writing assignments in all subjects areas, and utilize a variety of instructional strategies to help students learn essential writing skills. Teachers will incorporate AVID writing to learn straits.</p>	2.4, 2.5, 2.6	AAE Administrators and Teachers	Students will show continued growth in writing that will be assessed by writing samples assigned by the classroom teachers, results on district benchmarks, and the STAAR assessment.				
	Problem Statements: Student Achievement 2						
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Teacher will also provide individual and small-group instruction to provided additional intervention and enrichment focused on writing (target Special Education Subpopulation).</p>	2.4, 2.5, 2.6	AAE Administrators and Teachers	Students will show continued growth in writing that will be assessed by writing samples assigned by the classroom teachers, results on district benchmarks, and the STAAR assessment.				
	Problem Statements: Student Achievement 2 Funding Sources: 6100 Payroll- Title I Funds - 6500.00, 6400 Healthy Snacks/Bus/Travel - Title I Funds - 2730.00						
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will implement appropriate instructional strategies for students based on areas identified in the CIP and working with students in specified population.</p>	2.4, 2.6	AAE Administrators and Teachers	Students will show continued growth in writing that will be assessed by writing samples assigned by the classroom teachers, results on district benchmarks, and the STAAR assessment.				

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 4) Teachers and administrators will use information from the common formative assessments to identify staff development needs and engage in ongoing job-embedded staff development in the area of writing.	2.4, 2.6	AAE Administrators and Teachers	Students will show continued growth in writing that will be assessed by writing samples assigned by the classroom teachers, results on district benchmarks, and the STAAR assessment.				
	Problem Statements: Student Achievement 2						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: 0% of Special Education students meet standard on the 7th grade Writing STAAR Assessment. Root Cause 2: Lack of exposure to writing practices at the level required for passing the state assessment.

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

Performance Objective 3: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 62.5 to 76% by 2025. (18-19 interim goal = 64%)

Evaluation Data Source(s) 3: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will provide students targeted language acquisition instruction to ensure English Learner student demonstrated one year's growth in their language development.</p>	2.4, 2.5, 2.6	AAE Administrators and All teachers assigned to instruction ELL students in any capacity.	Students will show growth in language acquisition through benchmark testing, MAP testing, and State Assessment testing.				
				<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: 6300 Supplies and Materials- Title I Funds - 5400.00, 6100 Payroll- Title I Funds - 700.00</p>			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will implement appropriate instructional strategies for students based on strategies identified in the CIP and discussed in staff development to address building language capacity and fluid use of academic language on a daily basis.</p>	2.4, 2.6	AAE Administrators and All teachers assigned to instruction ELL students in any capacity.	Students will show growth in language acquisition through benchmark testing, MAP testing, and State Assessment testing.				
				<p>Problem Statements: Student Achievement 1</p>			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers and administrators will use information from common formative assessment to identify staff development needs and engage in ongoing staff-development for the needs of ELL students.</p>	2.4, 2.6	AAE Administrators and All teachers assigned to instruction ELL students in any capacity.	Students will show growth in language acquisition through benchmark testing, MAP testing, and State Assessment testing.				
				<p>Problem Statements: Student Achievement 1</p>			



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: 65% of ELL students reported limited growth in math and 55% reported limited growth in reading on the 2018 STAAR assessment. **Root Cause 1:** Insufficient instruction in academic vocabulary in each area that contribute to gaps in comprehension and implementation of skills needed for academic growth.

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

Performance Objective 4: Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 74.1% to 80% by 2025. (18-19 interim goal = 75%)

Evaluation Data Source(s) 4: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers utilize small group instruction to specially target and support individual student needs.	2.4, 2.6	AAE Administrators, All Science Teachers, and Intervention Teachers (Sp.Ed or IDF)	Students will be expected to show growth in concepts through mastery of quizzes (classroom based, district benchmark assessment, and State Assessment Test)				
	Problem Statements: Student Achievement 5						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 2) Teachers and administrators will use information from common formative assessments to identify staff development needs and engage in ongoing staff develop in the area of science.	2.4, 2.6	AAE Administrators, All Science Teachers, and Intervention Teachers (Sp.Ed or IDF)	Students will be expected to show growth in concepts through mastery of quizzes (classroom based, district benchmark assessment, and State Assessment Test)				
	Problem Statements: Student Achievement 5						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 3) Teachers will implement appropriate instructional strategies for students based on strategies identified in the CIP and discussed in staff development to address the students in specified populations.	2.4, 2.6	AAE Administrators, All Science Teachers, and Intervention Teachers (Sp.Ed or IDF)	Students will be expected to show growth in concepts through mastery of quizzes (classroom based, district benchmark assessment, and State Assessment Test)				
	Problem Statements: Student Achievement 5						

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Performance Objective 4 Problem Statements:


Student Achievement
Problem Statement 5: 18% off ELL students scored at the Mastery Level on the 2018 STAAR Science Assessment Root Cause 5: Insufficient instruction in academic vocabulary in each area that contribute to gaps in comprehension and implementation of skills needed for academic growth.

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

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 6 on STAAR Math, will increase from 28.2% to 70% by 2025. (18-19 interim goal = 33%)

Evaluation Data Source(s) 5: STAAR spring administration testing data file (first-time testers only; accountability subset)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 1) Teachers will utilize bell ringers and mini lessons weekly to pre-teach skills aligned to the abstract concepts of the TEKS in the next unit of instruction.	2.4, 2.5, 2.6	AAE Administrators, Department Leads, and Teachers	Teacher will document use of skills being taught through lesson plans. PLC groups will meet weekly and turn in progress sheets to Administrator.				
	Problem Statements: Student Achievement 4						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 2) Teachers will disaggregate data from MAP and unit assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities.	2.4, 2.5, 2.6	AAE Administrators, Department Leads, and Teachers	Teacher will document use of skills being taught through lesson plans. PLC groups will meet weekly and turn in progress sheets to administrators.				
	Problem Statements: Student Achievement 3 Funding Sources: 6300 Supplies and Materials- Title I Funds - 4400.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 3) Teachers and administrators will use information from common formative assessments to identify staff development needs and engage in embedded staff develop in the area of Math.	2.4, 2.5, 2.6	AAE Administrators, Department Leads, and Teachers	Teacher will document use of skills being taught through lesson plans. PLC groups will meet weekly and turn in progress sheets to administrators.				
	Problem Statements: Student Achievement 3						
							

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 3: 30% of 6th grade students achieved Meets Grade Level on the 2018 Math STAAR Assessment. Root Cause 3: Instruction: Professional development needed for teachers to increase the capacity to teach struggling learners. Quality engagement strategies are needed.
Problem Statement 4: 19% of non-GT 6th grade students achieved meets standards on the 2018 Reading STAAR test compared to 44% of non-GT 7th grade students and 33% of non-GT 8th grade students. Root Cause 4: Lack of strategies of differentiation of instructional practices. Teachers must be able to teach to the GT student, as well as, the non-GT student.







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

Performance Objective 6: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through PSAT School Day, will increase from 87.4% to 90% in Evidence-based Reading & Writing and 73% to 75% in Mathematics by 2025. (1819 EBRW interim goal = 88%; 18-19 math interim goal = 73.3%)

Evaluation Data Source(s) 6: College Board's SAT district summary report

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will empower students to track their learning progress by first setting goals and then charting progress on specific skills, MAP scores, Istation scores, and other teacher created assessments.</p>	2.4, 2.5, 2.6	Teachers	Teacher will monitor to ensure that student are effectively tracking the students usage and data collection.				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers and administrators will use information from common formative assessment to identify staff development needs and engage in ongoing job-embedded staff development to address college and career readiness.</p>	2.4, 2.5, 2.6	AAE Administrators and Teachers	Percent of students meeting college ready benchmark on PSAT will increase.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


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

Performance Objective 7: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 50% to 35% by 2025. (18-19 interim goal = 46.5%)

Evaluation Data Source(s) 7: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>1) Campus staff will review behavioral data and develop a school wide student management plan to address specific targeted behavior, a positive behavior support plan that promotes positive behavior in all aspects of the school setting and to determine interventions to be utilized to prevent misconduct.</p>	2.6	AAE Administrator in charge of discipline, teachers , and staff members.	Decrease in student office referrals for Hispanic subpopulation.				
	Problem Statements: School Culture and Climate 1, 2						
<p>PBMAS Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>2) Administrative teams will establish specific school-based goals and timelines based on data/root cause analysis to reduce over representations of students of color in disciplinary outcomes.</p>	2.6	AAE Administrator in charge of discipline, teachers , and staff members.	Decrease in student office referrals for Hispanic subpopulation.				
	Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 3815.00						

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 3 CSF 4 CSF 6 3) Teachers will use appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships with students, and working with students from different populations. Teachers will review discipline data and intervention strategies monthly during PLC/Grade Level meetings.	2.6	AAE Administrator in charge of discipline, teachers, and staff members.	Decrease in student office referrals for Hispanic subpopulation.				
	Problem Statements: School Culture and Climate 1, 2						
							

Performance Objective 7 Problem Statements:

School Culture and Climate
Problem Statement 1: 25% of student discipline incidents were classified as class disruption or disrespect. Root Cause 1: Ambiguity of the terms and behaviors that fit into these categories.
Problem Statement 2: 21.4% of discipline incidents occurred in common areas (hallways and cafeteria). Root Cause 2: Lack of supervision by staff in these areas.

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

Performance Objective 8: Percent of Family Engagement Surveys will increase from 4% to 70% by 2025. (18-19 parental involvement goal= 20%).

Evaluation Data Source(s) 8: Review of website and parental opportunities for participation on campus and in the classrooms.

Summative Evaluation 8:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Administrators and Teachers will provide parents and students with AAE Sixth Grade Orientation opportunity for incoming students.</p>	3.1, 3.2	AAE Administrators and Teachers	Increase in parental involvement beyond the extra-curricular activities.				
Funding Sources: 6100 Parent Inv. Payroll T1 - 6800.00, 6300 Supplies and Materials- Title I Funds - 350.00, 6300 Parent Involvement. Supplies T1 - 5200.00							
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Administrators will communicate with parents via phone-messages, e-mails, and twitter about the GISD parent survey.</p>	3.1, 3.2	AAE Administrators	Increase percent of families that complete GISD Family Engagement Survey.				

Goal 2: Magnet Funding Justification

Performance Objective 1: By the end of 2018 -2019, all advanced magnet students will successfully complete advanced level coursework by passing all subjects, earning high school credits (8th grade) and meeting Algebra I EOC passing requirements.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>1) Students and teachers will access and utilize the necessary supplies to successfully facilitate advanced academic instruction.</p>	2.4, 2.5, 2.6	Administrators and teachers	EOC Scores, HS Credit Earned, PSAT Data				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 2: Magnet Funding Justification

Performance Objective 2: All magnet students will have opportunities to participate in extended day/explore learning classes and enrichment activities

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 1) Teachers will offer extended day and enrichment opportunities for students.	2.5, 2.6	Administrators and teachers	Extended Day sign-in sheets				
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 2) Staff will attend training in areas that will help increase achievement and opportunities for all students.	2.4, 2.5	Administrators.	Additional programming opportunities for all students.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Administrators and teachers will use the MAP Learning Continuum data for Reading to embed Tier 1 intervention support across all core content areas to accelerate learning.
1	1	2	Teachers and Administrators will use information from common formative assessments to identify staff development needs and engage in ongoing job-embedded staff development in the area of Reading.
1	1	3	Teachers and Instructional Aide will implement appropriate instructional strategies and materials for students identified in the CIP Needs Assessment and discussed in staff development to address diversity, building relationships with students, and working with students from different populations to meet their areas of need in reading.
1	2	1	Teachers will provide students with writing assignments in all subjects areas, and utilize a variety of instructional strategies to help students learn essential writing skills. Teachers will incorporate AVID writing to learn straits.
1	2	2	Teacher will also provide individual and small-group instruction to provided additional intervention and enrichment focused on writing (target Special Education Subpopulation).
1	2	3	Teachers will implement appropriate instructional strategies for students based on areas identified in the CIP and working with students in specified population.
1	2	4	Teachers and administrators will use information from the common formative assessments to identify staff development needs and engage in ongoing job-embedded staff development in the area of writing.
1	3	1	Teachers will provide students targeted language acquisition instruction to ensure English Learner student demonstrated one year's growth in their language development.
1	3	2	Teachers will implement appropriate instructional strategies for students based on strategies identified in the CIP and discussed in staff development to address building language capacity and fluid use of academic language on a daily basis.
1	3	3	Teachers and administrators will use information from common formative assessment to identify staff development needs and engage in ongoing staff-development for the needs of ELL students.
1	4	1	Teachers utilize small group instruction to specially target and support individual student needs.
1	4	2	Teachers and administrators will use information from common formative assessments to identify staff development needs and engage in ongoing staff develop in the area of science.
1	4	3	Teachers will implement appropriate instructional strategies for students based on strategies identified in the CIP and discussed in staff development to address the students in specified populations.
1	5	1	Teachers will utilize bell ringers and mini lessons weekly to pre-teach skills aligned to the abstract concepts of the TEKS in the next unit of instruction.

Goal	Objective	Strategy	Description
1	5	2	Teachers will disaggregate data from MAP and unit assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities.
1	5	3	Teachers and administrators will use information from common formative assessments to identify staff development needs and engage in embedded staff develop in the area of Math.
1	6	1	Teachers will empower students to track their learning progress by first setting goals and then charting progress on specific skills, MAP scores, Istation scores, and other teacher created assessments.
1	6	2	Teachers and administrators will use information from common formative assessment to identify staff development needs and engage in ongoing job-embedded staff development to address college and career readiness.
1	7	1	Campus staff will review behavioral data and develop a school wide student management plan to address specific targeted behavior, a positive behavior support plan that promotes positive behavior in all aspects of the school setting and to determine interventions to be utilized to prevent misconduct.
1	7	3	Teachers will use appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships with students, and working with students from different populations. Teachers will review discipline data and intervention strategies monthly during PLC/Grade Level meetings.
2	1	1	Students and teachers will access and utilize the necessary supplies to successfully facilitate advanced academic instruction.
2	2	1	Teachers will offer extended day and enrichment opportunities for students.
2	2	2	Staff will attend training in areas that will help increase achievement and opportunities for all students.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Temeko McDonald	Instructional Aide	Title I	100%

Plan Notes

- **Need to include strategies for Parent Involvement (one included to address increased retention). Need to find a data source for this.**
- **Need budget information to complete the Title I campuses requirement that address the ESSA elements (Needs of students were addressed in the CIP).**
- **Need data source for Transition Program (6th grade orientation).**

2018-2019 Needs Assessment Team

Committee Role	Name	Position
Administrator	La Keisha Rider	Assistant Principal
Classroom Teacher	Lauren Houston	Teacher-Science
Classroom Teacher	Sherri Conner	Teacher-ELA
Classroom Teacher	Kevin Thompson	Teacher-History
Classroom Teacher	Thessalin Maeweather	Teacher-Special Education
Classroom Teacher	April Roll	Teacher-Math

2018-2019 Campus Improvement Team

Committee Role	Name	Position
District-level Professional	Mary Shelton	
Administrator	John Fishpaw	
Classroom Teacher	Michael Karbowski	
Classroom Teacher	Melinda McGill-Azeez	
Classroom Teacher	Kristin Pershey	
Classroom Teacher	Lauren Houston	
Classroom Teacher	Debra Montague	
Classroom Teacher	Thess Maeweather	
Classroom Teacher	Bonita Woods	
Parent	Stephanie Ingram	
Parent	Beth Harshman-Martinez	

Campus Funding Summary

199 - State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	3			\$9,944.00
Sub-Total					\$9,944.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	1		Planning/Intervention Subs	\$3,000.00
1	1	3	Instructional Aide	Instructional Aide	\$0.00
1	2	2		AVID Summer Institute	\$6,500.00
1	3	1		Student tutorials	\$700.00
Sub-Total					\$10,200.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	8	1		6th Grade Orientation	\$6,800.00
Sub-Total					\$6,800.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	7	2		Ron CLark	\$3,815.00
Sub-Total					\$3,815.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	3	1		Supplies and Materials	\$5,400.00
1	5	2		Resource for data gathering	\$4,400.00
1	8	1		6th Grade Orientation	\$350.00
Sub-Total					\$10,150.00
6300 Parent Involvement. Supplies T1					

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	8	1		Student Planners	\$5,200.00
Sub-Total					\$5,200.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	2	2		AVID Summer Institute	\$2,730.00
Sub-Total					\$2,730.00
Grand Total					\$48,839.00

Addendums

Garland ISD Campus Improvement Plan Appendix A: State and Federal Mandates

Discipline Management Programs

Provide discipline Management Programs including prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying or bully-like behavior in school, on school grounds and in school vehicles. [TEC 11.252]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Review discipline data to determine trends and develop appropriate training	1	Principal	Training provided based on campus need
2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyber-bullying.	2.5	Principal	Decrease in cyberbullying incidents
3. Utilize HERO program increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities.	2.5	Counselor	Decrease in bullying incidents
4. Encourage students, parents or guardians to report acts of bullying. A student may submit an anonymous report. Parents or students may speak privately to any staff member to report an incident.	2.6	Principal	Information regarding reporting procedures distributed to parents
5. Teachers and staff members are trained in the GISD bullying reporting protocol.	2.6	Principal	Teachers attend training and are familiar with procedures
6. GISD staff conducts bullying workshops for parents and students to increase awareness and prevention of bullying and cyberbullying.	3.2	Guidance and Counseling Department	Bullying workshops are attended and lead to decrease in bullying incidents

Sexual Abuse, Mistreatment of Children. Mental Health Intervention and Suicide Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
Increase staff awareness and recognition of issues of maltreatment and sexual abuse of children through training that covers prevention techniques and options for affected students.	2.6	Guidance & Counseling	Staff is aware of child abuse recognition and reporting requirements
Provide training on methods for addressing the needs of students including suicide prevention programs and early mental health intervention.	2.6	Guidance & Counseling	Staff is aware of methods for addressing mental health issues including suicide prevention

Methods for addressing needs of students for special programs

- a. early mental health intervention and suicide prevention (District only - HB 1386)
- b. conflict resolution programs [TEC 11.252(3)(B)]
- c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
- d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
- e. pregnancy-related services (TEA Addendum)
- f. provisions to improve services to gifted/talented (G/T) students (TEC 11.251-11.253)
- g. supplemental services to homeless students [20 USC 6313(c)(3)]
- h. transportation to foster students [ESSA 1112 (c)(5)(B)(i)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Community Liaisons will provide leadership for school improvement in the areas of climate, discipline management, drug/alcohol prevention, and safety	2.5	Community Liaisons	
2. Prepare age appropriate student assemblies on each campus for the LIGHT Brigade or Jr. LIGHT Brigade to present work in conjunction with drug awareness education classes conducted by the School Resource Officers.	2.5	Guidance & Counseling, LIGHT Counselors, SROs	Student awareness is increased
3. Coordinate with the Garland, Rowlett and Sachse Police Departments and other various local organizations to host a community drug and alcohol awareness event at the Curtis Culwell Center.	3.2	Guidance & Counseling, SROs	Coordination between organizations leads to increase awareness
4. The Guidance and Counseling department utilizes character education as an avenue for providing the guidance curriculum taught to students in the areas including, but not limited to the following: motivation to achieve, decision-making, interpersonal skills, cross-culture effectiveness, and responsible behavior.	2.5	Guidance & Counseling	Character Education programs are implemented on campuses
5. Provide Dyslexia Training Program (DTP) with Rite Flight Supplement (Grades 2 - 5) and the Literacy Program with Rite Flight Supplement (Grades 6 - 12). Students may also be served by the Interventionist on campus in place of these programs as long as it is 50 minutes per day, 4 days per week - and is a program such as SRA, Project Read, etc.	2.6	Student Services	Dyslexia programs provide appropriate services to identified students
6. Provide pregnant or parenting students access to parenting skills classes as well as career training and job acquisition skills through a wide variety of Career and Technical classes offered in GISD.	2.6	CTE	Pregnant or parenting students are able to access necessary support services
7. Provide a child care center specifically designed to care for the newborn infants until they are old enough to move to a regular child care setting.	2.6	CTE	Parenting students are able to return to school
8. Ensure that teachers of record for identified gifted/talented (G/T) students differentiate instruction to meet student needs.	2.4	Principal, G/T Department	Documentation in lesson plans, classroom walkthroughs

9. Provide homeless students with supplemental materials and services; school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	2.6	District Homeless Liaison, Student Services Dept	Students are provided supplemental materials and services.
10. Provide transportation services to students in foster care.	2.6	District Foster Care Liaison	Students are provided transportation services.

Harassment and dating violence [TEC 37.0011]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. New Beginnings Center presents a Dating Violence Program in high school health classes.	2.6	LIGHT Counselors	Student awareness is increased
2. LIGHT Counselors refer students to the New Beginnings Center when the need arises.	2.6	LIGHT Counselors	Information is distributed to parents

Highly Effective Teachers

Recruit and retain highly effective teachers and ensure that instruction will be provided by certified teachers, per district standards.

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	1	HR	Pools of candidates are created
2. Increase minority candidates for positions which more adequately reflects the student population.	1	HR and Principal	The number of minority candidates interviewed and hired increases
3. Provide on-going training and development for mentors (current Project GOAL program)	2.4	HR	Training is provided for mentors
4. Principals assign a veteran teacher on the campus to “mentor” the first-time teachers. There are also additional mentor resources available at the district level.	2.4	Principal	First-time teachers are provided with an adequate level of campus and district support
5. During the school year, there are regular staff development activities scheduled for both rookie and seasoned staff members.	2.4	HR/Principal	Staff development activities are held throughout the school year
6. Opportunities are provided for promotion within the district. The district actively encourages campus internships for teachers working on advanced degrees that require an internship as part of their coursework and for teachers who have been identified as leaders by their supervisors.	1	HR	The district promotes internal candidates

Texas Behavior Support Initiative

Training for Texas Behavior Support Initiative (TBSI) relating to the instruction of students with disabilities and designed for educators who work primarily outside the area of special education.

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Each campus has several members serving on a CORE Team (an administrator, a general education teacher, and a special education teacher are required).	2.6	Principal	Each campus has a full CORE team
2. CORE Team members must attend the Nonviolent Crisis Intervention (NVC) training and complete the Texas Behavior Support Initiative (TBSI) modules.	2.6	Principal	CORE team members attend training
3. CORE Teams will observe and provide support in a crisis situation.	2.6	Principal	CORE team members are able to provide appropriate support

Post-Secondary Readiness

Strategies for providing to students, teachers, counselors, and parents information about: 1. Higher education admissions and financial aid opportunities, 2. TEXAS grant program, 3. Teach for Texas grant programs, 4. The need for students to make informed curriculum choices to be prepared for success beyond high school, 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. GISD Ready website provides information about college and career planning, financial aid opportunities, career exploration and other helpful information related to college and career.	2.5	Advanced Academics	Ready website is kept current and updated
2. Provide FAFSA workshops to assist students and parents complete the application for financial aid.	3.2	Guidance and Counseling	Students and parents complete the FAFSA
3. Scholarship announcements are made through the guidance office as they become available during the school year.	2.6	Guidance and Counseling	Students are made aware of scholarships
4. Provide an opportunity for high school juniors, seniors and their parents to meet with representatives from more than 120 participating colleges and the military.	3.2	Guidance and Counseling	College fair is provided for students and parents

Title I, Part C, Migrant Education Program

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
GISD will provide identified migrant students with instructional support services such as tutoring, summer school, and intervention and/or credit recovery after school and/or during the school day.	2.5 2.6	Special Programs, Region 10	Migrant students are provided with educational services
GISD staff will ensure that migrant students and parents receive timely information about graduation requirements and post high school opportunities.	3.2	Special Programs, Region 10	Migrant students and parents are aware of graduation requirements and post high school opportunities
Improve communication with parents of migrant students, informing families of resources and services available to meet the educational, health, and emotional needs of students.	3.2	Special Programs, Region 10	Migrant students and parents are referred to resources for services to help meet their needs

Drop Out Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide comprehensive staff development for school personnel so that they may recognize environmental, familial, economic, social, developmental, and psychosocial factors which may contribute to a student's failure to complete high school.	2.6	Student Services	Training provided
2. Provide appropriate in-school curricular and non-curricular programs and services to identified at-risk students and students who manifest recognized dropout predictors or characteristics.	2.6	Campus Staff	At risk, students are members of in school curricular and non-curricular programs
3. Access available community media outlets to conduct an awareness campaign to publicize the dropout problem and describe effective preventive techniques, programs, and services that are available.	2.6	Student Services	Media assists in awareness
4. Solicit the support and encourage involvement of the community's diverse groups and organizations. Develop a centralized system for collection, organization, maintenance, and dissemination of at-risk student data.	2.6	Student Services	Centralized system is created and utilized for dissemination of at-risk student data
5. Provide students with academic alternatives to dropping out through cycle recover, grade recovery, online courses, summer school, and non-traditional options.	2.6	Special Programs	Students who experience failure enroll in and complete online grade recovery courses

Coordinated School Health

Include any coordinated school health activities and their evaluation in the campus improvement plan as well as methods to ensure that students participate in the required physical activity and any other activity recommended by the School Health Advisory Council. [TEC 11.253(d3)(10)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Qualified teachers use best practices when teaching physical activity. Structured physical activity is provided at least 135 minutes weekly for elementary students. Middle school students complete a minimum of 225 minutes of physical activity every two weeks for 4 semesters.	2.5	Principal	Structured activity is in the elementary master schedules for the required weekly minutes. Middle school students are enrolled in at least 4 semesters of physical education (or equivalent substitute)
2. Health services are provided for students by qualified professionals such as physicians, nurses, dentists and other allied health personnel from within the school and from the community to assess, protect and promote health.	2.6	Nurse	Health services are provided by Clinic Services
3. School nutrition services offer students a variety of nutritious and appealing meals that accommodate the health and dietary needs of all students.	2.6	Food Services	Students are served nutritious meals
4. Counselors provide services to students to improve mental, emotional and social health and include individual and group assessments, interventions, and referrals.	2.5	Guidance and Counseling	Students are provided appropriate counseling services or are given referrals to services
5. Each elementary and middle school campus wellness team (physical education teacher, school nurse, administrator, cafeteria representative) creates a calendar detailing all of the coordinated school health activities during the school year.	2.6	Principal District Health/Physical Education Coordinator	Campus CSH calendars are turned into the Health/Physical Education Coordinator before the end of the first six weeks. A re-cap of activities is submitted during the last six weeks of each school year.