

**Garland Independent School District**  
**Montclair Elementary School**  
**2018-2019 Campus Improvement Plan**



# **Mission Statement**

We will work together to empower students with the knowledge they need to succeed.

# **Vision**

We serve our community by developing young minds, hearts, and bodies to do great things.

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# Comprehensive Needs Assessment

Revised/Approved: July 24, 2018

## Student Achievement

### Student Achievement Summary

Students made significant growth from 2016-2017 on the majority of student groups. However the data indicates that students are struggling to attain the Meets and Masters level as well as make significant growth from year to year. In science students increased by 20% at the Approaches level. Montclair instituted monthly school-wide writing prompts. Teachers were provided professional learning on Invitation To Notice, scoring writing samples with a rubric and writing across the curriculum. Campus used Imagine Learning in both ELAR and math to chart student progress.

### Student Achievement Strengths

#### 4th grade math strengths:

-69% of all students scored at the Approaches level

-70% of Economically Disadvantaged students were at the Approaches level

#### 3rd grade reading strengths:

-88% of ELL students tested in English scored at the Approaches level.

-13% of ELL students tested in English scored at the Masters Level

-34% of all Spanish STAAR testers were at the Meets level.

#### 5th grade science strengths

-87% of ELL students tested in English scored at the Approaches level.

-25% of all students scored at the Meets level.

-The Meets level increased by 12% compared to the 2016-2017 school year.

#### 4th grade writing STAAR strengths

-The Approaches level increased by 31% compared to the 2016-2017 school year.

#### ELL STAAR growth strengths

-20% of ESL students met growth and accelerated growth in reading STAAR

#### Discipline Strengths

-Student minority groups were disciplined at an appropriate % as compared to campus demographics.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** 25% of all students in 3rd grade scored at the meets grade level on reading STAAR 2018. **Root Cause:** Lack of differentiation in reading and a high percentage of students were not on grade level when entering 3rd grade.

**Problem Statement 2:** 20% of all students in 4th grade scored at the meets grade level on writing STAAR 2018. **Root Cause:** Lack of rigor in writing across all grade levels due to inconsistencies across the campus.

**Problem Statement 3:** 61% of ELL students made limited growth on English math STAAR 2018 and more than 60% of ELL students made limited growth on English reading STAAR 2018. **Root Cause:** Lack of academic language and teacher knowledge of ELL strategies.

**Problem Statement 4:** 25% of all students in 5th grade scored at the meets grade level on science STAAR 2018. **Root Cause:** Lack of academic vocabulary and inconsistent science exposure across the campus.

**Problem Statement 5:** 16% of all students in 4th grade scored at the meets grade level on math STAAR 2018. **Root Cause:** Instruction was not to the rigor of the TEKS, academic vocabulary was not a focus and there was a lack of connection between planning and instructional delivery.

**Problem Statement 6:** 31% of all discipline incidents occurred on the playground or in the hallways. **Root Cause:** Too many students attended recess from multiple grades simultaneously, inconsistent hallway/C.H.A.M.P.S. expectations.

# 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data

### **Parent/Community Data**

- Parent Involvement Rate

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

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

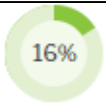
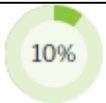

# Goals

**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.**


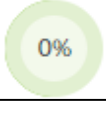
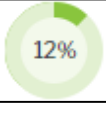
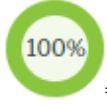

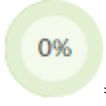

**Performance Objective 1:** Percent of students demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase in grades 3-5 from 25.5% (3rd), 22.8% (4th) and 35.1% (5th) to 90% by 2025. (1819 interim goal = 3rd-38%, 4th-32.9%, 5th-45.2%)

**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
1) Teachers will utilize Balanced Literacy components to specifically target and support individual student needs with additional focus on the following student sub-groups: African-American, white and Special Education.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, I-TEAM, IDFs	Increased performance on DRA levels, MAP, running records, ISIP, CBA's and STAAR at the Meets and Masters Levels.				
	<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 11192.00, 6100 Payroll- Title I Funds - 1500.00						
2) Teachers will disaggregate data and plan collaboratively using MAP, STAAR, ISIP, CBA unit assessments and Imagine Literacy during PLC's to determine appropriate concepts to spiral into future lessons and activities.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, I-TEAM, IDFs	Increased performance on DRA levels, MAP, running records, ISIP, CBA's and STAAR at the Meets and Masters Levels.				
	<b>Problem Statements:</b> Student Achievement 1						
3) Teachers will empower students to track their learning progress by setting goals and charting progress on specific data points such as MAP, STAAR, ISIP, CBA unit assessments and Imagine Literacy.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, I-TEAM, IDFs	Increased performance on DRA levels, MAP, running records, ISIP, CBA's, and STAAR at the Meets and Masters Levels.				
	<b>Problem Statements:</b> Student Achievement 1						



4) Teachers will implement Jan Richardson's Guided Reading strategies and framework.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, I-TEAM, IDFs	Increased performance on DRA levels, MAP, running records, ISIP, CBA's, and STAAR at the Meets and Masters Levels.				
	<b>Problem Statements:</b> Student Achievement 1						
5) A team of teachers will share with staff the learning from PLC Summer Institute and develop a plan to refine PLC practices.	2.4, 2.6	Administrators and Campus PLC Team	Increased performance on DRA levels, MAP, running records, ISIP, CBA's, and STAAR at the Meets and Masters Levels.				
	<b>Funding Sources:</b> 6200 Contracted Services/Registration- Title I Fun - 4100.00						
6) Teachers will plan aligned, rigorous instruction by unpacking TEKs, creating daily learning objectives, and developing teacher and student exemplars.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers	Increased performance on DRA levels, MAP, running records, ISIP, CBA's and STAAR at the Meets and Masters Levels.				
	<b>Problem Statements:</b> Student Achievement 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> 25% of all students in 3rd grade scored at the meets grade level on reading STAAR 2018. <b>Root Cause 1:</b> Lack of differentiation in reading and a high percentage of students were not on grade level when entering 3rd grade.

**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 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 21.5% to 70% by 2025. (1819 interim goal = 30%)

**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
1) Teachers will utilize Balanced Literacy/Writer's Workshop components to specifically target and support individual student needs with additional focus on the following student sub-groups: African-American, white and Special Education.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, I-TEAM, IDFs	Increased performance on monthly writing prompts, student-self monitoring using the district writing rubrics, CBA's, and STAAR at the Meets and Masters Levels.				
	<b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> 6100 Payroll- Title I Funds - 1500.00						
2) Teachers will disaggregate data and plan collaboratively using STAAR, CBA unit assessments, student writing samples/monthly writing prompts and Imagine Literacy during PLC's to determine appropriate concepts to spiral into future lessons and activities.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, I-TEAM, IDFs	Increased performance on monthly writing prompts, student-self monitoring using the district writing rubrics, CBA's, and STAAR at the Meets and Masters Levels.				
	<b>Problem Statements:</b> Student Achievement 2						
3) Classroom and Special Ed. Teachers will empower students to track their learning progress by setting goals and charting progress on specific data points such as student writing samples, unit assessments and Imagine Literacy	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, Special Ed Teachers, I-TEAM, IDFs	Increased performance on monthly writing prompts, student-self monitoring using the district writing rubrics, CBA's, and STAAR at the Meets and Masters Levels.				
	<b>Problem Statements:</b> Student Achievement 2						
4) Teachers will implement research based strategies, including conferencing with students, during writing instruction.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, I-TEAM, IDFs	Increased performance on monthly writing prompts, student-self monitoring using the district writing rubrics, CBA's, and STAAR at the Meets and Masters Levels.				
	<b>Problem Statements:</b> Student Achievement 2						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

Student Achievement
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<b>Problem Statement 2:</b> 20% of all students in 4th grade scored at the meets grade level on writing STAAR 2018. <b>Root Cause 2:</b> Lack of rigor in writing across all grade levels due to inconsistencies across the campus.
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**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 55.8% to 76% by 2025. (1819 interim goal = 66%)

**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
1) Teachers will utilize English Language Proficiency Standards in daily instruction to make content comprehensible by targeting/developing academic language and vocabulary	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, I-TEAM, IDFs	Increased ELL student performance across all content areas such as TELPAS and Imagine Literacy/Math				
<b>Problem Statements:</b> Student Achievement 3							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> 61% of ELL students made limited growth on English math STAAR 2018 and more than 60% of ELL students made limited growth on English reading STAAR 2018.</p> <p><b>Root Cause 3:</b> Lack of academic language and teacher knowledge of ELL strategies.</p>

**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 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 24.3% to 80% by 2025.  
(1819 interim goal = 32%)

**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
1) Teachers will utilize lab-based/hands on activities to support science instruction.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, I-TEAM, IDFs	Increased performance on CBA's, formative assessments and STAAR at the Meets and Masters Levels.				
<b>Problem Statements:</b> Student Achievement 4							
2) Teachers will disaggregate data and plan collaboratively using STAAR, CBA unit assessments during PLC's to determine appropriate concepts to spiral into future lessons and activities. Staff will participate in targeted extended-day tutoring.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, IDFs	Increased performance on CBA's, formative assessments and STAAR at the Meets and Masters Levels.				
<b>Funding Sources:</b> 6100 Payroll- Title I Funds - 1500.00, 199 - State Comp Ed Funds - 4420.00							
3) Teachers will implement interactive science note booking.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, IDFs	Increased performance on CBA's, formative assessments and STAAR at the Meets and Masters Levels.				
<b>Problem Statements:</b> Student Achievement 4							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 4 Problem Statements:**

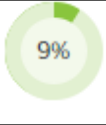
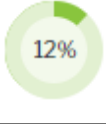
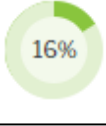
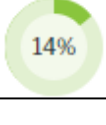
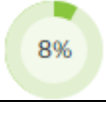
Student Achievement
<b>Problem Statement 4:</b> 25% of all students in 5th grade scored at the meets grade level on science STAAR 2018. <b>Root Cause 4:</b> Lack of academic vocabulary and inconsistent science exposure across the campus.

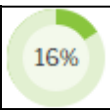


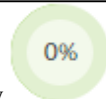

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 5:** Percent of students demonstrating mathematical as measured by Meets Grade Level performance on STAAR Math, will increase in grades 3-5 from 27.5% (3rd), 16.5% (4th) and 28.4% (5th) to 90% by 2025. (1819 interim goal = 3rd-28.3%, 4th-17.3%, 5th-29.2%)

**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
1) Teachers will utilize number talks /Box of Facts components to specifically target and support individual student needs with additional focus on the following student sub-groups: African-American, white and Special Education.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, IDFs	Increased performance on CBA's, formative assessments and STAAR at the Meets and Masters Levels.				
	<b>Funding Sources:</b> 199 - State Comp Ed Funds - 2000.00						
2) Teachers will disaggregate data and plan collaboratively using STAAR, MAP, Imagine Math, CBA unit assessments during PLC's to determine appropriate concepts to spiral into future lessons and activities.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, IDFs	Increased performance on CBA's, formative assessments and STAAR at the Meets and Masters Levels.				
	<b>Problem Statements:</b> Student Achievement 5						
3) Teachers will implement Guided Math strategies.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, IDFs	Increased performance on CBA's, formative assessments and STAAR at the Meets and Masters Levels.				
	<b>Funding Sources:</b> 6100 Payroll- Title I Funds - 1500.00						
4) Kindergarten-2nd grade teachers will integrate Chromebooks with math instruction during stations.	2.4, 2.5, 2.6	K-2nd Classroom Teachers	Increased performance on CBA's and formative assessments				
	<b>Problem Statements:</b> Student Achievement 5 <b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 11116.00						
5) Interventionist will provide additional support to students in the areas of reading and math	2.4, 2.5, 2.6	Administrators and also involved Interventionist	Increased performance on CBA's, formative assessments and STAAR at the Meets and Masters Levels.				

6) Teachers will plan aligned, rigorous instruction by unpacking TEKs, creating daily learning objectives, and developing teacher and student exemplars.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers	Increased performance on CBA's, formative assessments and STAAR at the Meets and Masters Levels.				
<b>Problem Statements:</b> Student Achievement 4							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 5 Problem Statements:**

<b>Student Achievement</b>	
<b>Problem Statement 4:</b> 25% of all students in 5th grade scored at the meets grade level on science STAAR 2018. <b>Root Cause 4:</b> Lack of academic vocabulary and inconsistent science exposure across the campus.	
<b>Problem Statement 5:</b> 16% of all students in 4th grade scored at the meets grade level on math STAAR 2018. <b>Root Cause 5:</b> Instruction was not to the rigor of the TEKS, academic vocabulary was not a focus and there was a lack of connection between planning and instructional delivery.	

**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 student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 11% to 9% in in 2018-2019 and remain below the district goal of 35 by 2025(1819 interim goal = 9%).

**Evaluation Data Source(s) 6:** Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will implement CHAMPS and participate in PLC meetings to refine implementation.	2.4, 2.5, 2.6	Administrators and also involved Classroom Teachers, Counselor	Decrease in incidents occurring on the playground and in the hallway.				
<b>Problem Statements:</b> Student Achievement 6							
2) Teachers will create designated spots for recess supervision.	2.5	Administrators will conduct playground walkthroughs.	Decrease in incidents occurring on the playground.				
<b>Problem Statements:</b> Student Achievement 6							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 6 Problem Statements:**

Student Achievement
<b>Problem Statement 6:</b> 31% of all discipline incidents occurred on the playground or in the hallways. <b>Root Cause 6:</b> Too many students attended recess from multiple grades simultaneously, inconsistent hallway/C.H.A.M.P.S. expectations.

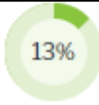






**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 7:** Percentage of parent involvement as measured by parent sign-in sheets will increase by 10% when compared to the 2017-2018 school year.

**Evaluation Data Source(s) 7:** sign-in sheets

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Montclair AVID Site team will provide professional learning for staff in August 2018 and provide on-going professional learning monthly throughout the year to staff.	2.4, 2.5, 2.6	AVID site team	Classroom implementation of AVID strategies/learning as evidenced by AVID look-for form. Increase in parent involvement and awareness based on the Title I Parent Survey results.				
	<b>Funding Sources:</b> 6200 Parent Involvement. Contracted Services/Reg - - 1000.00, 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - 1015.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

# State Compensatory

## Budget for Montclair Elementary School:

<u>Funds Will Be Spent On</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.0000.121.61132.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,210.00
<b>6100 Subtotal:</b>		<b>\$3,210.00</b>
<b>6300 Supplies and Services</b>		
199.11.0000.121.6399.24	6399 General Supplies	\$3,210.00
<b>6300 Subtotal:</b>		<b>\$3,210.00</b>

**Personnel for Montclair Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristina Duke	IST	At-Risk	50%
Lakorcha Harper	Counselor	LIGHT	3%
Trieu Le	IST	At-Risk	50%

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Antonia Holman	Bilingual Aide	Title I	100%
Carol Manuel	Interventionist	Title I	100%

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	James Iorio	Principal
Administrator	Tracy Kovachevich	Assistant Principal
Classroom Teacher	Trieu Le	IST
Classroom Teacher	Erin Cunningham	5th Grade
Classroom Teacher	Esther Fernandez	4th Grade
Classroom Teacher	Stephanie White	3rd Grade
Classroom Teacher	Frances Grumbein	2nd Grade
Classroom Teacher	Sara Heredia	1st Grade
Classroom Teacher	Mallory Delagarza	Kindergarten
Parent	Audrey Daly	Parent
Parent	Ashli Martinez	Parent
Community Representative	Kathy Lamb	Community Member
Community Representative	Carolyn Stone	Community Member
Business Representative	Frances Hiner	Business Representative
District-level Professional	Christi Allen	District Level

# Campus Funding Summary

<b>199 - State Comp Ed Funds</b>					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	4	2	Extended Day		\$4,420.00
1	5	1	Box of Facts Kits for 3rd-5th		\$2,000.00
<b>Sub-Total</b>					<b>\$6,420.00</b>
<b>6100 Payroll- Title I Funds</b>					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	1	Performance Planning in-district/out of district		\$1,500.00
1	2	1	Writing Performance planning in-district/out of district		\$1,500.00
1	4	2	Performance Planning in-district/out of district		\$1,500.00
1	5	3	Performance planning in-district/out of district		\$1,500.00
<b>Sub-Total</b>					<b>\$6,000.00</b>
<b>6200 Contracted Services/Registration- Title I Fun</b>					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	5	PLC Summer Conference Registration/Transportation/Meals		\$4,100.00
<b>Sub-Total</b>					<b>\$4,100.00</b>
<b>6200 Parent Involvement. Contracted Services/Reg -</b>					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	7	1	AVID Family Night		\$1,000.00
<b>Sub-Total</b>					<b>\$1,000.00</b>
<b>6300 Supplies and Materials- Title I Funds</b>					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	1	Guided Reading Carts Grade 3-5		\$2,600.00
1	1	1	DRA kits to support classrooms		\$3,000.00

1	1	1	Guided Reading books, Jan Richardson Guided Reading Next Steps Teacher Books, Book Boxes for 3rd-5th grade for Independent Reading and shelves for the campus Guided Reading library		\$5,592.00
1	5	4	20 I-Pads for Kindergarten-2nd grade		\$9,460.00
1	5	4	LocknCharge CarryOn for 5 iPads - charge only		\$1,656.00
<b>Sub-Total</b>					\$22,308.00
<b>6400 Parent Inv. Healthy Snacks/Bus/Travel T1</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Funds Will Be Spent On</b>	<b>Amount</b>
1	7	1	Parent Involvement Activities		\$1,015.00
<b>Sub-Total</b>					\$1,015.00
<b>Grand Total</b>					\$40,843.00

# 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)]

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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]**

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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.

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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.

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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 (NVCi) 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)]

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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**

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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**

<b>Strategy</b>	<b>Title I</b>	<b>Staff Responsible for Monitoring</b>	<b>Evidence that demonstrates success</b>
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.