

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



# Mission Statement

Believing in yourself  
Utilizing your talents  
Looking to the future  
Learning for life  
Outstanding Citizenship  
Choosing success  
Kids + Parents + Teachers = Excellence in Education!

## Vision

The vision for Bullock Elementary is that all students are life-long learners. It is our hope and desire to make sure that once students have left our building, we have provided them with the tools necessary to strive for self-fulfillment.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

- Bilingual third grade STAAR Spanish scored 85% approaching in reading and math.
- Bilingual third grade STAAR Spanish scored 63% at the meets level in math.
- Fifth grade STAAR math in English scored 85% at the approaching level.
- MAP math scores for Kindergarten, first grade and third grade were above the expected growth.
- MAP reading scores for first, third and fifth met or exceeded projected growth.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Less than 50% of students are scoring at the meets level in STAAR 2018 reading in all grade levels. **Root Cause:** Rigorous Tier 1 instruction has suffered because our attention has been on teaching to the middle and we have not focused on small group differentiated instruction for our middle to high Tier 1 students

**Problem Statement 2:** Just 6% of all students accomplished the Masters standard on the 2018 4th grade writing STAAR **Root Cause:** Writing skills have not been developed appropriately by the time the students reach 4th grade because writing has not been emphasized in all other grade levels due to lack of teacher knowledge of how to incorporate writing into their lessons in all content areas.

**Problem Statement 3:** 18% of all students met the "meets" criteria on the 2018 5th grade science STAAR. **Root Cause:** The focus for teachers in grade levels other than 5th grade has been on reading and math, therefore, science understanding and vocabulary development have not been a priority.

**Problem Statement 4:** In 4th and 5th grade, less than 45% of the students scored at the meets level on the 2018 math STAAR test. **Root Cause:** Tier 1 instruction has been focused on meeting the needs of the lower 50th percentile while failing to appropriately challenge the upper 50th percentile.

**Problem Statement 5:** Less than 42% of our ELL population is scoring at the meets level in all subjects on the 2018 STAAR test. **Root Cause:** Teachers lack practical strategies to build academic language proficiency and understanding for ELLs.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL 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 diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Communications data

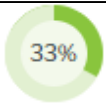

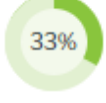
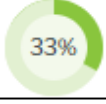
# Goals

## 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 in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 46.8% to 52.5% by 2019. (2025 Goal=90%)

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

### Summative Evaluation 1:

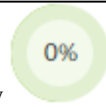
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) Teachers will use data from DRA, MAP and ISIP as well as formative assessments to plan small group, teacher-led instruction to specifically target and support individual student needs.	2.4, 2.5, 2.6	Administration	Classroom walkthrough data, MAP scores, I-Station reports				
<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 10000.00, 199 - State Comp Ed Funds - 7365.00							
2) Teachers will utilize AVID critical reading strategies such as 3 column notes, one pagers and marking the text to improve reading comprehension.	2.4, 2.5, 2.6	Administration	Classroom walkthrough data, common assessments, MAP scores, STAAR scores				
3) Teachers will provide targeted small group instruction to Tier 2 students using Leveled Literacy Intervention Kits in order to increase meets grade level performance of all Tier 2 students but specifically SPED, At-Risk, African American and Asian students.	2.4, 2.6	Teachers, Admin	Map growth data				
4) Teachers will provide targeted small group instruction in Reading geared toward improving students comprehension and vocabulary development as well as their test taking skills.	2.4, 2.6	Administration	STAAR scores, EOY Map scores				
<b>Funding Sources:</b> 6100 Payroll- Title I Funds - 2500.00							



= Accomplished



= Continue/Modify



= 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 2:** Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 38.1% to 42% by 2019. (2025 Goal = 70%)

**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
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) Teachers will provide students with writing assignments in all subject areas, and utilize a variety of instructional strategies to help students learn essential writing skills specifically targeting our African American and Asian sub-populations.	2.4, 2.6	Aministration	Classroom walkthroughs, common assessments, STAAR scores, benchmark tests.				
<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 2500.00, 6200 Contracted Services/Registration- Title I Fun - 2000.00							
2) Teachers will utilize a structured writing system to help improve students ability to understand grammar rules and their ability to apply the writing process.	2.4	Administration, Teachers	Walkthrough data, lesson plans				
<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 2000.00							
= Accomplished                          = Continue/Modify                          = 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 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 56.8.% to 58% by 2019. (2025 Goal = 76%)

**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 provide extended day instruction to provide timely assistance to ELL students using Be Glad strategies for language aquisition.	2.4, 2.6	Administration	Tutorial sign in sheets, MAP/STAAR scores, Imagine learning.				
	<b>Funding Sources:</b> 6100 Payroll- Title I Funds - 6000.00						
2) Teachers will utilize a variety of instructional programs to monitor progress and differentiate instruction at least three times a week in order to increase student engagement and achievement among all students but specifically targeting our ELL students.	2.5, 2.6	Administration	Classroom walkthrough data, MAP scores, I-Station reports				
	<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 28494.00						
= Accomplished                 = Continue/Modify                 = 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 4:** Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 16.9% to 17.6 by 2019. (2025 Goal = 80%)

**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 disaggregate data from science STAAR, unit assessments and common assessments during PLC's to determine appropriate concepts to spiral into future lessons and activities during small group instruction.	2.5, 2.6	Administration	MAP scores, benchmarks, and common assessments				
	<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 6500.00						
2) Teachers will teach scientific academic vocabulary in context through hands-on experiences, visuals and application that includes discussion, writing and illustration.	2.4, 2.5, 2.6	Admin	PD sign in sheets, assessment data,				
	<b>Funding Sources:</b> 6200 Contracted Services/Registration- Title I Fun - 1500.00						
= Accomplished                 = Continue/Modify                 = 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 5:** Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 3 , grade 4 ,and grade 5 on STAAR Math, will increase from 59.5% to 60.3% (grade 3), 37.6% to 38.4% (grade 4), from 33.7% to 34.5% (grade 5) by 2019.

**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 hands on teaching experiences, manipulatives and problem solving strategies to improve understanding of concrete as well as abstract math concepts.	2.4, 2.5, 2.6	Administration	Unit assessments, formal assessments, MAP scores				
<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 1500.00							
2) Teachers will plan rigorous instruction by unpacking TEKS, creating daily learning objectives and developing teacher and student exemplars to examine during weekly data meetings.	2.4, 2.5, 2.6	Administration	MAP scores, benchmarks, STAAR scores				
<b>Funding Sources:</b> 6100 Payroll- Title I Funds - 4000.00							
3) Teachers will utilize STAAR formatted questions to support student's mathematical understanding as they develop problem solving proficiency in grades 1st through 5th.	2.4, 2.6	Teachers, Admin	STAAR scores, benchmarks, formative assessments				
<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 8500.00, 6100 Payroll- Title I Funds - 2500.00							
4) Mathematics Teachers will engage in instructional planning meetings every 4 to 6 weeks, facilitated by ISTs and administration, to improve alignment, rigor, and engagement for all students.	2.5, 2.6	Admin, Teachers	lesson plans, Instructional Planning Calendars				
<b>Funding Sources:</b> 6100 Payroll- Title I Funds - 4000.00							
= Accomplished                = Continue/Modify                = 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 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 25.9% to 25.4% by 2019. (2025 Goal = 35%)

**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) Teaches will use AVID agenda spirals and binders as a way to communicate behavior expectations with parents and help students with organization	2.4, 2.6	Administration	Artifacts collected such as binder checks and agenda content (goals/objectives, homework assignments, etc)				
2) Teachers will develop, implement, and practice common expectations for unstructured areas such as cafeteria, hallways, and playground as well as during transition times.	2.5, 2.6	Administration	Walkthrough data, Articles provided to teachers				
<b>Funding Sources:</b> 6200 Contracted Services/Registration- Title I Fun - 2000.00							
3) Teachers will implement house systems school wide to promote outstanding character and behavior as well as improve attendance.	2.5	Administration	Classroom walkthrough data, review 360 reports				
<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 1500.00							
= Accomplished                = Continue/Modify                = 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:** Administration will invite, communicate, and celebrate the campus vision, mission, and values with all stakeholders through assemblies, workshops, community events, individual/group acknowledgements and celebrations.

**Evaluation Data Source(s) 7:** Pre and post year climate and culture surveys, sign-in sheets, pictures, website, and newsletters.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Bullock will host 4 AVID parent nights through the year to inform parents of AVID organizational strategies and to also develop and nurture relationships with parents as partners in their children's education.	3.2	Admin	Sign-in sheet, pictures, students artifacts.				
<b>Funding Sources:</b> 6300 Parent Involvement. Supplies T1 - 6100.00, 6100 Payroll- Title I Funds - 1400.00, 6200 Contracted Services/Registration- Title I Fun - 3900.00							
2) Bullock Elementary will provide a Kindergarten Roundup in Spring of 2019, to communicate kindergarten expectations for our school and to help facilitate a smooth transition to incoming students.	3.2	Admin	Sign-in sheets				
<b>Funding Sources:</b> 6400 Healthy Snacks/Bus/Travel - Title I Funds - 500.00							
3) Male parental figures and guardians will participate in the Watch D.O.G.S. program to provide the school with positive male role models who will help with security, mentoring, tutoring, duty assistance, etc.		Administration	Watch D.O.G.S. orientation/sign in sheets				
<b>Funding Sources:</b> 6300 Parent Involvement. Supplies T1 - 250.00							
4) Parents will participate in workshops designed to help equip parents with the necessary knowledge and understanding of how to help students be successful in school.	3.2	Administration	Sign in sheets, meeting agendas				
<b>Funding Sources:</b> 6200 Parent Involvement. Contracted Services/Reg - - 2000.00							
5) Bullock staff will create a print rich environment designed to market the school brand and communicate pertinent information to our stakeholders.		Administration	informative and print rich educational environment				
<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 4000.00							
= Accomplished                = Continue/Modify                = 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 8:** Percent of students demonstrating proficiency as measured by Masters Grade Level will increase in 4th grade writing from 6% to 15% and in 5th grade science from 3% to 15% on the 2019 STAAR exam.

**Evaluation Data Source(s) 8:** STAAR spring administration testing data file (first-time testers only; accountability subset)

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will provide small group instruction to provide additional intervention and enrichment focused on 4th grade writing and 5th grade science.	2.4, 2.5, 2.6	Administration	STAAR Results, Benchmark Results				
	<b>Funding Sources:</b> 6300 Supplies and Materials- Title I Funds - 3000.00						
2) Teachers will receive training designed to support rigorous instruction in writing and science in order to improve Tier 1 Instruction for all students.	2.4, 2.6	Administration	Workshop registration, PD transcripts.				
	<b>Funding Sources:</b> 6200 Contracted Services/Registration- Title I Fun - 1650.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will use data from DRA, MAP and ISIP as well as formative assessments to plan small group, teacher-led instruction to specifically target and support individual student needs.
1	2	1	Teachers will provide students with writing assignments in all subject areas, and utilize a variety of instructional strategies to help students learn essential writing skills specifically targeting our African American and Asian sub-populations.



# State Compensatory

## Personnel for Bullock Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karla Garcia	IST	At-Risk	50%
Marylu Booth	Counselor	LIGHT	3%
Vacant	IST	At-Risk	50%

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elsa Guardiola	Instructional Aide	Title I	100%
Maria Paula Branez	Teacher intervention Specialist	Title I	100%

## 2018-2019 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Melissa Carriaga	
Principal	Brian Trichell	Principal
Classroom Teacher	Stefanie Moore	teacher
Administrator	Liliana Marquez	Assistant Principal
Classroom Teacher	Demarian Hall	Teacher
Community Representative	Oscar Martinez	
Parent	Juan Ochoa	
Business Representative	David Hernandez	ROC Community Center Director
Community Representative	Tony Palmer	
Non-classroom Professional	Elda Hudson	Safety & Health Rep
Parent	Windella Windom	
Classroom Teacher	Amber Butler	Sped Rep
Classroom Teacher	Lisa Witwer	Fine arts rep

# Campus Funding Summary

199 - State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	1		subs	\$6,000.00
1	1	1	Supplies	supplies	\$1,365.00
<b>Sub-Total</b>					<b>\$7,365.00</b>
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	4		Subs	\$2,500.00
1	3	1		Extended day tutorials/Saturday School	\$6,000.00
1	5	2		Subs	\$4,000.00
1	5	3		Subs	\$2,500.00
1	5	4		Subs	\$4,000.00
1	7	1	AVID Summer Institute		\$1,400.00
<b>Sub-Total</b>					<b>\$20,400.00</b>
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	2	1		Professional Development	\$2,000.00
1	4	2		Professional Development	\$1,500.00
1	6	2		CHAMPS Training	\$2,000.00
1	7	1	AVID Summer Institute Registration		\$2,400.00
1	7	1		Jam the Gym Performance	\$1,500.00
1	8	2		Professional Development	\$1,650.00
<b>Sub-Total</b>					<b>\$11,050.00</b>
6200 Parent Involvement. Contracted Services/Reg -					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	7	4		presenters	\$2,000.00

					<b>Sub-Total</b>	\$2,000.00
<b>6300 Supplies and Materials- Title I Funds</b>						
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On		Amount
1	1	1	Mentoring Minds	Consumables, Printed Materials		\$10,000.00
1	2	1	Mentoring Minds	Consumables		\$2,500.00
1	2	2	Lucy Calkins Units of Writing	Writing Resources		\$2,000.00
1	3	2	Chromebooks			\$13,000.00
1	3	2	I-Pads			\$4,000.00
1	3	2		Education Galaxy		\$4,200.00
1	3	2		Brain Pop		\$3,000.00
1	3	2		Flocabulary		\$1,294.00
1	3	2		Headphones with microphones		\$3,000.00
1	4	1	Mentoring Minds	Science resources		\$6,500.00
1	5	1	Math Manipulatives and materials			\$1,500.00
1	5	3	Mentoring Minds	Workbooks and assessment books		\$8,500.00
1	6	3		Student Incentives		\$1,500.00
1	7	5		Poster maker		\$4,000.00
1	8	1	Instructional Materials			\$3,000.00
					<b>Sub-Total</b>	\$67,994.00
<b>6300 Parent Involvement. Supplies T1</b>						
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On		Amount
1	7	1	Avid Materials			\$6,100.00
1	7	3		Watch D.O.G.S. replenish Kit		\$250.00
					<b>Sub-Total</b>	\$6,350.00
<b>6400 Healthy Snacks/Bus/Travel - Title I Funds</b>						
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On		Amount
1	7	2				\$500.00
					<b>Sub-Total</b>	\$500.00

<b>Grand Total</b>	\$115,659.00
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# 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.