

Garland Independent School District
Beaver Technology Center
2018-2019 Campus Improvement Plan



Mission Statement

Together as educators, students, and families, we provide a safe, diverse, and interactive learning community. Learning is enriched through real-world experiences using the latest technology and unique resources, so that all students are successful builders of their own futures.

Vision

We support learners by:

- Building relationships between adults and children within our school and community;**
- Guiding students to become responsible members of society who demonstrate integrity, creativity, and the ability to work collaboratively with others;**
- Challenging students to reach their maximum potential by being critical thinkers, problem solvers, and life-long learners; and**
- Fostering student enthusiasm in becoming technologically sophisticated.**

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

1. 57% of 3rd grade students demonstrated proficiency at the Meets Grade Level Performance on the 2018 STAAR reading test compared to 4th (66%) and 5th (81%) grade students' performance.
2. 54.6 % of all the student group demonstrated proficiency at the Meets Grade Level Performance on the 2018 5th grade STAAR Science test.
3. 61.3% of 4th grade students demonstrated proficiency at the Meets Grade Level Performance on the 2018 STAAR Writing test.
4. 70.1% of English Language Learners meet their yearly progress indicator as measured by the 2017 Texas English Language Proficiency Assessment System.
5. 8.1% of student incidents resulted in exclusionary consequences for 2017-2018 school year.
6. 66.3% of 3rd grade students, 68.6% of 4th grade students, and 69.8% of 5th grade students demonstrated mathematical proficiency at the Meets Grade Level Performance on the 2018 STAAR Mathematics test.

Student Achievement Strengths

Overall strength in approaching level on all exams.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 57% of 3rd grade students demonstrated proficiency at the Meets Grade Level Performance on the 2018 STAAR reading test compared to 4th (66%) and 5th (81%) grade students' performance **Root Cause:** Academic vocabulary as presented in the TEKS is not included in daily instruction (i.e. lesson frames, direct instruction, vocabulary mini-lessons and background knowledge).

Problem Statement 2: 54.6 % of all the student group demonstrated proficiency at the Meets Grade Level Performance on the 2018 5th grade STAAR

Science test. **Root Cause:** Lack of exposure of Scientific Literature

Problem Statement 3: 61.3% of 4th grade students demonstrated proficiency at the Meets Grade Level Performance on the 2018 STAAR Writing test.

Root Cause: More emphasis has been given to quick writes and reader's response than to explicit grammar instruction.

Problem Statement 4: 70.1% of English Language Learners meet their yearly progress indicator as measured by the 2017 Texas English Language Proficiency Assessment System. **Root Cause:** Inconsistent use of ELPS strategies.

Problem Statement 5: 8.1% of student incidents resulted in exclusionary consequences for 2017-2018 school year. **Root Cause:** Inconsistent systems in main areas for the campus. (hallways, cafeteria, playgrounds, restrooms)

Problem Statement 6: 66.3% of 3rd grade students, 68.6% of 4th grade students, and 69.8% of 5th grade students demonstrated mathematical proficiency at the Meets Grade Level Performance on the 2018 STAAR Mathematics test. **Root Cause:** Difficulty with solving multistep word problems due to vocabulary and comprehension development.

Focus

Focus Summary

1. 57% of 3rd grade students demonstrated proficiency at the Meets Grade Level Performance on the 2018 STAAR reading test compared to 4th (66%) and 5th (81%) grade students' performance.
2. 54.6 % of all the student group demonstrated proficiency at the Meets Grade Level Performance on the 2018 5th grade STAAR Science test.
3. 61.3% of 4th grade students demonstrated proficiency at the Meets Grade Level Performance on the 2018 STAAR Writing test.
4. 70.1% of English Language Learners meet their yearly progress indicator as measured by the 2017 Texas English Language Proficiency Assessment System.
5. 8.1% of student incidents resulted in exclusionary consequences for 2017-2018 school year.
6. 66.3% of 3rd grade students, 68.6% of 4th grade students, and 69.8% of 5th grade students demonstrated mathematical proficiency at the Meets Grade Level Performance on the 2018 STAAR Mathematics test.

Focus Strengths

Overall strength in approaching level on all exams.

Problem Statements Identifying Focus Needs

Problem Statement 1: 57% of 3rd grade students demonstrated proficiency at the Meets Grade Level Performance on the 2018 STAAR reading test compared to 4th (66%) and 5th (81%) grade students' performance. **Root Cause:** Academic vocabulary as presented in the TEKS is not included in daily instruction (i.e. lesson frames, direct instruction, vocabulary mini-lessons and background knowledge).

Problem Statement 2: 54.6 % of all the student group demonstrated proficiency at the Meets Grade Level Performance on the 2018 5th grade STAAR Science test. **Root Cause:** Lack of exposure of Scientific Literature

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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

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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,

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Other additional data

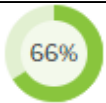

Goals



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 57.7% to 61% by the end of the 2018-2019 school year.

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 teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating.	2.4, 2.6	Principal Assistant Principal	Academic language resource from Lead4ward to vertically align academic vocabulary Word walls, anchor charts, interactive journals, reference materials, etc.) will be used by students during daily instruction to increase academic vocabulary content knowledge Lesson plans Walk-through data STAAR data				
Funding Sources: 6300 Supplies and Materials- Title I Funds - 6886.00							
2) Teachers will utilize data from DRA, EDL, MAP, ISIP and formative assessments to plan small group, teacher-led instruction to specifically target and support individual student needs during the regular Tier 1 reading block at least two times a week.	2.4, 2.6	Principal Assistant Principal	Instructional gaps will be closed by implementing data-driven, small group instruction Student growth for magnet and neighborhood students Lesson plans Walk-through data MAP data ISP data STAAR data				

3) Teachers will utilize ELPS and Stra-tiques to support English Language Learners in reading instruction.	2.4, 2.6	Principal Assistant Principal	Increased language/reading acquisition Lesson plans Walk-through data ISIP data MAP data STAAR data				
4) Intervention Specialist will identify students and their areas of weakness. Intervention teachers will develop lesson plans based on data analysis and provide small group intervention during extended day sessions and in class student support in identified areas for growth.	2.4, 2.6	Principal Assistant Principal Intervention Specialist	Student growth Lesson plans Walk-through data MAP growth (BOY, MOY, EOY) STAAR data				

 = 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 61.3 % to 64 by the end of the 2018-2019 school year.

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 implement daily editing and revising bell ringers (i.e. DOL and Invitations to Notice) to focus on writing skills including grammar, mechanics, and spelling.	2.4, 2.6	Principal Assistant Principal	Increase in writing scores Lesson plans Walk-through data STAAR data				
2) Teachers will collaborate during Strategic Planning meetings to ensure PBL projects adhere to the Buck Institute Gold Standards and are aligned with state writing standards.	2.4, 2.6	Principal Assistant Principal Team Leaders	Higher-order thinking skills/critical writing PBL Buck Institute lesson plan template PBL instructional planning calendar Student projects PBL field experiences Walk-through data STAAR data				
3) Teachers will integrate critical writing into all PBL projects.	2.4, 2.6	Principal Assistant Principal Team Leaders	Higher-order thinking skills/critical writing PBL Buck Institute lesson plan template PBL instructional planning calendar Student projects PBL field experiences Walk-through data STAAR data				
= 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 70.1% to 71% by the end of the 2018-2019 school year.

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 use Academic Response Frames to help students use academic language, both orally and written	2.4, 2.6	Principal Assistant Principal LPAC Lead Teacher	Increase in language acquisition Academic response frames will be included in daily lessons for all subjects Academic response frames will be displayed for students' reference Lesson plans Walk-through data TELPAS scores				
 = 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 54.6% to 59.3% by the end of the 2018-2019 school year.

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) Language Arts teachers will integrate science content in the ELA block to help students improve their understanding of scientific text.	2.4, 2.6	Principal Assistant Principal	Increase of science content knowledge Lesson plans Walk-through data STAAR data				
	Funding Sources: 6100 Payroll- Title I Funds - 3355.00						
2) Teachers will collaborate during Strategic Planning meetings to ensure PBL projects adhere to the Buck Institute Gold Standards and are aligned with state science standards.	2.4, 2.6	Principal Assistant Principal Team Leaders	Higher-order thinking skills PBL Buck Institute lesson plan template PBL instructional planning calendar Student projects PBL field experiences Walk-through data STAAR data				
3) Teachers will provide parents/students Maker Tank resources during Maker Tank Night to increase engagement and comprehension of science TEKS, vocabulary and concepts.	2.4, 2.6	Principal Assistant Principal STEAM facilitator	Increased comprehension of science TEKS STAAR data				
= 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 3rd, 4th and 5th grade students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math will increase from 66.3% to 69.9 in 3rd grade, 68.6% to 72.2% in 4th grade, and 69.8% to 73.4% by the end of the 2018-2019 school year.

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 provide small-group data, driven instruction during the regular Tier 1 math block at least two times a week using MAP Learning Continuum data to provide additional intervention and/or enrichment. (all students; SPED, ELL, GT, At-risk)	2.4, 2.5	Principal Assistant Principal	Instructional gaps will be closed by implementing data-driven, small group instruction Student growth for magnet and neighborhood students Lesson plans Walk-through data MAP data STAAR data				
	Funding Sources: 199 - State Comp Ed Funds - 4545.00						
2) Teachers will implement Imagine Math software program to differentiate instruction according to specific needs of students, which are aligned with state standards.	2.4, 2.5	Principal Assistant Principal	Lesson plans Walk-through data MAP data ISP data STAAR data				
3) Teachers will collaborate during Strategic Planning meetings to ensure PBL projects adhere to the Buck Institute Gold Standards and are aligned with state math standards.	2.4, 2.5	Principal Assistant Principal Team Leaders	Higher-order thinking skills PBL Buck Institute lesson plan template PBL instructional planning calendar Student projects PBL field experiences Walk-through data STAAR data				
4) Intervention Specialist will identify students and their areas of weakness. Intervention teachers will develop lesson plans based on data analysis and provide small group intervention during extended day sessions and in class student support in identified areas for growth.	2.4, 2.5	Principal Assistant Principal Intervention Specialist	Student growth Lesson plans Walk-through data MAP growth (BOY, MOY, EOY) STAAR data				



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 8.1 % to 7.6% by the end of the 2018-2019 school year.

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 and administrators will collaborate to develop, implement and evaluate a set of behavior expectations for common areas to provide students with a respectful and safe environment.	2.6	All staff members	Systems (arrows in the hallways, CHAMPS in the cafeteria) Review 360 Incident Reports				
2) The administrators and counselor will create a think over spot where students identify their emotions and complete a think over sheet in order to decrease exclusionary consequences from 8.1% to 7.6% by the end of the 2018-2019 school year.	2.6	Principal Assistant Principal Counselor	Students reflect on emotions, actions and ways to fix the situation Review 360 Incident Reports				
3) 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.	2.5	All staff Principal Assistant Principal Counselor	Positive student behavior Implement school wide ticket system Ticket system Review 360 Incident Reports				
= 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: Parents will be provided the opportunity to attend Love and Logic parent training in order to understand and apply Love and Logic components.

Evaluation Data Source(s) 7: Review training sign in logs.

Summative Evaluation 7:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The counselor will provide information for parents interested in attending a Love and Logic workshop in order for parents to understand our school wide student management plan.	3.2	Counselor Principal Assistant Principal	Parents will understand Love and Logic components and be able to apply these practices at home so there is a correlation between school and home. Agenda Sign in sheets				
Funding Sources: 6200 Parent Involvement. Contracted Services/Reg - - 1000.00							
 = 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: Parents will be provided the opportunity to attend Love and Logic parent training in order to understand and apply Love and Logic components. Parents will be provided Love and Logic parent training resources.

Evaluation Data Source(s) 8: Training resources

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The counselor will provide parents with Love and Logic parenting tips, strategies, and resources in order for parents to understand our school wide student management plan.	3.2	Counselor Principal Assistant Principal	Parents will receive Love and Logic parent resources in order to apply specific components.				
Funding Sources: 6300 Parent Involvement. Supplies T1 - 1015.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Magnet Funding Justification

Performance Objective 1: Throughout the 2018-2019 school year, we will provide 21st century learning experiences and connect learning to the real-world for all students.

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 provide extracurricular programs through the STEAM School Elective Program and other extended programs.	2.4, 2.6	Principal Assistant Principal	STEAM School registration and enrollment in elective courses STEAM School catalog STAAR data (Masters performance)				
	Funding Sources: 199- Magnet Funds - 13685.00						
2) Teachers will utilize differentiated software to meet the academic needs of all students, including enrichment resources for magnet students.	2.4, 2.6	Principal Assistant Principal	STAAR data (Masters performance) MAP growth (BOY, MOY, EOY)				
	Funding Sources: 199- Magnet Funds - 21315.00						
3) Teachers will consult with Project Based Learning (PBL) consultant when designing and implementing instructional plans.	2.4, 2.6	Principal Assistant Principal PBL Coach	Improved implementation of project-based learning as an instructional design model throughout the campus Sustainable lesson designs that create higher levels of engagement and improved instructional quality Real-world field experiences for students Lesson plans Walk-through data PBL student products STAAR data (Masters performance)				
	Funding Sources: 199- Magnet Funds - 40000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

State Compensatory

Personnel for Beaver Technology Center:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Carson	Counselor	LIGHT	4%
Kristen Martinez	IST	At-Risk	16.6%
Rachel Lester-Macha	IST	At-Risk	16.6%

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rita Madkins	Teacher Intervention Specialist	Title 1	100%

2018-2019 Campus Improvement Team

Committee Role	Name	Position
District-level Professional	Angie Cheatham	
Administrator	Amber Hope	Principal
Administrator	Magda Carrero	Assistant Principal
Counselor	Amy Sinclair	Counselor
Classroom Teacher	Judy Alderete	Teacher
Classroom Teacher	Marisol Cardona	Teacher
Classroom Teacher	Andrea Torres Parra	Teacher
Classroom Teacher	Lana Tydlaska	Teacher
Classroom Teacher	Andrea De Avila	Teacher
Classroom Teacher	Dixie Nambo	Teacher
Business Representative	Andrew Mlcak	Business Owner
Parent	Bizu Abeje	Parent
Parent	Takesha Trevino	Parent
Community Representative	Jamie Jimenez	Community Representative
Community Representative	Rebecca Thiehoff	Community Representative

Campus Funding Summary

199 - State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	5	1	Substitutes for STAAR pullouts/rotations	Substitutes/Instruction	\$4,545.00
Sub-Total					\$4,545.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	4	1	PBL 101 Training for new teachers to learn integration/real world connections	Substitutes/training	\$3,355.00
Sub-Total					\$3,355.00
6200 Parent Involvement. Contracted Services/Reg -					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	7	1	Parent Training- Love and Logic registration	Love and Logic registration	\$1,000.00
Sub-Total					\$1,000.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	1	Differentiated software to enhance daily instruction	Differentiated software to enhance daily instruction	\$6,886.00
Sub-Total					\$6,886.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	8	1	Parent resources- Love and Logic	Love and Logic parent resources	\$1,015.00
Sub-Total					\$1,015.00
199- Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
2	1	1	STEAM School Supplies and Maker Tank Supplies	STEAM School Supplies	\$13,685.00
2	1	2		Differentiated software	\$21,315.00

2	1	3	PBL 101 training, field trips, PBL supplies, additional substitutes	PBL components	\$40,000.00
Sub-Total					\$75,000.00
Grand Total					\$91,801.00

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 (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)]

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.

Garland ISD Staff Development Plan 2018-19

Brief Description of Session	District Performance Objective(s)	Dates	Resources
Data Analysis- Campus Goals and Strategies	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J	August 9, 18	<input type="checkbox"/> Campus Funds <input type="checkbox"/> Title I <input type="checkbox"/> Grants <input type="checkbox"/> Other _____
Apple/Google Camp- Apple Distinguished School	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J	August 10, 18	<input type="checkbox"/> Campus Funds <input type="checkbox"/> Title I Allotment <input type="checkbox"/> Grants <input type="checkbox"/> Other _____
Restorative Discipline/Think Over Spot- School Wide Expectations	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input checked="" type="checkbox"/> I <input type="checkbox"/> J	August 13, 18	<input checked="" type="checkbox"/> Campus Funds <input type="checkbox"/> Title I <input type="checkbox"/> Grants <input type="checkbox"/> Other _____
Response to Intervention	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J	August 27, 18	<input checked="" type="checkbox"/> Campus Funds <input type="checkbox"/> Title I <input type="checkbox"/> Grants <input type="checkbox"/> Other _____
STEAM School	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J	September 10,18	<input checked="" type="checkbox"/> Campus Funds <input type="checkbox"/> Title I <input type="checkbox"/> Grants <input type="checkbox"/> Other _____
PBL 101- Buck Institutue	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J	September 10-12, 18	<input type="checkbox"/> Campus Funds <input type="checkbox"/> Title I <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Other <u>Magnet Funds</u>
DRA- K-5 ELA teachers	<input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J	September 20,18	<input type="checkbox"/> Campus Funds <input type="checkbox"/> Title I <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Other <u>NA</u>

Garland ISD Campus Improvement – Staff Development Plan

RTI Referrals	<input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J	October 1, 18	<input type="checkbox"/> Campus Funds <input type="checkbox"/> Title I <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Other NA
LPAC	<input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J	October 8, 18	<input type="checkbox"/> Campus Funds <input type="checkbox"/> Title I <input type="checkbox"/> Grants <input checked="" type="checkbox"/> Other NA
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Weekly Strategic Planning and Learning Meeting based on specific goals (small group instruction)	<input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J	Ongoing	<input checked="" type="checkbox"/> Campus Funds <input type="checkbox"/> Title I <input type="checkbox"/> Grants <input type="checkbox"/> Other _____
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