Garland Independent School District

Lyles Middle School

2018-2019 Campus Improvement Plan

Mission Statement

Lyles Middle School's mission is to create a safe and respectful environment that promotes college and career readiness through academic excellence and positive interpersonal relationships.

Vision

Educating, empowering, and motivating all students each and every day.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

2017-2018:

2016-2017: 906 students

2015-2016: 949 students

Grades: 6-8

Demographics Strengths

115 students participated in advanced academic coursework in mathematics (Algebra 1) in 2016-2017.

2016-2017: 906 students

Grades: 6-8

Met Stanadard Campus

Sped: 9.1%

African American: 37.1%

Hispanic: 44.5%

White: 10.9%

Eco Dis: 78.7%

LEP: 16.8%

Student Achievement

Student Achievement Summary

Campus Priority: Increase student achievement

- Professional development and instructional resources for teachers, administrators, and instructional coaches on differentiated instruction to meet the needs of students at all levels of ability, close the achievement gaps, and increase college and career readiness rates.
- Increase STAAR passing percentage in reading all levels, 7th grade writing, all level Meets Grade Level in math, the Masters Level scores in Algebra I, 8th grade science and social studies by providing professional development and instructional resources to support targeted instruction, interventions, progress monitoring and extended learning opportunities for students.
- Close the achievement gap in STAAR tested contents by focusing on targeted instruction/interventions and progress monitoring.
- Provide professional development and instructional resources to increase the passing percentage of students identified as LEP and Special Education through collaboration with ESL, IEP, and general education teachers on lesson planning, progress monitoring and appropriate interventions.
- Increase college-ready rates on PSAT exams by providing electives courses (such as CCR preparation courses), after school/Saturday tutoring sessions along with professional development and instructional resources for teachers to support increased rigor in advanced courses.

Student Achievement Strengths

- 73% of all students met the Meets Grade Level standard for the 2018 EOC Algebra I test.
- 63% of ALL students met the Approaching Grade Level standard on the 2018 8th grade STAAR reading test.
- Cycle 1, 2, and 3 attendance exceeded 97%.
- 47.6% of our Asian population met bennchmark requirements on the 2018 PSAT.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 47% of ALL students met the Approaches Grade Level on the 2018 STAAR 7th grade writing test. **Root Cause**: failure to develop or implement instructional strategies with fidelity;

Problem Statement 2: 0% of our SPED, 14% of our ELL, and 19% of our AA populations met the Meets Grade Level standards on the 2018 STAAR reading tests in all grade levels. **Root Cause**: lack of knowledge of TEKS, inability to prioritize standards, conceptual misunderstanding of ...

Problem Statement 3: 21% of SPED, 54% of AA, and 54% of our ELL populations met the Approaches Grade Level standard on the 2018 STAAR math test for all grade levels. **Root Cause**: failure to identify if student errors are conceptual or procedural;

Problem Statement 4: 40% of the overall campus population met the Approaches Grade Level standard on the 2018 grade 8 social studies test. Only 10% of the student population met the Meets Grade Level standard.

Problem Statement 5: 48% AA, 35% LEP, and 16% SPED populations met the Approaches Grade Level standard on the 2018 grade 8 science test. **Root Cause**: failure to understand TEKS and break down learning standards

Problem Statement 6: 43.6% of campus incidents stem from regular classroom disruptions. **Root Cause**: ineffective discipline system;

Problem Statement 7: African American and Hispanic population have an excessive amount of absences in upwards of 6400 days absent.

Problem Statement 8: Post secondary readiness for Evidence-Based Reading & Writing for Approaches is 11% and 6.4% for math on the 2018 PSAT test. **Root Cause**: failure to utilize available resources such Khan Academy consistently

School Culture and Climate

School Culture and Climate Summary

Campus Priority: Ensure positive and healthy school climate and culutre.

- Create and communicate with all stakeholders a strategic plan with a clear shared vision and mission
-

  Establish and communicate clear routines and expectations for behavior for staff and students
- Establish effective intervention programs for students in need of additional support in meeting expectations and routines
- Provide professional development and resources to build positive, collaborative relationships between teachers and students, administration and teachers/staff, among administrative team
- Provide avenues for increased parent, community and alumni involvement in campus culture and activities

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 43.6% of reported student incidences occurred in the classroom. **Root Cause**: Inconsistencies in leadership and failure to follow discipline plan with fidelity.

Problem Statement 2: 60.9% of student management incidents resulted in exclusionary consequences as reported on the 2018 Review 360 EOY Summary Report.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

To increase the number of highly qualified and certified teachers retained annually, professional development will be provided on:

*Social-emotional needs and building relational capacity

*Supporting novice teachers (professional development for mentor teachers and Instructional Coaches)

*Content literacy

*Increasing student engagement

*Increasing the level of rigorous instruction for all students

*Effective instructional coaching and mentoring

*Effective PLC collaboration

*Blended Learning

Staff Quality, Recruitment, and Retention Strengths

All teachers in 2018-2019 are state certified and highly qualified.

TEACHER EXPERIENCE:

0-5 YEARS:

6-10 YEARS:

11-20 YEARS:

20+ YEARS:

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 90% teacher turnover rate from the end of the 2017-2018 school year. **Root Cause**: Lyles Middle School transitioned to an ACE campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Provide professional development and ongoing coaching / feedback on systems/resources such as All in Learning, Achieve 3000, Read 180, Schoolnet, etc. to improve student progress monitoring, curriculum alignment, and quality of instruction.

- Professional development for instructional coaches to increase effective observation, coaching and feedback.

- Professional development needed to increase content literacy campuswide.

- Provide professional development and ongoing coaching/feedback on AVID strategies, AP strategies, ELPS strategies, differentiating instruction, instructional rigor, RtI, academic engagement and motivation strategies, and content literacy strategies.

- Increase vertical alignment with middle school (instruction, High School transition).

Curriculum, Instruction, and Assessment Strengths

Percent of students in grade 7 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing increased from 18% to 23%.

Parent and Community Engagement

Parent and Community Engagement Summary

- Implement and communicate a campus-wide calendar of events for faculty, parents and community.

- Develop opportunities for collaborative planning with feeder pattern elementary schools and high schools.

- Increase opportunities for parent and community dialogue (Coffee with the Principal, Community Forums, etc.).

- Increase effectiveness of community liaisons in connecting school to community for resources and career/service opportunities for students.

- Define role of advisory board, recruit membership, and develop goals for impact.

- Build involvement in programs and community events such as the Community Health Fair, Community Open House (Lumberjack Showcase), etc.

- Build SBDM membership to include teachers, parents and student representatives.

School Context and Organization

School Context and Organization Summary

- Develop and communicate a guiding philosophy for the school.

- Increase elective course offereings, academic support courses, and advanced course offerings to meet student needs and interests.

- Provide professional development to build leadership capacity through distributed leadership structure (Instructional Leadership Team, teacher-led professional development, content leaders, special projects, etc).

- Focus resources, professional development and staff on providing learning environments that meet the needs of 21st century learners, including additional courses, programs, events, and interventions that support students' social emotional needs and increase enrollment and successful completion of advanced courses.

School Context and Organization Strengths

- Common planning periods during the school day for content and grade level teams allow adequate time for planning and collaboration.
- 2 campus instructional coaches assist with content planning and instruction for core contents.

Technology

Technology Strengths

Technology available to teachers that include computer labs and mobile computer carts.

1:1 student technology.

All-in-Leanring

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
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Student failure and/or retention rates

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

Student Data: Behavior and Other Indicators

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

Employee Data

- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data
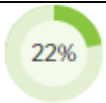
- Budgets/entitlements and expenditures data

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 in grade 6 demonstrating literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 20.9% to 90% by 2025. (1819 interim goal = 31%)

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
Critical Success Factors CSF 1 CSF 2 1) Teachers will utilize the backwards mapping approach to develop instructional planning calendars (IPC) that will identify specific TEKS, and student expectations (SE). Teachers will also prioritize standards by breaking them down into knowledge & skills, develop learning objectives and generate a demonstration of learning (DOL).	2.4, 2.5, 2.6	Campus Leadership, campus instructional coaches, dept. chairs and content leads	Percent of students in grade 6 demonstrating literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 20.9% to 31% by May 2019.	22%			
			Funding Sources: 6300 Supplies and Materials- Title I Funds - 38552.00, 6300 Parent Involvement. Supplies T1 - 2015.00				
Critical Success Factors CSF 1 CSF 2 2) Teachers will employ technology to analyze formative assessment data to aid in determining tiered student interventions.	2.4	Campus Leadership, campus instructional coaches, dept. chairs, and content leads	Knowledge gained from the assessment data will allow for teachers to adjust instruction based on student need resulting in increased scores on local, district and state assessments.	25%			

100% = Accomplished → = Continue/Modify 0% = 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 7 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 23.7% to 70% by 2025. (1819 interim goal =26.5%)

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
PBMAS **Critical Success Factors** CSF 1 1) Teachers will: > Engage in self-reflection (individually and during feedback conferences) in order to improve instructional practice > Participate in feedback conferences and implement action steps. > Participate in peer-to-peer observations. > Inform administration, instructional coaches and/or department chairs of particular lessons or classroom activities.	2.4	Campus leadership, instructional coaches	Percent of students in grade 7 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 23.7% to 26.5% by May 2018.	25%			
2) Teachers will utilize extended day tutorials to support students in all core areas starting Sept. 2018 through May 2019 to provide targeted enrichment for Tier I, II, and III students.	2.4, 2.5, 2.6			26%			
100% = Accomplished → = Continue/Modify 0% = 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 60.3% to 76% by 2025. (1819 interim goal = 62%)

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
Critical Success Factors CSF 1 1) Teachers will track student achievement data to determine gaps in curriculum and instructional strategies by tiering students based on campus assessment scores/ STAAR. Captured data will be tracked at the campus, grade, content, classroom and student levels. Data such as lexile levels, TELPAS, STAAR, common assessments, district assessments, discipline and attendance will be monitored.	2.4, 2.6	Campus Leadership, campus instructional coaches, teachers	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 by a minimum of 2-3 percentage points from 60.3% to 62% by May 2018.	20%			
100% = Accomplished		→ = Continue/Modify		0% = 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 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 15% to 80% by 2025. (1819 interim goal = 30%)

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
Critical Success Factors CSF 1 CSF 2 1) Teachers will regularly analyze student data to determine appropriate intervention activities, such as small group instruction, enrichment, and Super Saturday.	2.4, 2.6			25%			

100% = Accomplished	→ = Continue/Modify	0% = 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 8 on STAAR Algebra 1 EOC, will increase from 73.2% to 90% by 2025. (1819 interim goal = 75%)

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

Summative Evaluation 5:
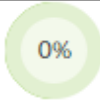
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
PBMAS **Critical Success Factors** CSF 1 CSF 2 1) Teachers will develop "teacher exemplars" and exercise the aggressive monitoring strategy to determine whether student errors are conceptual or procedural. Data captured from this process along with student work samples will help identify the needs of high, middle, and low performing students.	2.4, 2.6		Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 8 on STAAR Algebra 1 EOC, will increase from 73.2% to 75%) by May 2018.	15%			
100% = Accomplished		→ = Continue/Modify		0% = 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 students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through PSAT School Day, will increase from 32.4% to 70% in Evidence-based Reading &Writing and 19% to 50% in Mathematics by 2025. (1819 EBRW interim goal = 34.5%; 1819 math interim goal = 25%)

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

   Summative Evaluation 6:

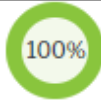| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 1) Balanced literacy/AVID - Teachers will ensure a balanced literacy approach to include reading (word study and text analysis), writing, listening, speaking and small group instruction that are embedded, supported and evident in all classrooms. Teachers will also Implement AVID WICOR instructional strategies that align with Balanced Literacy initiatives, including Writing, Inquiry, Collaboration, Organization, and Reading strategies on a routine basis for ALL students; teachers will implement feedback and professional learning related to Balanced Literacy and AVID WICOR strategies in instructional practice.	2.4	Campus leadership, instructional coaches, AVID coordinator	Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through PSAT School Day, will increase from 32.4% to 34.5% in Evidence-based Reading & Writing and 19% to 25% in Mathematics by May 2018.	25%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

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

Performance Objective 7: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 60.9% to 35% by 2025. (1819 interim goal = 55.9%)

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

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 1) Faculty and staff will: > Create a safe learning environment through modeling desired behavior. > Ensure clear communication with parents who do not speak/read/write in English. > Implement proactive behavior management strategies, including narrating the positive. > Implement Proactive Behavior strategies, Arrival Routines, and Hallway Transitions. > Analyze student behavior data at least every 6 weeks and determine action steps that need to be taken in order to support at-risk students.	2.6	Campus leadership, instructional coaches, teachers	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 60.9% to 55.9% by May 2018.	15%			
	100% = Accomplished		= Continue/Modify	0% = 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: Increase and sustain the number of parent teacher organization (PTO) members and parent survey percentages will increase at least 25% by 2025. (1819 interim goal = 10%)

Evaluation Data Source(s) 8: District Parent and Community Engagement survey results/report

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 5 1) Parent, Family and Community Engagement - The school will create opportunities to assist parents in understanding the state's academic content and include parents in the development of parental involvement policy and school parent compact. The school will offer various opportunities for parental involvement and collaboration to improve student achievement.	3.1, 3.2	Campus leadership, faculty and staff, community liaison	Parent and staff membership in PTO will increase from previous year by at least 10%. > campus perception will yield positive results.	0%			
Critical Success Factors CSF 5 CSF 6 2) Administration and campus leaders will: > conduct regular Coffee with the Principal sessions to encourage parental involvement. > provide professional development for faculty and staff on positive, proactive engagement with parents, families and community members. > conduct Parent Surveys to gather feedback on a regular basis (ex. during Coffee with the Principal). > support campus organizations in conducting parent/family events to inform, train, celebrate and welcome families and the community to the school.	3.1, 3.2	Campus Leadership	Campus perception survey will yield positive results.				

3) Faculty and Staff will: > Sponsor and/or attend family / community events. > Showcase student work, including during family/community events. > Provide resources and support for parents and families that are relevant to student success. > Participate in provide professional development on positive, proactive engagement with parents, families and community members. > Maintain up-to-date communication with parents, including up-to-date Skyward gradebooks (which link to Parent Portal).						

100% = Accomplished   ➡ = Continue/Modify   0% = No Progress   ✕ = Discontinue

State Compensatory

Personnel for Lyles Middle School:

Name	Position	Program	FTE
Sandra Foreman	Counselor	LIGHT	44%

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Gabrielle Craig	Instructional Coach	Title I	100%
Kristy Nolan	Instructional Coach	Title I	100%

2018-2019 Campus Improvement Team

Committee Role	Name	Position
District-level Professional	Mary Garcia	
Administrator	Sharika Fairfax	Assistant Principal
Administrator	Ken Pearce	Assistant Principal
Administrator	Michael Bland	Principal
Administrator	Ansil Howard	Assistant Principal
Non-classroom Professional	Kristy Nolan	Instructional Coach
Non-classroom Professional	Gabrielle Craig	Instructional Coach
Classroom Teacher	Jalen Hemphill	AVID instructor
Classroom Teacher	Chelsea Havens	SPED Teacher
Classroom Teacher	Dawn Warnsley	6th Grade Lead Teacher
Classroom Teacher	Viviana Muratall	Math Dept. Chair
Classroom Teacher	Angelina McClinton	ELAR Dept. Chair
Classroom Teacher	Mark Jackson	Social Studies Dept. Chair
Classroom Teacher	Nina Sharp	Science Dept. Chair
Community Representative	Travis Wortham	Retired
Parent	Arreozola Cynthia	Parent

Campus Leadership Team

Committee Role	Name	Position
Administrator	Michael Bland	Principal
Administrator	Ansil Howard	Assistant Principal
Administrator	Sharika Fairfax	Assistant Principal
Administrator	Ken Pearce	Assistant Principal

AVID Site Team

Committee Role	Name	Position
Classroom Teacher	Madison Lipson	Math Teacher

Campus Funding Summary

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	1	Supplies and Materials		$38,552.00
				Sub-Total	$38,552.00

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	1	Parent Involvement Materials		$2,015.00
				Sub-Total	$2,015.00
				Grand Total	$40,567.00

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-bulling.	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

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
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 37.001]

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.