Garland Independent School District

Jackson Technology Center

2018-2019 Campus Improvement Plan

Mission Statement

Jackson Technology Center is committed to an engaging 21st century education that empowers students to be problem solvers and globally competitive leaders.

We will do this in a way that:

- Fosters an environment in which every student can achieve his or her potential,
- Recognizes and respects the cultural diversity of the student population,
- Encourages parental and community involvement,
- Provides an atmosphere that is safe and conducive to learning, so that every student will be prepared to succeed at the next level of learning.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

*96% of our Algebra 1 students score at the "meets" level, 78% at masters while 100% score at "approaching" level

*Student peformance at the "meets" level is above district average in all subject areas and grade levels.

*Student performance in writing "meets" level is 25% higher than district average

*Student performance at the "masters" level in science is at 38%.

*51.9% of 8th graders met both the EBRW and MATH benchmarks on the 8th grade PSAT; 69.5% met the EBRW and 56.1 met math benchmark

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 7th grade on-level math is 12 points below district average in "meets" and 19 points below district in "approaches" grade level on STAAR **Root Cause**: Performance tracking and timely interventions

Problem Statement 2: ELL performance on STAAR indicated 38% lower in "meets' than all students in reading, 33% lower in writing, 36% lower in social studies, 41% lower in science, and 32% lower in math in the "all grade combined" categories. **Root Cause**: Implementation and follow-through of ELL strategies and measurable checks for understanding

Problem Statement 3: Hispanic sub population scored at 48% meets in reading, 46% in math, 53% in writing, 27% in social studies, and 51% in science. **Root Cause**: Relationship building and cultural relevance for students and parents.

Problem Statement 4: 6th grade Reading students performed at 52% in meets grade level while 7th grade was at 62% and 8th grade at 65%. **Root Cause**: Need for targeted in-class intervention and collaboration

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

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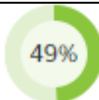- Domain 3 - Closing the Gaps

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 grade level proficiency as measured by Meets Grade Level performance on STAAR Reading, will increase from 52.8% to 90% by 2025. (1819 interim goal = 63%); 7th and 8th grade demonstrating grade level proficiency as measured by Meets Grade Level performance on 2019 STAAR Reading, will increase to 68% and 70.6% respectively.

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 CSF 4 1) Campus interventionist will provide supports in disaggregating data, working with teachers and targeted students.	2.4, 2.5, 2.6	Interventionist	Increased performance on MAPS and STAAR	49%			→
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Teachers utilize small group teacher-led instruction to specially target and support individual student needs for all students.	2.4, 2.5, 2.6	Teacher Administrators	Increased performance on MAPS and STAAR	40%			
	Funding Sources: 199 - State Comp Ed Funds - 2260.00						
Critical Success Factors CSF 1 3) Teachers will emphasize academic vocabulary and content vocabulary (including the use of 4 square lesson frame that includes vocabulary and relevant essential questions).	2.4, 2.6	Administration	Increased performance on MAPS and STAAR; Increased cultural awareness and relevance.	66%			
	Problem Statements: Student Achievement 3						

Critical Success Factors CSF 1 CSF 2 4) Teachers will empower students to track their learning progress by first setting goals and then charting progress on specific skills, MAP scores, istation results, and unit assessments.		Teachers Administrators	Increased performance on MAPS , Istation, and STAAR,	10%			
5) Provide targeted instruction for identified students through extended day program.	2.4, 2.5, 2.6	Admin and Interventionist Teachers	Increased performance on MAPS, Istation, and STAAR	44%			
Funding Sources: 6100 Payroll- Title I Funds - 600.00							

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: Hispanic sub population scored at 48% meets in reading, 46% in math, 53% in writing, 27% in social studies, and 51% in science. **Root Cause 3**: Relationship building and cultural relevance for students and parents.

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 grade level mastery as measured by Meets Grade Level performance on STAAR Writing, will increase from 63.2% to 90% by 2025. (1819 interim goal = 68%)

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

Summative Evaluation 2:
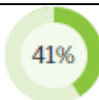
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Teachers will emphasize academic vocabulary and content vocabulary (including the use of 4 square lesson frame that includes vocabulary and relevant essential questions).	2.4, 2.5, 2.6	Teachers Administrators	Increased performance on MAPS and STAAR,	64%			
Critical Success Factors CSF 1 2) Teachers will incorporate writing activities across all content areas for all students.	2.5	Teachers Administration	Increased student performance on the STAAR writing test.	3%			
Critical Success Factors CSF 1 3) Provide targeted instruction for identified students through regular and extended day intervention programs.	2.4, 2.5, 2.6	Admin and Interventionist.	Increased student performance on the STAAR writing test.	32%			
		Funding Sources: 6100 Payroll- Title I Funds - 2000.00, 199 - State Comp Ed Funds - 2260.00					

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 55.8% to 76% by 2025. (1819 interim goal = 58%)

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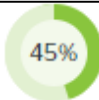
Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
1) Campus interventionist will provide supports in disaggregating data, working with teachers and targeted students.		Campus interventionist LPAC lead	Increased performance on TELPAS and STAAR	45%			
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Administration and teachers will ensure that each ELL is provided with linguistic and instructional accommodations as determined by the LPAC.	2.4, 2.5, 2.6	Administration Teachers LPAC lead	Increased performance on TELPAS and STAAR	54%			
3) Teachers will provide differentiated instruction that is focused, targeted, and systematic in developing EL skills.	2.4, 2.6	Department Chair/ Admin	ELL students show a higher level of understanding and mastery.	41%			
Funding Sources: 6100 Payroll- Title I Funds - 5869.75, 6300 Supplies and Materials- Title I Funds - 1000.00, 199 - State Comp Ed Funds - 900.00							
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 4) Administrators and teachers will identify students English Language Proficiency levels using ELLevation and determine students' level of language support needed based on the Proficiency Language Descriptors (PLDs)	2.4, 2.5, 2.6	Teachers LPAC lead	Increased performance on TELPAS and STAAR	57%			

Critical Success Factors CSF 1 CSF 4	2.4, 2.5, 2.6	Teachers Administration LPAC lead	Increased performance on TELPAS and STAAR	46%			
5) Teachers will provide students targeted language acquisition instruction to ensure ELL students demonstrate 1 years growth in their language development.	Funding Sources: 6100 Payroll- Title I Funds - 600.00						
Critical Success Factors CSF 1 6) Teachers will provide a culturally responsive learning environment by understanding and relating to student with respect to the student's cultural perspective and incorporate the cultural and cognitive resources students naturally bring to the learning environment (i.e. 4 square learning objectives with relevance identified).	2.4, 2.6	Administration	Increased performance on TELPAS and STAAR; Increased student vocabulary and language acquisition	43%			
Critical Success Factors CSF 1 CSF 4 CSF 6 7) AVID site team will expand the AVID Excel elective to include more students.		AVID site team Counselors	Increased performance on meets and masters level STAAR in all subject areas and increased performance on PSAT.	45%			

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

Performance Objective 3 Problem Statements:
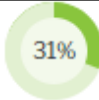
Student Achievement
Problem Statement 2: ELL performance on STAAR indicated 38% lower in "meets' than all students in reading, 33% lower in writing, 36% lower in social studies, 41% lower in science, and 32% lower in math in the "all grade combined" categories. **Root Cause 2**: Implementation and follow-through of ELL strategies and measurable checks for understanding

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 64.3% to 80% by 2025. (1819 interim goal = 68%)

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 1) Teachers will provide a culturally responsive learning environment by understanding and relating to student with respect to the student's cultural perspective and incorporate the cultural and cognitive resources students naturally bring to the learning environment (i.e. 4 square learning objectives with relevance identified).	2.4, 2.5, 2.6	Teachers Administration	Increased relevance for students; Increased performance on STAAR Problem Statements: Student Achievement 3 Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 5000.00	31%			
Critical Success Factors CSF 1 CSF 7 2) Teachers will whenever possible, show all students multiple strategies for problem solving and allow students to share multiple strategies when solving.	2.4	Teachers Administrators	Increased performance on STAAR	44%			
Critical Success Factors CSF 1 3) Provide targeted instruction for identified students through extended day program.	2.4, 2.5, 2.6	Admin and Interventionsist	increased performance on STAAR Funding Sources: 199 - State Comp Ed Funds - 2260.00, 6100 Payroll- Title I Funds - 1800.00	35%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 3: Hispanic sub population scored at 48% meets in reading, 46% in math, 53% in writing, 27% in social studies, and 51% in science. **Root Cause 3**: Relationship building and cultural relevance for students and parents.

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 7 on STAAR will increase from 8.6% to 90% by 2025. (1819 interim goal = 12%). Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 6 on STAAR will increase from 60.5% to 90% by 2025. (1819 interim goal = 61.3%).Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 8 on STAAR will increase from 55% to 90% by 2025. (1819 interim goal = 55.8%).

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
Critical Success Factors CSF 1 CSF 2 1) Teachers will design mini-lessons and activities driven by learning continuum data to re-teach low performing TEKS measured by unit assessments within a 3 week window following administration of unit assessments.	2.4, 2.5, 2.6	Administration	Progress on unit assessments; Progress on targeted TEKS	6%			
Critical Success Factors CSF 1 CSF 2 2) Teachers will empower students to track their learning progress by first setting goals and then charting progress on specific skills, MAP scores, unit assessments.	2.4, 2.5, 2.6	Teacher	Progress on unit assessments; Progress on targeted TEKS	2%			
Critical Success Factors CSF 1 CSF 2 3) Teachers will disaggregate data from MAP and unit assessment during PLC's to determine appropriate concepts to spiral into future lessons and activities for all students,	2.4, 2.5, 2.6	Administration Teachers	Progress on unit assessments; Progress on targeted TEKS	37%			

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 4) Campus interventionist will provide supports in disaggregating data, working with teachers and targeted students.	2.4, 2.5, 2.6	Campus Interventionist Administration Teachers	Progress on unit assessments; Progress on targeted TEKS	41%			
	Funding Sources: 199 - State Comp Ed Funds - 2260.00, 6100 Payroll- Title I Funds - 3000.00						
Critical Success Factors CSF 1 5) Teachers will provide a culturally responsive learning environment by understanding and relating to student with respect to the student's cultural perspective and incorporate the cultural and cognitive resources students naturally bring to the learning environment (i.e. 4 square learning objectives with relevance identified).	2.4, 2.6	Teachers Administration	Increased performance on STAAR	39%			
	Problem Statements: Student Achievement 3						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 3: Hispanic sub population scored at 48% meets in reading, 46% in math, 53% in writing, 27% in social studies, and 51% in science. **Root Cause 3**: Relationship building and cultural relevance for students and parents.

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 SAT School Day, will increase from 68.3% to 80% in Evidence-based Reading & Writing and 54.9% to 70% in Mathematics by 2025. (1819 EBRW interim goal = 72%; 1819 math interim goal = 58%)

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

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Campus will implement a CCR course for all students during the 2018-19 school year.	2.4, 2.5, 2.6	AVID coordinator Administration	Increased performance on meets and masters level STAAR in all subject areas and increased performance on PSAT.	59%			
	Problem Statements: Student Achievement 1, 2, 3, 4						
Critical Success Factors CSF 1 CSF 6 CSF 7 2) Teachers will purposefully incorporate AVID strategies to expand WICOR components campus-wide.	2.5	AVID coordinator Administration	Increased performance on meets and masters level STAAR in all subject areas and increased performance on PSAT.	49%			
	Funding Sources: 6100 Payroll- Title I Funds - 4400.00, 6200 Contracted Services/Registration- Title I Fun - 5500.00, 6300 Supplies and Materials- Title I Funds - 525.00						
Critical Success Factors CSF 1 3) Campus leadership will encourage and enroll students in advanced courses.	2.5, 2.6	Counselors Administration	Increased performance on meets and masters level STAAR in all subject areas and increased performance on PSAT.	45%			
4) Provide targeted instruction for identified students through variety of instructional techniques	2.4, 2.5, 2.6	Admin and interventionsit	Increased performance on the STAAR	40%			
	Funding Sources: 6300 Supplies and Materials- Title I Funds - 7872.40						
Critical Success Factors CSF 1 5) Provide targeted instruction in Social Studies for identified students through regular and extended day program.	2.4, 2.5, 2.6	Admin and Interventionist	Increased STAAR performance.	17%			
	Funding Sources: 199 - State Comp Ed Funds - 2348.00, 6100 Payroll- Title I Funds - 2600.00						

6) Encourage students to take advanced and high school credit courses.		Administration Counselors		16%		
	Funding Sources: 199 - State Comp Ed Funds - 1328.00					

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 6 Problem Statements:

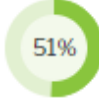| Student Achievement |
| --- |
| **Problem Statement 1**: 7th grade on-level math is 12 points below district average in "meets" and 19 points below district in "approaches" grade level on STAAR **Root Cause 1**: Performance tracking and timely interventions |
| **Problem Statement 2**: ELL performance on STAAR indicated 38% lower in "meets' than all students in reading, 33% lower in writing, 36% lower in social studies, 41% lower in science, and 32% lower in math in the "all grade combined" categories. **Root Cause 2**: Implementation and follow-through of ELL strategies and measurable checks for understanding |
| **Problem Statement 3**: Hispanic sub population scored at 48% meets in reading, 46% in math, 53% in writing, 27% in social studies, and 51% in science. **Root Cause 3**: Relationship building and cultural relevance for students and parents. |
| **Problem Statement 4**: 6th grade Reading students performed at 52% in meets grade level while 7th grade was at 62% and 8th grade at 65%. **Root Cause 4**: Need for targeted in-class intervention and collaboration |

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 61.3% to 35% by 2025. (1819 interim goal = 56.3%)

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 1 CSF 4 CSF 6 1) Administrative staff will communicate established system for documenting classroom incidents and school wide behaviors during August Staff Development.	2.6	Admin	A clear procedure of distinguishing between classroom and office referral worthy behavior.	50%			
Critical Success Factors CSF 1 CSF 4 2) Teachers will implement appropriate behavioral intervenetions for all students based on strategies discussed in staff development to address diversity, building relationships with students, and working with students from different populations. Teacher will review discipline data and interventions strategies monthly during PLC meetings.		Admin and teachers	Increase in student relationships and decrease in behavior incidents.	46%			
	Funding Sources: 199 - State Comp Ed Funds - 2400.00						
Critical Success Factors CSF 1 CSF 6 CSF 7 3) Staff will continue to utilize Nifty-Nine school wide behavior expectation plan and post throughout school.	2.6	admin and teachers	Positive behavior in all aspects of the school setting and developing future productive citizens.	43%			
Critical Success Factors CSF 6 CSF 7 4) Admin and staff will consistently follow student management plan. I.e, Dress code, tardy policy.	2.6	Admin and teachers	Safe and secure environment with reduced classroom interruptions to maximize learning.	51%			
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: At least once a month, we will provide community and parent involvement opportunities for all students and their families.

Evaluation Data Source(s) 8: Event Calendar, parent sign in sheet, and Family Engagement Survey.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
Critical Success Factors CSF 5 CSF 6 1) Once a month, we will provide a Hispanic Parent Night.	3.1, 3.2	Admin	Increased parent and community involvement, improving school climate and culture.	52%			
	Problem Statements: Student Achievement 3						
	Funding Sources: 6300 Parent Involvement. Supplies T1 - 500.00, 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - 1515.00						
Critical Success Factors CSF 5 CSF 6 2) We will communicate with our parents through various platforms in native language. I.e, website, twitter, school messenger, student planners, and email.	3.1, 3.2	Admin and teachers	increased parent and community involvement, improving school climate and culture.	78%			
	Funding Sources: 6300 Supplies and Materials- Title I Funds - 4405.25						
Critical Success Factors CSF 5 CSF 6 3) We will provide focus events,(translated into home language) such as; Magnet Info Night, Meet the Teacher Night, Parent University, and AVID Family Night.	3.1, 3.2	Admin	Increased parent and community involvement; improving school climate and culture.	66%			
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 8 Problem Statements:
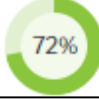
Student Achievement
Problem Statement 3: Hispanic sub population scored at 48% meets in reading, 46% in math, 53% in writing, 27% in social studies, and 51% in science. **Root Cause 3**: Relationship building and cultural relevance for students and parents.

Goal 2: Magnet Funding Justification

Performance Objective 1: By June 2018, at least 90% of magnet students will meet the "approaches" level, least 70% will perform at the "meets" level 3, and 50% will perform at the "masters" level on all STAAR assessments.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Ensure student safety at Magnet bus duty		Administration		69%			
Funding Sources: 199- Campus Funds - 1947.00							
2) 2) Provide after school extended day classes for MST student		Administration		72%			
Funding Sources: 199- Campus Funds - 24890.00							
3) 3) Ensure MST classrooms have appropriate instructional supplies and materials		Administration Teachers		45%			
Funding Sources: 199- Campus Funds - 13005.00							
4) 4) Send teachers to conferences and workshops to enhance teaching and learning in the MST classroom		Administration		43%			
Funding Sources: 199- Campus Funds - 9000.00							
5) 5) Opportunities for MST students to participate in educational field trips		Administration Teachers		10%			
Funding Sources: 199- Campus Funds - 34000.00							
6) 6) Teachers will implement innovative strategies for magnet classrooms and promote the magnet program.				49%			
Funding Sources: 199- Campus Funds - 7158.00							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	4	Administrators and teachers will identify students English Language Proficiency levels using ELLevation and determine students' level of language support needed based on the Proficiency Language Descriptors (PLDs)

State Compensatory

Personnel for Jackson Technology Center:

Name	Position	Program	FTE
Marylu Booth	Counselor	LIGHT	44%

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Julio Garcia	Interventionist	Title I	100%

Campus Improvement Team

Committee Role	Name	Position
Administrator	David Dunphy	Principal
Classroom Teacher	Brenda Cropp	Teacher
Classroom Teacher	Julio Garcia	Teacher
Classroom Teacher	Beth Jagielski	Teacher
Classroom Teacher	Katie Robinson	Teacher
Parent	Arifa Chowdhury	Parent
Business Representative	Tracey Beckett	Business rep
Parent	Zaida Hernandez	Parent
District-level Professional	Brian CdeBaca	
Community Representative	Ethi Raga	Community member
Community Representative	Jocelyn Hernandez	Community member

Campus Funding Summary

199 - State Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	2	Substitute pay - for Reading targeted instruction - during school day		$680.00
1	1	2	Substitute pay - planning for targeted instruction in reading		$680.00
1	1	2	Intervention supplies and materials for reading		$900.00
1	2	3	Substitute pay - Planning for targeted instruction in writing		$680.00
1	2	3	Substitute pay - targeted instruction during regular school day in writing		$680.00
1	2	3	Supplies and materials for interventions - writing		$900.00
1	3	3	Instructional materials and supplies for ELL's		$900.00
1	4	3	Substitute pay - planning for targeted instruction in science		$680.00
1	4	3	Substitute pay - targeted instruction during school day for science		$680.00
1	4	3	Supplies and materials for intervention - science		$900.00
1	5	4	Substitutes - intervention with target students - school day for math		$1,360.00
1	5	4	Supplies and materials - intervention in math		$900.00
1	6	5	Substitute teachers - planning for targeted instruction in social studies		$680.00
1	6	5	Substitute pay - targeted instruction during school day in social studies		$768.00
1	6	5	Supplies and materials for social studies		$900.00
1	6	6	Supplemental pay for Jumpstart		$1,328.00
1	7	2	Supplemental Pay - the hold character ed		$2,400.00
				Sub-Total	$16,016.00

199- Campus Funds

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
2	1	1	Supplemental pay - magnet bus duty		$1,947.00

2	1	2	Magnet extended day program		$24,890.00
2	1	3	Supplies and materials - magnet program		$13,005.00
2	1	4	Professional development		$9,000.00
2	1	5	Bus and registration fees for field trips		$34,000.00
2	1	6	Supplies/Materials/Mail-outs		$7,158.00
				Sub-Total	$90,000.00

6100 Payroll- Title I Funds

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	5	Supplemental pay		$600.00
1	2	3	Teacher Sub pay for intervention during school day for writing		$2,000.00
1	3	3	Supplemental pay - targeted instruction after school day for ELL's		$4,794.75
1	3	3	Substitute pay - teacher planning for ELL's		$1,075.00
1	3	5	Substitute pay - Planning for targeted instruction for ELL's		$600.00
1	4	3	Substitute pay - targeted instruction during school day - science		$1,800.00
1	5	4	Substitutes - planning for math teachers		$3,000.00
1	6	2	AVID Summer Institute Supplemental pay		$4,400.00
1	6	5	Substitutes - social studies intervention for targeted students in social studies		$1,800.00
1	6	5	Substitutes - planning for social studies teachers		$800.00
				Sub-Total	$20,869.75

6200 Contracted Services/Registration- Title I Fun

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	4	1	STEMformation training via Discovery ED		$5,000.00
1	6	2	AVID Summer Institution Registration		$5,500.00
				Sub-Total	$10,500.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	3	3	Instructional materials and supplies for ELL's		$1,000.00

1	6	2	AVID weekly		$525.00
1	6	4	Web-based instructional resources such as Study Island		$7,872.40
1	8	2	Student planners		$4,405.25
				Sub-Total	$13,802.65

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	8	1	Supplies/Materials for Family nights		$500.00
				Sub-Total	$500.00

6400 Parent Inv. Healthy Snacks/Bus/Travel T1

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	8	1	Food for parent nights		$1,515.00
				Sub-Total	$1,515.00
				Grand Total	$153,203.40

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

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.