

**Garland Independent School District**  
**Cisneros Prekindergarten**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

**Cisneros PreK is committed to providing an educational program that will build the foundation for ALL Pre-Kindergarten students in the areas of emotional, social, and academic development. We embrace all challenges, welcome all diversities, and love our Cisneros Cubbies.**

## Vision

**Where little people do **BIG** things!**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our school community has become more urban, lower income families residing in nearby apartments/houses. Our enrollment has jumped back up to around 360 students, with 4 ESL classes, 10 Bilingual classes, and 5 ECSE classes, one of which is a hybrid Inclusion Bilingual class. The mobility rate is fairly stable and seldom includes migrant students. Student attendance rates has been slowly decreasing at 92.4%. Over 90% of our students are English Language Learners and about 18% of our students are in Special Education. Over the past five years the Hispanic population has increased while the Caucasian and African American populations have decreased. The Cisneros PreK campus demographic data is represented by the following student body percentages: Hispanic 91%, African American 4%, White 4%, and less than 1% Native American and Asian. Over 81% of our student population in low socio-economic, down from over 90% the previous year. 55% of our students are male and 45% are female. Our staff demographic data closely resemble our student population, with the exception of male to female ratio. Over half of our staff are paraprofessional employees. Roughly 15% of our professional staff are Non Certified Instructors - however, the majority of our NCI teachers did a great job last year (source - parent surveys and CIRCLE Data.) We will have 2 new ECSE NCI teachers this year.

### Demographics Strengths

Overall our demographics have remained fairly constant during the past three years, with the exception being an increase in our Special Education numbers. We've one bilingual ECSE class which is an inclusion class. After a decrease in student numbers three years ago, we started to grow again and seem to have stabilized around 360 students. The decline was due to the change from half day to full day programming and the effects of the CoVID-19 Pandemic. The increase reflects our families needs to educate their children and the realization that online education did not work well for our early childhood clientele. Our staff demographics closely resembles our student population. We have a diverse community and provide many activities and events that recognize and celebrate this diversity.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance data shows 81 students had less than 90% attendance during the 2023/2024 school year. **Root Cause:** Many of our (first time school age child) parents do not understand the importance of regular school attendance and also reflects the need to quarantine many students during the school year due to CoVID-19, flu, and RSV during the school year.

**Problem Statement 2:** Staffing our new bilingual ECSE classrooms and instructional aide positions has been difficult. These units need employees familiar with Autistic and other special needs early childhood students and the issues they present. Because of the limited English proficiency of these students and their families, we need to continue to attract as many Spanish speaking employees as possible. **Root Cause:** Limited availability of bilingual applicants is making staffing these units difficult. This is complicated by the relatively low rate of pay for paraprofessional instructional aides.

**Problem Statement 3:** Staff attendance got better last year; however, we still had 12 employees with more than 10 absences for the year and 4 with over 20 absences.

## Student Learning

### Student Learning Summary

(Based on 2023-2024 CIRCLE data) Rapid Vocabulary climbed in all targeted areas but we did not meet our goal for rapid vocabulary level among our Spanish speaking testers. We had historically high results for Alliteration in Spanish as well as Rote Counting and Operations (both only tested in English.) We did not meet our goal in Rapid Vocabulary or Words In A Sentence and our scores for Alliteration dropped among our English testing students. BOY CIRCLE scores were the lowest we've seen in the last six years. Availability of early reading material, especially in Spanish hurts our ability to promote reading fluency.

We were without a counselor for the first two thirds of the school year.

The first six to nine weeks saw a large increase in SEL issues. However, these corrected (largely) and we had a very strong finish to the year.

Toileting issues have been more numerous over the last 2 years.

### Student Learning Strengths

(Based on 2022-2023 data) Every measured testing area grew for English speaking testers, Spanish speaking testers grew in Rapid Vocabulary, Syllabication, and Rote Counting, and Operations.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Alliteration was improved; however, significantly low for English , especially among students with lower attendance. Overall students who were able to be present for lessons outperformed students with significant absences all year. Based on CIRCLE EOY data from 2024, 25% of Spanish testers and 48% of English testers need support in Alliteration. **Root Cause:** Limited exposure to phonemic awareness lessons and academic vocabulary, especially among our at risk population.

**Problem Statement 2:** 3 Bilingual classrooms and 2 Spanish Speaking classrooms were more than 15 percentage points below the average student for Alliteration. **Root Cause:** Insufficient tier 1 instruction in these classes.

**Problem Statement 3:** Based on 2024 EOY CIRCLE Data, 20% of Spanish testers and 22% of English testers need support in rapid vocabulary. **Root Cause:** Limited exposure to an enriched, academic vocabulary, especially among our at risk student population and limited availability of decodable readers in English and especially Spanish.

**Problem Statement 4:** Based on 2024 EOY CIRCLE Data, 23% of Spanish testers and 40% of English testers need support in Words In A Sentence. **Root Cause:** Insufficient exposure to student to student and student to adult communication and focus on using complete sentences.

**Problem Statement 5:** Based on 2024 EOY CIRCLE Data in Mathematics, 18% of testers need help in Rote Counting and 28% of testers need help in Operations. **Root Cause:** Limited exposure to mathematical concepts and skills related to numeracy and operations.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Overall we have a largely veteran professional staff, well trained and possessing developed skills for bilingual and ESL early childhood instruction; however, we have had some staff turnover in the last three to four years. We also have had a lot of turnover in our paraprofessional staff. It is important to note that we were much more stable 2023-2024 school year. We added three new teachers last year and all three were Non Certified Instructors. We have 3 other teachers that just completed their 2nd year of teaching and one of those is still an NCI teacher.

The district's SEL program is a strength at Cisneros as we continue to deepen our implementation of the district's 3 signature practices. We were a model school for the district last year.

Five of our six ECSE Teachers are within their first 3 years of teaching and one of them was new to teaching last year. 4 of them are NCI. 2 of them are beginning their first year at Cisneros.

While staff morale has increased per Panorama survey, adult sense of belonging stayed around 50%.

### **School Processes & Programs Strengths**

Many veteran Bilingual and ESL teachers

PBIS implementation (school wide) was strong.

Intervention program utilizing Title 1 paraprofessional employees to boost pre-reading and mathematics skills.

44% of our ECSE paraprofessionals are bilingual.



### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** 33% of our teachers have 3 or fewer years of experience, and need professional development and support. We have 6 NCI instructors. **Root Cause:** Change in our ECSE staff and finding experienced new teachers has been extremely difficult the past four years.

**Problem Statement 2:** 7 of our 9 ECSE Paraprofessionals have three years experience or less and need professional development and support. 2 of them are beginning their third year as an ECSE paraprofessional. 3 of them are beginning their first year. **Root Cause:** Difficult job assignment, and a difficult economy have caused a lot of turnover in these positions.

**Problem Statement 3:** We lack a program successfully challenge our highest phonemic awareness performing students. **Root Cause:** We lack materials, especially decodable readers, to promote reading fluency.

# Perceptions

## Perceptions Summary

After years of a very strong climate at Cisneros, it dipped during the CoVID pandemic but has turned back positively the past two years. There are still challenges that we face, especially around making sure all personnel receive feedback related to growth and furthering opportunities and especially belonging. Still, as a faculty, according to the 2024 Panorama Survey many (40%) employees felt they do not belong at the school. Only 7 teachers took the panorama survey. Conversations at the end of the 2022-2023 school year reflected how much our paraprofessional staff grew as instructional aides and spurred more professional (coaching) conversations between the instructional pairing in each classroom..

The impact of full day preK was really felt the past two years, and there is a strong drive to keep progressing.

Our partnership with ChildCareGroup remains a positive for our building.

Every school year over 95% of our students progress on to a new campus, so we start again every school year with new students and new families. This is the first year of education for our students and for most of our parents, this is their first year as the parent of a student. We spend a lot of time teaching not only our students, but also our parents in all the details, big and small, of how to successfully interact with the district and how to support their learner, their child.

## Perceptions Strengths

Family enthusiasm remains high and there are very strong relationships developing between our classrooms (teachers and co-teachers or paraprofessionals) and our families. We only had 55 parent surveys filled out but it reflected extremely satisfied parents.

We're developing a strong support network for our new teachers and co-teachers, and we've expanding this through our teacher/ paraprofessional coaching.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** While parents have gotten stronger with electronic systems, such as email and working with electronic devices, has gotten stronger over the last few years, parents knowledge of the specific electronic systems (such as Skyward, Gradebook, ClassDojo) to help them keep up with their child's academic career is very low. **Root Cause:** The majority of our parents are new to being parents of school age children.

**Problem Statement 2:** According to the 2024 Panorama Survey, 42% of staff reported not feeling like they belonged at the school. **Root Cause:** Our paraprofessional staff is not receiving the coaching and professional development they need to feel stronger in their position and further their career.

**Problem Statement 3:** Many of our parents struggle with discipline at home and lack the resources and knowledge to help their child succeed at school, especially among our special needs populations. **Root Cause:** Still coming out of the pandemic years, and being new to parenting school age children with special needs, many of our parents lack the network of peers and support they need to understand their special needs child.

# Priority Problem Statements

# 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:** Performance Objective :Percent of students in PreK demonstrating early literacy as measured by Rapid Vocabulary performance on EOY CIRCLE testing, will increase from 80% (English) and 82% (Spanish) to 90% by 2027. (23-24 interim goal = 80% (English) and 85% (Spanish); Percent of students demonstrating mathematical proficiency, as measured by Mathematics - Rote Counting performance by the end of PreK on EOY CIRCLE Testing, will increase from 85% to 90% by 2027. (24-25 interim goal = 86%); and Percent of students demonstrating mathematical proficiency, as measured by Mathematics - Operations performance by the end of PreK on EOY CIRCLE Testing, will increase from 72% to 90% by 2027. (24-25 interim goal = 74%)

**High Priority**

**Evaluation Data Sources:** 2024 CIRCLE testing EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and instructional teaching assistants will utilize manipulatives, technology, and other teaching materials during whole group and small group instruction daily to boost students understanding, learning, and practice of phonemic awareness, science, and mathematics knowledge and skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students understanding and ability to meet expectations related to Science, Mathematics Operations, Words In A Sentence and Rapid Vocabulary will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Manipulatives and instructional materials to work with at risk students, especially in small groups - 199 - PIC 24 State Comp Ed Funds - \$9,271, Instructional materials to support ELL students with phonemic awareness, words in a sentence, and operations (mathematics) - 199 - PIC 25 Bil./ESL State Allotment Funds - \$11,283, Technology resources (AV Screen to replace SMART Board) to support BeGLAD, digital learning, small group learning, and other strategies to support phonemic awareness and number concepts (rote counting an operations) - 6300 Supplies and Materials- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and paraprofessional staff will attend professional development and training to increase their knowledge and skills related to curriculum (Texas PreK Guidelines), BeGLAD, AVID implementation (including WICOR and Inquiry), Sheltered Instruction, and IEP development and implementation, and ECSE program training.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers' and classroom paraprofessional staff's knowledge of the Texas PreK Guidelines, Sheltered Instruction, and AVID Implementation and/or the ECSE Program standards will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Funding Sources:</b> Substitutes for teachers to attend professional development and paying for teachers and paras time off contract - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff (teachers and instructional paraprofessionals) will utilize decodable readers to promote vocabulary development and beginning reading fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> Students understanding and ability to meet expectations related to Rapid Vocabulary will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and classroom paraprofessionals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Decodable Readers - 6300 Supplies and Materials- Title I Funds - \$16,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 PreK demonstrating early literacy as measured by Phonological Awareness - Alliteration on EOY CIRCLE testing, will increase from 58% (English) and 75% (Spanish) to 80% by 2027. (24-25 interim goal = 60% (English) and 80% (Spanish))

**Evaluation Data Sources:** CIRCLE testing EOY Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During the school year, under the supervision of classroom teachers, Title 1 aides will work with small groups of targeted students for intervention, using technology and manipulatives emphasizing phonemic awareness, mathematics, and other areas of the Texas PreK Guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> At Risk Students will grow in the areas of Phonemic Awareness and Numeracy</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 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 students in PreK demonstrating early literacy as measured by Phonological Awareness - Words In A Sentence on EOY CIRCLE testing, will increase from 73% (English) and 75% (Spanish) to 80% by 2027. (23-24 interim goal = 75% (English) and 80% (Spanish))

**Evaluation Data Sources:** CIRCLE testing EOY Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Targeted students will work with interventionists to reduce the gap between their performance and their peers as determined by informal assessment and BOY CIRCLE Data.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will perform better on MOY and EOY CIRCLE data.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and paraprofessionals (in PLC's and in small groups) will develop in depth and aligned lessons to address phonemic awareness, mathematics, and other areas of the preK guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Students ability to show mastery on phonemic awareness, mathematics, gross and fine motor development, and other components of the Texas PreK Guidelines will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**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:** 30% of ECSE students moving on to kindergarten in 2024-2025 will move to a less restrictive environment.

**Evaluation Data Sources:** Final EOY IEP Data, Inclusion Logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During the school year, Teachers and Title 1 aides will work with small groups of targeted ECSE students for intervention and to facilitate their progress in the least restrictive environment of the general education classroom, emphasizing phonemic awareness, mathematics, and other areas of the Texas Prekindergarten Guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 25% of ECSE students will move toward a less restrictive environment by the end of the 2024-2025 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, ECSE Case Managers, Diagnostician, and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 - PIC 23 SPED State Allotment Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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:** Parents will be true partners in their child's education by helping them help their child, making sure they are involved with the school, understand the importance of attendance, and understand possible opportunities to be involved with the campus and the district.

**Evaluation Data Sources:** Parent Engagement Calendar, At A Glance; Attendance Logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor, Teachers, Teaching Assistants, and administrations will develop and present family engagement opportunities and parent to parent support opportunities in languages for all stakeholders. These opportunities will include Parent University, Partnerships with Momentous Institute and ChildCareGroup, ClassDojo communication threads, and other parent education opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents ability to work with their children academically will increase. Parents opportunities to build a support network of other parents will increase. Parents collection of parenting tools and family resources will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teachers, and Administrators</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Materials, manipulatives, and technology to support parents working with their child and other parents to help develop parenting skills - 6100 Parent Inv. Payroll T1 - \$751, Additional resources to allow parents to work with their child on phonemic awareness and operations - 6300 Supplies and Materials- Title I Funds - 1000, Substitutes to allow teachers to work on Parent University activities, AVID activities, and similar parent partnership programs. - 6100 Parent Inv. Payroll T1 - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Families who are experience difficulty with regular attendance will be given opportunities to make up the missed time and utilize programs to make up missed work.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance will grow and parents will further their understanding of the importance of regular school attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, parent volunteers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Supplemental pay for teachers and/or paraprofessional staff to provide opportunities on Saturdays to allow parents and students to attend make up school sessions for missed attendance. - 6100 Parent Inv. Payroll T1 - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

# Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Budgeted Fund Source Amount</b>					\$1,815.00
<b>+/- Difference</b>					\$815.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Manipulatives and instructional materials to work with at risk students, especially in small groups		\$9,271.00
<b>Sub-Total</b>					\$9,271.00
<b>Budgeted Fund Source Amount</b>					\$9,271.00
<b>+/- Difference</b>					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials to support ELL students with phonemic awareness, words in a sentence, and operations (mathematics)		\$11,283.00
<b>Sub-Total</b>					\$11,283.00
<b>Budgeted Fund Source Amount</b>					\$11,283.00
<b>+/- Difference</b>					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes for teachers to attend professional development and paying for teachers and paras time off contract		\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$7,000.00

6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Materials, manipulatives, and technology to support parents working with their child and other parents to help develop parenting skills		\$751.00
1	5	1	Substitutes to allow teachers to work on Parent University activities, AVID activities, and similar parent partnership programs.		\$1,000.00
1	5	2	Supplemental pay for teachers and/or paraprofessional staff to provide opportunities on Saturdays to allow parents and students to attend make up school sessions for missed attendance.		\$1,500.00
<b>Sub-Total</b>					\$3,251.00
<b>Budgeted Fund Source Amount</b>					\$1,500.00
<b>+/- Difference</b>					<b>-\$1,751.00</b>
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Technology resources (AV Screen to replace SMART Board) to support BeGLAD, digital learning, small group learning, and other strategies to support phonemic awareness and number concepts (rote counting an operations)		\$2,000.00
1	1	3	Decodable Readers		\$16,000.00
1	5	1	Additional resources to allow parents to work with their child on phonemic awareness and operations	1000	\$0.00
<b>Sub-Total</b>					\$18,000.00
<b>Budgeted Fund Source Amount</b>					\$27,840.00
<b>+/- Difference</b>					<b>\$9,840.00</b>
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$905.00
<b>+/- Difference</b>					<b>\$905.00</b>
<b>Grand Total Budgeted</b>					\$62,614.00
<b>Grand Total Spent</b>					\$45,805.00
<b>+/- Difference</b>					<b>\$16,809.00</b>

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Coordinated Health Program	<a href="https://garlandisd.net/about/coordinated-school-health">https://garlandisd.net/about/coordinated-school-health</a>		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - <a href="https://garlandisd.net/programs-services/dyslexia">https://garlandisd.net/programs-services/dyslexia</a>		Kimberly Caddell	6/10/2024