

Garland Independent School District
Parsons Prekindergarten
2024-2025 Campus Improvement Plan



Public Presentation Date: August 22, 2024

Mission Statement

The GISD Pre-Kindergarten program ensures a comprehensive education in a child-centered environment. Our teachers, families, and communities provide learning opportunities that honor diversity and support student success in a safe, inclusive, and developmentally appropriate setting. Our academic program celebrates childhood, promotes student self-esteem, and facilitates student success as life-long learners and citizens.

Vision

We will celebrate learning and diversity every day in a child-centered environment that is developmentally appropriate and facilitates student achievement and success.

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2024

Demographics

Demographics Summary

Parsons Pre-K School is a Prekindergarten campus serving approximately 320 students. Our student population is 63% Hispanic, 17% Asian, 9% African American, 7% Anglo, Two or More Races 4% and 0% Native American. We are a Title I School with approximately 80% of our students being Economically Disadvantaged, with 86% of our students labeled at risk. We ended the year with an attendance rate of 91.65%. Our staff demographics reflect the diversity of the school. There are 60 staff members on campus who recognize and accept the responsibility for the growth and improvement of our students. We have 7 bilingual Spanish classrooms, 2 bilingual Vietnamese classrooms, 6 ESL/General Education classrooms and 4 ECSE classrooms.

Demographics Strengths

- We have a diverse staff that reflects the diversity of the campus.
- High teacher engagement
- Our yearly average attendance is 91.65% .
- During the 2023-2024 school year student attendance was at 92.8% for cycle 1.
- During the 2023-2024 school year student attendance was at 91.6% for cycle 2.
- During the 2023-2024 school year student attendance was at 91.1% for cycle 3.
- During the 2023-2024 school year student attendance was at 90.1% for cycle 4.
- During the 2023-2024 school year student attendance was at 91.5% for cycle 5.
- During the 2023-2024 school year student attendance was at 93.3% for cycle 6.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on the 2023-2024 parent survey results, parents reported dissatisfaction due to dismissal concerns and transportation scheduling conflicts with traditional elementary campuses. **Root Cause:** Parent apprehension in enrolling students due to transporting students to multiple campuses (Pre K and traditional elementary campuses) closer to home and conflicting dismissal times.

Problem Statement 2 (Prioritized): Based on staff 2023-2024 feedback, there is a need for additional professional learning to address the needs of our diverse population. **Root Cause:** Our demographic, Special Education and Low SES enrollments have increased over the last few years at different rates. Each group has a variance of needs.

Student Learning

Student Learning Summary

Parsons Pre-K students are offered unique opportunities that focus on the needs of the child. Parsons Pre-K offers programs with high levels of instruction. Abundant resources, plus teachers participate in weekly PLC meetings that focus on instructional practices. Students also experience hands on learning across the curriculum. The Frog Street curriculum is utilized. It is a full comprehension based curriculum that includes SEL and Conscious Discipline support strategies. Teachers meet weekly to plan for instructional alignment. Bilingual and ESL students are assessed three times annually with CIRCLE. ECSE students are assessed three times annually according to their Individual Education Plans (IEP). Students are also progress monitored twice during the year on MyOn between Beginning of Year & Middle of Year Circle administration and again between Middle of Year & End of Year Circle testing.

Student Learning Strengths

- 2023-2024 EOY CIRCLE results showed 94% of all students on track for mastery of overall mathematics concepts.
- 2023-2024 EOY CIRCLE results showed 85% of ESL students on track for mastery of overall phonological awareness.
- 2023-2024 EOY CIRCLE results showed 95% of Bilingual students on track for mastery of overall phonological awareness.

According to the 2023-2024 EOY Circle data and 2023- 2024 CIP, We increased students achievement by 4% in the overall mathematics concepts, and a 3% with the Bilingual Spanish students on the mastery of rhyming. Taking in consideration that we only see our students one year, we have notice improvement in the overall achievement of students. We are only seeing struggles with the Rapid Vocabulary of Bilingual Spanish students.

ESL students in Prekindergarten increased Vocabulary mastery from 69% to 77%. This is 8% more than expected. ESL students increased alliteration under Phonemic Awareness on Wave 3 from 54% to 60%. This is 10% less than projected.

According to the CIRCLE data recollected by the district and Parsons, our students have a higher overall performance is almost all the tested areas. The ESL data shows that Parsons is almost 10% over the district overall performance in the areas of Rapid Letter Naming, Rapid vocabulary and Letter Sound Correspondence. Bilingual Spanish students are 26% higher than the overall district in the area of Phonological Awareness. Rapid Letter Naming Rapid Vocabulary needs improvement with the Bilingual Spanish students. The overall district for the skill is 69%, Parsons students is at 59%, 10% under the overall from the district.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2023-2024 EOY CIRCLE results, ESL and Bilingual students performed at 77% and 59% on rapid vocabulary. **Root Cause:** Students have a lack of exposure to multiple words and background knowledge.

Problem Statement 2 (Prioritized): 2023-2024 EOY CIRCLE results, ESL students performed at 53% and Bilingual students performed at 66% on alliteration. **Root Cause:** Students have an insufficient acquisition of letter sound skill development.

Problem Statement 3 (Prioritized): 2023-2024 EOY CIRCLE results, both ESL and Bilingual students performed at 63% on math operations. **Root Cause:** Students have a lack of number sense and experience in concrete applications.

Problem Statement 4 (Prioritized): Based on staff 2023-2024 feedback, there is a need for additional professional learning to address the needs of our diverse population. **Root Cause:** Our demographic, Special Education and Low SES enrollments have increased over the last few years at different rates. Each group has a variance of needs.

School Processes & Programs

School Processes & Programs Summary

- Teachers are interviewed by a panel that include administrators and a panel of teachers to screen and hire highly qualified educators.
- Staff are encouraged to take leadership roles by signing up for various committees and leading the multiple programs that make Parsons a well known early childhood school in the North Texas Area.
- Parents and community members are invited into the building to participate and be involved in the school programs and meetings.
- Parents and Pandas workshops, programs offered to both parents and students to facilitate growth and high expectations for students throughout the school year.
- Additional small group pullout support is provided for at-risk students to bridge learning gaps.
- Use of social emotional cards has helped with classroom management.

School Processes & Programs Strengths

- Parents and Pandas workshops, programs offered to both parents and students to facilitate growth and high expectations for students.
- Additional small group pullout support is provided for at-risk students to bridge learning gaps.
- Use of social emotional cards has helped with classroom management.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the 2023-2024 district attendance data, Parsons had the lowest student attendance average for the district (91.65%). **Root Cause:** Parents don't understand the importance of attendance in Pre-k.

Perceptions

Perceptions Summary

During the 2023-2024 school year, students accessed the building through hallway doors closest to their classrooms. Parents and students were greeted at each door by a staff member and administrator team. Not a major problem or concern for the campus. Students enjoyed attending school at Parsons and the parents appreciated the extra health and security procedures put in place for their students.

Staff turnover for the 2023-2024 school year was 15%. Of which 67% were in district moves for promotion etc. and 33% to stay home with baby.

Staff describes Parsons as safe place to work, and describes Parsons as a good place to work. Administrators do a daily safety routine that helps staff feel safe. Administrators work hard supporting staff on a daily basis, and their strong leadership team facilitates professional development to strengthen teacher skills and professional development. of staff report feeling a strong sense of belonging.

According to the family engagement survey, 87% of the parents reported that their child felt welcome and supported. Parent involvement policy and various digital strategies are in place to help parents and students transition to kindergarten. According to the family engagement survey, 93% of parents said that the campus is a safe place for their child. According to the survey, 91% of parents feel that teachers and administrators are knowledgeable about how to teach children and the content area subject matter. Parents and Pandas workshops, programs offered to both parents and students facilitate growth and high expectations for students.

Perceptions Strengths

- Teacher/staff feeling of safety on campus was positive, due to safety protocols in place.
- Staff described Parsons as a great place to work
- Administrators work hard at supporting staff on a daily basis.
- Parents are satisfied with school communication about their child's learning and progress
- 90% of parents feel proud that their child attends Parsons
- 91% of Staff reported a strong sense of belonging on campus

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the 2023-2024 parent survey results, parents reported dissatisfaction due to dismissal concerns and transportation scheduling conflicts with traditional elementary campuses. **Root Cause:** Parent apprehension in enrolling students due to transporting students to multiple campuses (Pre K and traditional elementary campuses) closer to home and conflicting dismissal times.

Problem Statement 2 (Prioritized): Based on the 2023-2024 district attendance data, Parsons had the lowest student attendance average for the district (91.65%). **Root Cause:** Parents don't understand the importance of attendance in Pre-k.

Priority Problem Statements

Problem Statement 1: 2023-2024 EOY CIRCLE results, ESL and Bilingual students performed at 77% and 59% on rapid vocabulary.

Root Cause 1: Students have a lack of exposure to multiple words and background knowledge.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2023-2024 EOY CIRCLE results, ESL students performed at 53% and Bilingual students performed at 66% on alliteration.

Root Cause 2: Students have an insufficient acquisition of letter sound skill development.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2023-2024 EOY CIRCLE results, both ESL and Bilingual students performed at 63% on math operations.

Root Cause 3: Students have a lack of number sense and experience in concrete applications.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on staff 2023-2024 feedback, there is a need for additional professional learning to address the needs of our diverse population.

Root Cause 4: Our demographic, Special Education and Low SES enrollments have increased over the last few years at different rates. Each group has a variance of needs.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Based on the 2023-2024 district attendance data, Parsons had the lowest student attendance average for the district (91.65%).

Root Cause 5: Parents don't understand the importance of attendance in Pre-k.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 30, 2024





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

Performance Objective 1: Percent of students in Prekindergarten demonstrating early literacy as measured by their performance in the area of Vocabulary on Wave 3 of Circle, will increase from 77% to 85% for ESL (+8%) and from 59% to 70% for Bilingual (+11%) by 2025

High Priority

Evaluation Data Sources: EOY CIRCLE administration (WAVE 3) testing data file (based on Bilingual and English Students "On Task" results).

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will intentionally teach vocabulary across multiple academic disciplines throughout the instructional day to include during transitions to reduce off task behavior while maintaining high student engagement.</p> <p>Strategy's Expected Result/Impact: Improved vocabulary acquisition and a viable home/school connection.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies and Materials - 199 - PIC 25 Bil../ESL State Allotment Funds - \$9,258</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide increased exposure to students and parents related to Circle Test vocabulary by embedding in various materials and real world examples/operations.</p> <p>Strategy's Expected Result/Impact: Improved vocabulary acquisition and a viable home/school connection.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in weekly PLC to internalize lessons, rehearse tier 1 instruction and address academic supports.</p> <p>Strategy's Expected Result/Impact: Improved vocabulary acquisition and a viable home/school connection.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 2023-2024 EOY CIRCLE results, ESL and Bilingual students performed at 77% and 59% on rapid vocabulary. Root Cause: Students have a lack of exposure to multiple words and background knowledge.</p> <p>Problem Statement 2: 2023-2024 EOY CIRCLE results, ESL students performed at 53% and Bilingual students performed at 66% on alliteration. Root Cause: Students have an insufficient acquisition of letter sound skill development.</p>





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

Performance Objective 2: Percent of students in Prekindergarten demonstrating early literacy as measured by their performance in the area of Alliteration under Phonemic Awareness on Wave 3 of CIRCLE, will increase for ESL from 53% to 75% by 2026. (SY2025 interim goal = 65.0 %) and for Bilingual from 66% to 75%. (SY2025 interim goal = 72%).

High Priority

Evaluation Data Sources: EOY CIRCLE administration (WAVE 3) testing data file (average percentage of Bilingual and English Students performing "On Task").

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use Frog Street songs, stories, message of the day, names and nursery rhymes to improve phonemic awareness and alliteration skill development. Teachers will also include the use of Kahoot and various student driven technology to support phonemic awareness/alliteration development.</p> <p>Strategy's Expected Result/Impact: Improved student phonemic awareness that will facilitate solid alliteration development.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 2023-2024 EOY CIRCLE results, ESL students performed at 53% and Bilingual students performed at 66% on alliteration. Root Cause: Students have an insufficient acquisition of letter sound skill development.</p>


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


Performance Objective 3: Percent of Prekindergarten ELL students demonstrating language acquisition, as measured by their performance in the area of Vocabulary on Wave 3 of CIRCLE, will increase from 68% to 80% by 2026 (SY2025 interim goal = 75%)


High Priority


Evaluation Data Sources: Improved student vocabulary exposure that will facilitate solid vocabulary development according to Wave 3 of the Circle Assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will model daily news utilizing multiple word sentences to enhance language skill development in flexible learning environment. Through the use of Be Glad and organizational strategies teachers will also model and provide sentence stems, Graphic Organizational Input Chart (GOIC), one pagers, and Level Questions to aide in language development and proficiency.</p> <p>Strategy's Expected Result/Impact: Improved student language acquisition and vocabulary development. (accountability subset)</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies & Materials/Flexible learning - 6300 Supplies and Materials- Title I Funds - \$20,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

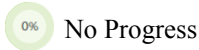
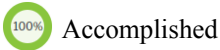
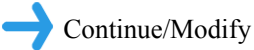

Student Learning
<p>Problem Statement 1: 2023-2024 EOY CIRCLE results, ESL and Bilingual students performed at 77% and 59% on rapid vocabulary. Root Cause: Students have a lack of exposure to multiple words and background knowledge.</p>

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

Performance Objective 4: Percent of Prekindergarten students demonstrating scientific understanding as measured by On Task performance in the area of Science on Wave 3 CIRCLE, will increase from 68% in 2024 to 80% by 2026. (SY2025 interim goal = 75%)

Evaluation Data Sources: EOY CIRCLE administration (WAVE 3) testing data file (average percentage of Bilingual and English Students performing "On Task") in the Vocabulary area.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide varied opportunities for students to engage in science as inquiry in order to develop vocabulary and enrich their abilities to understand scientific concepts and processes utilizing Be Glad and instructional strategies</p> <p>Strategy's Expected Result/Impact: Children develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal & Teaching Assistants</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: 2023-2024 EOY CIRCLE results, ESL and Bilingual students performed at 77% and 59% on rapid vocabulary. Root Cause: Students have a lack of exposure to multiple words and background knowledge.</p>

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

Performance Objective 5: Percent of Prekindergarten students demonstrating mathematical operational proficiency, as measured by "On Task" performance on Wave 3 of CIRCLE, will increase from 63% in 2024 to 85% by 2026. (SY2025 interim goal = 73%)

High Priority

Evaluation Data Sources: EOY CIRCLE spring administration (Wave 3) testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide varied representations of numbers 1 through 30, shapes and colors using visual and physical representation, manipulatives, hands on learning experiences, pictorial, numerical representations, intentional vocabulary, model drawing, ten frames along with Be Glad and organizational strategies.</p> <p>Strategy's Expected Result/Impact: Improved mathematical proficiency skills among all student groups (ESL, Dual Language and Eco Dis)</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$6,415</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Additional Instructional Aide will provide small group remedial support by lowering student instructional group size.</p> <p>Strategy's Expected Result/Impact: Improved mathematical and literacy proficiency skills.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 2: 2023-2024 EOY CIRCLE results, ESL students performed at 53% and Bilingual students performed at 66% on alliteration. **Root Cause:** Students have an insufficient acquisition of letter sound skill development.





Problem Statement 3: 2023-2024 EOY CIRCLE results, both ESL and Bilingual students performed at 63% on math operations. **Root Cause:** Students have a lack of number sense and experience in concrete applications.

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

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences, i.e., In School Suspension (ISS), will decrease from 3% in 2024 to 1% by 2026. (SY2025 interim goal = 2%)

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate Restorative Practices, Conscious Discipline, Positive Behavior Interventions and Supports, and classroom management activities to meet the needs of early childhood learners. To include teacher training/ workshops, classroom management plans, communication plans, incentive plans for students, and additional sensory materials for our ESCE students and other students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increased self advocacy skill development and improved social emotional growth.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 4</p> <p>Funding Sources: Substitutes for Teacher Trainings - 6100 Payroll- Title I Funds - \$6,600, Supplies & Materials - 199 - PIC 23 SPED State Allotment Funds - \$1,985, Student social emotional support materials - 6300 Supplies and Materials- Title I Funds - \$34,585</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate MyOn (early literacy program facilitated at school and supported at home) and parent and family workshops activities to assist parents with at home tools to extend academic connections and student transitions.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement resulting in improved student vocabulary and math skill development.</p> <p>Staff Responsible for Monitoring: Teachers, Principal & Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Materials to support Parents with at home learning. Home/School connection. - 6300 Parent Involvement. Supplies T1 - \$2,405, Student at home learning materials - 199 - PIC 24 State Comp Ed Funds - \$7,168</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will incorporate transitional activities to include videos, virtual meetings, Parent Involvement Policy and various digital strategies to help parents and students transition to prekindergarten.</p> <p>Strategy's Expected Result/Impact: Provide social emotional support to student and parents as they transition to prek. Equipping students and parents for success in prek.</p> <p>Staff Responsible for Monitoring: Teachers, Principal , Assistant Principal & Teaching Assistants</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members the policy will be translated in multiple languages and will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement resulting in improved student vocabulary and math skill development.</p> <p>Staff Responsible for Monitoring: Teachers, Principal & Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. To meet the needs of diverse languages of our parents, families and community members, all communication will be translated in multiple languages to include principal /teacher newsletters, fliers and call-outs will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement resulting in improved student vocabulary and math skill development.</p> <p>Staff Responsible for Monitoring: Teachers, Principal & Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</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>				

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 2: Based on staff 2023-2024 feedback, there is a need for additional professional learning to address the needs of our diverse population. **Root Cause:** Our demographic, Special Education and Low SES enrollments have increased over the last few years at different rates. Each group has a variance of needs.

Student Learning

Problem Statement 1: 2023-2024 EOY CIRCLE results, ESL and Bilingual students performed at 77% and 59% on rapid vocabulary. **Root Cause:** Students have a lack of exposure to multiple words and background knowledge.

Problem Statement 4: Based on staff 2023-2024 feedback, there is a need for additional professional learning to address the needs of our diverse population. **Root Cause:** Our demographic, Special Education and Low SES enrollments have increased over the last few years at different rates. Each group has a variance of needs.

School Processes & Programs

Problem Statement 1: Based on the 2023-2024 district attendance data, Parsons had the lowest student attendance average for the district (91.65%). **Root Cause:** Parents don't understand the importance of attendance in Pre-k.

Perceptions

Problem Statement 2: Based on the 2023-2024 district attendance data, Parsons had the lowest student attendance average for the district (91.65%). **Root Cause:** Parents don't understand the importance of attendance in Pre-k.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leon, Maria	Pre-Kindergarten Aide	Title I, Part A	1.0

2024-25 Campus Improvement Team Committee

Committee Role	Name	Position
Parent	Mariana Aguilar	Parent
Parent	Mary Fu	Parent
Special Education Teacher	Liz Puntillo	ECSE Teacher
Teacher	Laura Blackman	ESL Teacher
LPAC Lead Teacher	Selena Lawrence	LPAC Lead Teacher
Teacher	Angela Newbolt	ESL Teacher
Special Education Teacher	Rochelle Ran	ECSE Teacher
Special Education Teacher	Michelle Rossy	ECSE Teacher
Teacher	Tina Pham	ESL Teacher
District-level Professional	Chasity Bass	Early Childhood Coordinator Title I
Business Representative	Deborah Spencer	Business Representative - Non- Profit
Assistant Principal	Diane Alexander	Assistant Principal
Principal	Disa McEwen	Principal

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Supplies & Materials		\$1,985.00
Sub-Total					\$1,985.00
Budgeted Fund Source Amount					\$1,985.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Student at home learning materials		\$7,168.00
Sub-Total					\$7,168.00
Budgeted Fund Source Amount					\$7,168.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials		\$9,258.00
Sub-Total					\$9,258.00
Budgeted Fund Source Amount					\$9,258.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Substitutes for Teacher Trainings		\$6,600.00
Sub-Total					\$6,600.00
Budgeted Fund Source Amount					\$6,600.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies and Materials		\$3,000.00
1	3	1	Supplies & Materials/Flexible learning		\$20,000.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Supplies and Materials		\$6,415.00
1	6	1	Student social emotional support materials		\$34,585.00
Sub-Total					\$64,000.00
Budgeted Fund Source Amount					\$64,000.00
+/- Difference					\$0.00

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Materials to support Parents with at home learning. Home/School connection.		\$2,405.00
Sub-Total					\$2,405.00
Budgeted Fund Source Amount					\$2,405.00
+/- Difference					\$0.00
Grand Total Budgeted					\$91,416.00
Grand Total Spent					\$91,416.00
+/- Difference					\$0.00

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:

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