

Garland Independent School District
Bussey Middle School
2024-2025 Campus Improvement Plan



Mission Statement

Bussey Middle School's mission is to close the achievement by gap by preparing all students for college readiness and success in a global society by providing access and equity for all.

Vision

Meet each student where they stand, propel them forward to excellence!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

91.6% Economically Disadvantaged

67.6% EB Students

14.3% SPED Students

65.7% Hispanic

13.1% African American

6.9% White

5.1% Asian

7.3% American Indian

1.8% Two or More Races

Title I Campus

Demographics Strengths

- AVID EXCEL and AVID support our diverse student populations.
- Students engage with peers in a multicultural environment, practicing cultural inclusivity and collaboration in all academic and extracurricular settings.
- A diverse staff reflects the cultures of the campus and models cross-cultural, societal collaboration.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Preliminary STAAR results show that 8th-grade Black or African American students performed below the campus average in Meets for all STAAR exams. **Root Cause:** Lack of academic focus on the Black or African American subpopulation. Lack of Tier 2 and Tier 3 intervention for Black or African American students.

Problem Statement 2: Preliminary STAAR results show that 8th-grade White students performed below the campus average in Meets for all STAAR exams. **Root Cause:** Lack of mentorship for White students who repeatedly receive exclusionary consequences.

Problem Statement 3 (Prioritized): Black or African American students account for 13.1% of the student population; however, according to Review 360, the Black or African American subpopulation accounted for 23% of all discipline incidents on campus during the 2023-2024 academic year. **Root Cause:** Lack of mentorship for Black or African American students who repeatedly receive exclusionary consequences.

Student Learning

Student Learning Summary

Bussey uses MAP, CBA, and STAAR data as quantitative indicators of student academic success. Students are performing below other schools in their comparative grouping. Based on STAAR data, there was an overall decrease in all subjects in Approaches and Meets. Bussey Middle School needs to focus on Tier 1 instruction to increase student performance for the 2024-2025 school year, target supports in Tier 2 and Tier 3 instruction for specific student subpopulations, and Tier 1 academic support through instructional coaching and intervention.

Student Learning Strengths

- RLA STAAR scores increased by 2% for 6th and 7th-grade students achieving the Master's designation.
- 7th-grade Intermediate designation increased in all categories for 7th-grade students on the TELPAS exam.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Preliminary STAAR Math scores decreased by 20% or more in all three grade levels for the Approaches category. **Root Cause:** Teacher attrition and lack of Tier 1 instructional proficiency, as well as a lack of Tier 1 instructional support.

Problem Statement 2: Preliminary STAAR Math scores decreased 22% for 8th-grade students in the Meets category. **Root Cause:** Teacher attrition and lack of Tier 1 instructional proficiency, as well as a lack of Tier 1 instructional support.

Problem Statement 3 (Prioritized): TELPAS Composite Score decreased in all three grade levels from 2023 to 2024. **Root Cause:** Lack of content language support, language acquisition instruction, and specific focus on TELPAS instruction and implementation.

Problem Statement 4 (Prioritized): Preliminary STAAR scores decreased in all designation categories for all subject areas in 8th grade. **Root Cause:** Lack of student buy-in and accountability for 8th-grade staff and students.

School Processes & Programs

School Processes & Programs Summary

Bussey Middle School has a new administrative staff for the 2024-2025 academic year. The new administrative staff and the high number of teacher and support staff attrition will result in a large-scale rework of multiple campus systems and expectations. Specific focus areas are campus culture, student discipline, and staff accountability. Staff and student attendance were lower than the district average. Student discipline and attendance created inconsistencies that led to deficiencies in campus systems and programs.

School Processes & Programs Strengths

- New Administrative staff focused on addressing deficiencies in campus culture and accountability.
- CLC alignment on the master schedule allows for unified planning, vertical alignment, and administrative instructional support.
- Focused WIN Classes to address HB 1416 and provide intervention and supplemental instruction.
- Math and ELAR Co-Teach model implemented 2023-2024 school year.
- 2 RTI Facilitators as an extension of the campus Admin and Leadership Team.
- PBIS team focused on campus system evaluation, creation, and implementation.
- Weekly focused/strategic admin meetings with targeted steps and outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the 2024 Risk Factor matrix, the rate of teachers missing more than 11 days of instruction was 23% higher than the district average. **Root Cause:** Lack of staff buy-in and accountability to campus mission and vision.

Problem Statement 2 (Prioritized): Student chronic absenteeism was 8% higher than the district average. **Root Cause:** Lack of student buy-in and accountability to campus mission and vision.

Problem Statement 3 (Prioritized): According to Review 360, 62% of all incidents occurred in the regular classroom setting. **Root Cause:** Lack of teacher training, support, and accountability to campus and classroom systems and expectations. Lack of Tier 1 implementation of classroom management techniques to maximize engagement and minimize misconduct.

Perceptions

Perceptions Summary

Bussey Middle School is a focus campus for the district and has a new administrative staff. The campus has experienced a decrease in enrolment and academic performance while experiencing increased staff attrition, absenteeism, and student misconduct. According to the Student Panorama survey, student perceptions of their social-emotional growth and school culture have improved from the previous year's survey.

Perceptions Strengths

- The student perception of the culture of Bussey Middle School, including engagement, school climate, sense of belonging, and teacher-student relationships, increased from the 22-23 to the 23-24 academic year.
- The student perception of the overall social and learning climate of the school is 38%, 3% higher than the previous survey, and 1% higher than the district average.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 32% of students believe their ability to remain calm when someone bothered them as infrequent or almost never. **Root Cause:** Lack of SEL lessons and practice on emotional regulation and self-regulation.

Problem Statement 2 (Prioritized): 59% of students perceive their teachers as never, once in a while, or sometimes excited to teach their classes. **Root Cause:** Lack of consistent campus expectations for staff, high staff attrition, and high staff absenteeism.

Problem Statement 3 (Prioritized): Family engagement and community involvement are low. Survey data is not available due to administrative changes. **Root Cause:** Campus systems such as PTA, PBIS, and student organizations need revitalization and administrative support to reach the community and engage families.

Priority Problem Statements

Problem Statement 1: Preliminary STAAR results show that 8th-grade Black or African American students performed below the campus average in Meets for all STAAR exams.

Root Cause 1: Lack of academic focus on the Black or African American subpopulation. Lack of Tier 2 and Tier 3 intervention for Black or African American students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Black or African American students account for 13.1% of the student population; however, according to Review 360, the Black or African American subpopulation accounted for 23% of all discipline incidents on campus during the 2023-2024 academic year.

Root Cause 2: Lack of mentorship for Black or African American students who repeatedly receive exclusionary consequences.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Preliminary STAAR scores decreased in all designation categories for all subject areas in 8th grade.

Root Cause 3: Lack of student buy-in and accountability for 8th-grade staff and students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: TELPAS Composite Score decreased in all three grade levels from 2023 to 2024.

Root Cause 4: Lack of content language support, language acquisition instruction, and specific focus on TELPAS instruction and implementation.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to the 2024 Risk Factor matrix, the rate of teachers missing more than 11 days of instruction was 23% higher than the district average.

Root Cause 5: Lack of staff buy-in and accountability to campus mission and vision.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Student chronic absenteeism was 8% higher than the district average.

Root Cause 6: Lack of student buy-in and accountability to campus mission and vision.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: According to Review 360, 62% of all incidents occurred in the regular classroom setting.

Root Cause 7: Lack of teacher training, support, and accountability to campus and classroom systems and expectations. Lack of Tier 1 implementation of classroom management techniques to maximize engagement and minimize misconduct.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: 59% of students perceive their teachers as never, once in a while, or sometimes excited to teach their classes.

Root Cause 8: Lack of consistent campus expectations for staff, high staff attrition, and high staff absenteeism.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Family engagement and community involvement are low. Survey data is not available due to administrative changes.

Root Cause 9: Campus systems such as PTA, PBIS, and student organizations need revitalization and administrative support to reach the community and engage families.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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 demonstrating literacy proficiency as measured by Meets Grade Level performance on STAAR Reading assessments (grades 6-8) will increase from 23% in 2024 to 30% in 2025.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and RTI Facilitators will disaggregate data from MAP (Measures of Academic Progress) and CBAs during CLCs (Collaborative Learning Communities) to determine appropriate concepts to spiral into future lessons and activities, with a focus on performance of each sub group with Special Education, Black or African American students as the priority focus</p> <p>Strategy's Expected Result/Impact: Students will meet expected growth on MAP and STAAR</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Substitute Pay - 6300 Supplies and Materials- Title I Funds - \$16,100</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers, RTI facilitators, and administrators will utilize MAP and CBA data to plan small group teacher-led instruction during WIN class to specifically target and support individual student needs that aligns with the TEKS.</p> <p>Strategy's Expected Result/Impact: Improved STAAR, MAP, and CBA results</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrative staff and RTI Facilitators will support substitute staff through high-quality hiring, involvement in planning, and daily support for Tier 1 instruction to ensure consistent student engagement and allow time for RTI Facilitators and educators to conduct Tier 2 and Tier 3 with targeted student pull-out groups.</p> <p>Strategy's Expected Result/Impact: Increased student performance on end of year STAAR.</p> <p>Staff Responsible for Monitoring: Administration and RTI Facilitators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: Substitute Pay - 6100 Payroll- Title I Funds - \$46,580</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Modular furniture will be implemented in Literacy Enrichment classes to facilitate student collaboration, academic dialogue, and engagement and allow for the facilitation of high-quality Tier 1 instruction as well as Tier 2 student support and Tier 3 language support.</p> <p>Strategy's Expected Result/Impact: Increased student performance on end of year STAAR.</p> <p>Staff Responsible for Monitoring: RLA teachers, administration, and RTI Facilitators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p> <p>Funding Sources: Modular, Collaborative Furniture - 6300 Supplies and Materials- Title I Funds - \$8,100</p>	Formative			Summative
	Nov	Feb	Apr	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Preliminary STAAR results show that 8th-grade Black or African American students performed below the campus average in Meets for all STAAR exams. Root Cause: Lack of academic focus on the Black or African American subpopulation. Lack of Tier 2 and Tier 3 intervention for Black or African American students.</p>
Student Learning
<p>Problem Statement 4: Preliminary STAAR scores decreased in all designation categories for all subject areas in 8th grade. Root Cause: Lack of student buy-in and accountability for 8th-grade staff and students.</p>
School Processes & Programs
<p>Problem Statement 1: According to the 2024 Risk Factor matrix, the rate of teachers missing more than 11 days of instruction was 23% higher than the district average. Root Cause: Lack of staff buy-in and accountability to campus mission and vision.</p>

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: Percentage of students demonstrating English language acquisition growth as measured by the Yearly Progress Indicator on Texas English Language Proficiency Assessment System (TELPAS) grades 6-8 will increase from 21.7% in 2024 to 34% in 2025.

High Priority

Evaluation Data Sources: TELPAS spring administration testing file (only students with yearly progress measure; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide students with targeted language acquisition instruction to ensure EB students demonstrate one year's growth in their language development while incorporating Summit K-12 into instruction daily during WIN and practicing for TELPAS using headsets with microphones.</p> <p>Strategy's Expected Result/Impact: Higher proficiency levels on Spring 2024 TELPAS</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, administrators</p> <p>Title I: 2.4, 2.5, 2.6</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 - \$7,221.50</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will use instructional materials and strategies such as anchor charts, sentence stems, word walls, etc. to improve comprehension of content and academic language development.</p> <p>Strategy's Expected Result/Impact: Higher proficiency levels on Spring 2024 TELPAS</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: TELPAS Composite Score decreased in all three grade levels from 2023 to 2024. **Root Cause:** Lack of content language support, language acquisition instruction, and specific focus on TELPAS instruction and implementation.

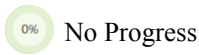
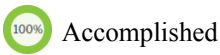
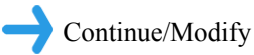

Problem Statement 4: Preliminary STAAR scores decreased in all designation categories for all subject areas in 8th grade. **Root Cause:** Lack of student buy-in and accountability for 8th-grade staff and students.

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 demonstrating scientific proficiency as measured by Meets Grade Level performance on STAAR Science assessments (grade 8) will increase from 13.4% in 2024 to 25% in 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and instructional coaches will ensure that science instruction is focused on rigorous, collaborative, hands-on lab activities while providing real-world examples.</p> <p>Strategy's Expected Result/Impact: Higher achievement in Science, specifically 8th grade STAAR Science</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 4: Preliminary STAAR scores decreased in all designation categories for all subject areas in 8th grade. Root Cause: Lack of student buy-in and accountability for 8th-grade staff and students.</p>
Perceptions
<p>Problem Statement 2: 59% of students perceive their teachers as never, once in a while, or sometimes excited to teach their classes. Root Cause: Lack of consistent campus expectations for staff, high staff attrition, and high staff absenteeism.</p>

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 demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Mathematics assessments (grades 6-8 + A1) will increase from 13.5% in 2024 to 28% in 2025.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: WIN teachers, RTI Facilitators, and administrators will utilize MAP and CBA data to plan small group teacher-led instruction to specifically target and support individual student needs that aligns with the TEKS.</p> <p>Strategy's Expected Result/Impact: Improved MAP results and CBA results</p> <p>Staff Responsible for Monitoring: WIN teachers, RTI Facilitators, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p> <p>Funding Sources: Supplemental Pay - 6100 Payroll- Title I Funds - \$2,975.90, Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$2,281</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use the MAP learning continuum data for math to embed Tier 1 intervention support across all core content areas to accelerate learning.</p> <p>Strategy's Expected Result/Impact: Increased number of students who meet their Projected Proficiency Goals on EOY MAP</p> <p>Staff Responsible for Monitoring: Teachers, RTI Facilitators, and administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrative staff and RTI Facilitators will support substitute staff through high quality hiring, involvement in planning, and daily support for Tier 1 instruction in order to ensure consistent student engagement in Tier 1 instruction and allow time for RTI Facilitators and educators to conduct Tier 2 and Tier 3 with targeted student pull out groups.</p> <p>Strategy's Expected Result/Impact: The students will increase performance on end-of-year STAAR.</p> <p>Staff Responsible for Monitoring: Administration, and RTI Facilitators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Preliminary STAAR results show that 8th-grade Black or African American students performed below the campus average in Meets for all STAAR exams.</p> <p>Root Cause: Lack of academic focus on the Black or African American subpopulation. Lack of Tier 2 and Tier 3 intervention for Black or African American students.</p>

Student Learning

Problem Statement 4: Preliminary STAAR scores decreased in all designation categories for all subject areas in 8th grade. **Root Cause:** Lack of student buy-in and accountability for 8th-grade staff and students.





School Processes & Programs

Problem Statement 1: According to the 2024 Risk Factor matrix, the rate of teachers missing more than 11 days of instruction was 23% higher than the district average. **Root Cause:** Lack of staff buy-in and accountability to campus mission and vision.

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 postsecondary readiness exam success as measured by meeting college ready benchmarks through PSAT Evidence-based Reading & Writing (grade 8) will increase from a mean of 288 in 2023 to a mean of 357 in 2024.

Evaluation Data Sources: College Board's SAT district summary report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate AVID strategies such as AVID binders and WICOR campus wide to aide students in developing the necessary skills to reach mastery in all content.</p> <p>Strategy's Expected Result/Impact: Increase in student organization and rigorous content in all classes</p> <p>Staff Responsible for Monitoring: Teachers, RTI facilitators, Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 3: TELPAS Composite Score decreased in all three grade levels from 2023 to 2024. Root Cause: Lack of content language support, language acquisition instruction, and specific focus on TELPAS instruction and implementation.</p>
<p>Problem Statement 4: Preliminary STAAR scores decreased in all designation categories for all subject areas in 8th grade. Root Cause: Lack of student buy-in and accountability for 8th-grade staff and students.</p>
Perceptions
<p>Problem Statement 2: 59% of students perceive their teachers as never, once in a while, or sometimes excited to teach their classes. Root Cause: Lack of consistent campus expectations for staff, high staff attrition, and high staff absenteeism.</p>


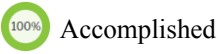
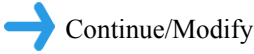

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 6: Percent of discretionary exclusionary consequences will decrease from 42% in 2024 to 33% in 2025.

High Priority

Evaluation Data Sources: Review 360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p>Strategy 1: PBIS Team will review behavioral data and develop common procedures and expectations for the campus and all staff members will be trained. Campus expectations and procedures will be clearly posted around campus and extended day tutoring/detention will serve as a non-exclusionary consequence for our African American students.</p> <p>Strategy's Expected Result/Impact: Decrease in exclusionary consequences</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 1, 3 - Perceptions 2</p> <p>Funding Sources: Supplemental Pay for Tuesday/Thursday School - 6100 Payroll- Title I Funds - \$15,072.10, Laminator - 6300 Supplies and Materials- Title I Funds - \$4,834.50</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 3: Black or African American students account for 13.1% of the student population; however, according to Review 360, the Black or African American subpopulation accounted for 23% of all discipline incidents on campus during the 2023-2024 academic year. Root Cause: Lack of mentorship for Black or African American students who repeatedly receive exclusionary consequences.</p>

School Processes & Programs

Problem Statement 1: According to the 2024 Risk Factor matrix, the rate of teachers missing more than 11 days of instruction was 23% higher than the district average. **Root Cause:** Lack of staff buy-in and accountability to campus mission and vision.

Problem Statement 3: According to Review 360, 62% of all incidents occurred in the regular classroom setting. **Root Cause:** Lack of teacher training, support, and accountability to campus and classroom systems and expectations. Lack of Tier 1 implementation of classroom management techniques to maximize engagement and minimize misconduct.

Perceptions

Problem Statement 2: 59% of students perceive their teachers as never, once in a while, or sometimes excited to teach their classes. **Root Cause:** Lack of consistent campus expectations for staff, high staff attrition, and high staff absenteeism.

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: By May 2025, 60% of parents will state on the Family Engagement Survey that they are "always" encouraged to be involved in activities and actively recruited to serve on campus committees at Bussey Middle School

High Priority

Evaluation Data Sources: Family Engagement Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Support transition to middle school for 5th graders moving to 6th grade and 8th graders moving to 9th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.</p> <p>Strategy's Expected Result/Impact: Increase in 6th grade student achievement in academics and behavior.</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 3</p> <p>Funding Sources: Parent Involvement Supp Pay - 6100 Parent Inv. Payroll T1 - \$10,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increase communication and parent support Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increase family involvement and academic success Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will have parent conferences once per semester to share data and academic progress and discuss student strengths and needs.</p> <p>Strategy's Expected Result/Impact: Increase family involvement and student academic success</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers, counselors, Title I Parent Involvement Aide, and administrators will coordinate, communicate, and execute campus activities, parent trainings, events, and materials through Talking Points and parent newsletters in the family's preferred language to increase parent awareness and involvement.</p> <p>Strategy's Expected Result/Impact: An increased number of parents will feel involved in activities and events</p> <p>Staff Responsible for Monitoring: Teachers, counselors, and administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Talking Points - 6200 Contracted Services/Registration- Title I Fun - \$4,263</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 7 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Student chronic absenteeism was 8% higher than the district average. Root Cause: Lack of student buy-in and accountability to campus mission and vision.</p>

Perceptions

Problem Statement 2: 59% of students perceive their teachers as never, once in a while, or sometimes excited to teach their classes. **Root Cause:** Lack of consistent campus expectations for staff, high staff attrition, and high staff absenteeism.


Problem Statement 3: Family engagement and community involvement are low. Survey data is not available due to administrative changes. **Root Cause:** Campus systems such as PTA, PBIS, and student organizations need revitalization and administrative support to reach the community and engage families.


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: Percent of students demonstrating social sciences proficiency as measured by Meets Grade Level performance on STAAR Social Studies assessments (grade 8) will increase from 6% in 2024 to 22% in 2025.


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and RTI Facilitators will disaggregate data from MAP (Measures of Academic Progress) and CBAs during CLCs (Collaborative Learning Communities) to determine appropriate concepts to spiral into future lessons and activities, with a focus on performance of each sub group with Special Education, Black or African American students as the priority focus.</p> <p>Strategy's Expected Result/Impact: Students will meet expected growth on MAP and STAAR</p> <p>Staff Responsible for Monitoring: Teachers, Administration, RTI Facilitators</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 1: Preliminary STAAR results show that 8th-grade Black or African American students performed below the campus average in Meets for all STAAR exams. Root Cause: Lack of academic focus on the Black or African American subpopulation. Lack of Tier 2 and Tier 3 intervention for Black or African American students.</p>
Student Learning
<p>Problem Statement 4: Preliminary STAAR scores decreased in all designation categories for all subject areas in 8th grade. Root Cause: Lack of student buy-in and accountability for 8th-grade staff and students.</p>

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers and RTI Facilitators will disaggregate data from MAP (Measures of Academic Progress) and CBAs during CLCs (Collaborative Learning Communities) to determine appropriate concepts to spiral into future lessons and activities, with a focus on performance of each sub group with Special Education, Black or African American students as the priority focus
1	1	2	Teachers, RTI facilitators, and administrators will utilize MAP and CBA data to plan small group teacher-led instruction during WIN class to specifically target and support individual student needs that aligns with the TEKS.
1	4	1	WIN teachers, RTI Facilitators, and administrators will utilize MAP and CBA data to plan small group teacher-led instruction to specifically target and support individual student needs that aligns with the TEKS.
1	4	2	Teachers will use the MAP learning continuum data for math to embed Tier 1 intervention support across all core content areas to accelerate learning.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aubrianna Venters	RTI Facilitator	Title 1 Part A	1.0
Azusena Femath	Parent Involvement Aide	Title 1 Part A	1.0
Lissette Lopez	RTI Facilitator	Title 1 Part A	1.0

2024-2025 CIT Committee

Committee Role	Name	Position
Business Representative	Moses Uvere	Community Member
Student	Michael Ramos	Student
Student	Khanh Le	Student
Community Member	Javier Briones	Community Member
Community Member	Amado Gutierrez	Community Member
Parent	Isela Garza	Parent
Parent	Silvia Mendoza	Parent
Technical Assistance Provider	Andrea Brown	Campus Technology Assistant
Non-classroom professional	Crystal Carter	Librarian
Member	Sarah Sitrin Brown-Pearn	Social Studies Teacher
Member	Christopher Warren	Science Teacher
Member	Cynthia Garcia DeGomez	Nurse
Member	Fidel Lozano	Counselor
District Representative	Ann Mulvihill	Secondary AVID Coordinator
Lead	David Gibbons	Assistant Principal

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitute Pay		\$46,580.00
1	4	1	Supplemental Pay		\$2,975.90
1	6	1	Supplemental Pay for Tuesday/Thursday School		\$15,072.10
Sub-Total					\$64,628.00
Budgeted Fund Source Amount					\$64,628.00
+/- Difference					\$0.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Parent Involvement Supp Pay		\$10,500.00
Sub-Total					\$10,500.00
Budgeted Fund Source Amount					\$10,500.00
+/- Difference					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	5	Talking Points		\$4,263.00
Sub-Total					\$4,263.00
Budgeted Fund Source Amount					\$4,263.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitute Pay		\$16,100.00
1	1	4	Modular, Collaborative Furniture		\$8,100.00
1	2	1	Supplies and Materials		\$7,221.50
1	4	1	Supplies and Materials		\$2,281.00
1	6	1	Laminator		\$4,834.50
Sub-Total					\$38,537.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$38,537.00
+/- Difference					\$0.00
Grand Total Budgeted					\$117,928.00
Grand Total Spent					\$117,928.00
+/- 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