Garland Independent School District

Lyles Collegiate Intermediate

2024-2025 Campus Improvement Plan

Mission Statement

Lyles Collegiate Intermediate and Middle School prepares students for college and careers through rigorous classes and explicit instruction of the technology and college-preparatory skills students need to succeed.

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: May 23, 2025

Demographics

Demographics Summary

The population of 899 Students

86.10% LMS, 83.56% Collegiate, Eco Disadvantage

37.97% LMS, 33.91% Collegiate, EB

10.17% - LMS, 15.57% - Collegiate, Sped

53.90% Hispanic LMS, 46.71% Hispanic Collegiate

34.24% AA LMS, 37.72% AA Collegiate

Demographics Strengths

300 Counselor to Student Ratio

Diverse campuses, 14 different languages

66% of staff have five or more years of experience

34.2% of teaching staff holds a masters degree

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Sped Subgroup did make gains in math and reading (24%) but still lags behind the district average (45%).   **Root Cause:** specific instructional strategies are not being met for subgroup

Problem Statement 2 (Prioritized): The attendance rate was only 93.7% for Collegiate and 91.8% for LMS. The district was 92.2%. The goal is 97.5%.   **Root Cause:** high mobility rate, lack of incentives

Problem Statement 3 (Prioritized): Staff retention rate was 40.43% for LMS and 57.14% for LCI.   **Root Cause:** Teacher shortage, teacher satisfaction

Student Learning

Student Learning Summary

STAAR - School Progress

2024

Math	Approaches	Meets	Masters
6th	45%	18%	6%
7th	22%	5%	1%
8th	62%	30%	6%
Algebra	100%	95%	63%

Reading	Approaches	Meets	Masters
6th	57%	30%	11%
7th	48%	27%	11%
8th	72%	40%	11%

2024

Science	Approaches	Meets	Masters
8th	49%	22%	4%

2024

Social St	Approaches	Meets	Masters
8th	42%	11%	3%

Student Learning Strengths

ELL students outperformed many subgroups in STAAR performance

Huge growth in ELAR STAAR performance

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): TELPAS growth is 50% for LMS and 30% for LCI below the district goal of 75%.   **Root Cause:** ESL instructional strategies

Problem Statement 2 (Prioritized): Students did not make growth in 6th grade mathematics compared to 8th grade STAAR tests   **Root Cause:** Instructional alignment and strategies were below proficient.

Problem Statement 3 (Prioritized): Sped Students scored significantly lower than other subgroups and state averages   **Root Cause:** Differential instruction needs to improve

School Processes & Programs

School Processes & Programs Summary

Professional development is embedded every 2 weeks through CLCs.

College and Career lessons

ESL instructions and intervention program.

AVID electives

School Processes & Programs Strengths

Students are scheduled into Math and English intervention during the day

Common planning periods scheduled for this year

CTE rich program electives

SEL and built-in College Career Courses

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Increase of students in CTE elective courses and gaining credit.   **Root Cause:** not enough courses in master schedule and CTE teachers

Problem Statement 2 (Prioritized): Differentiated and stronger instructional practices are needed   **Root Cause:** No systematic PLC process for teachers to collaborate and learn from

Perceptions

Perceptions Summary

Partnerships with the local church

Student surveys

Parent surveys

Teacher and Staff surveys

Perceptions Strengths

Teacher climate surveys higher than GISD average

High Family customer service feedback

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): student survey data below the national average   **Root Cause:** more incentives and engagement for students

Problem Statement 2: Only 20 parents participated in the school survey.   **Root Cause:** Recruit participation through various communication modes, including class dojo, sky alert, SMORE newsletter, etc.

Priority Problem Statements

Problem Statement 1: Sped Subgroup did make gains in math and reading (24%) but still lags behind the district average (45%).

Root Cause 1: specific instructional strategies are not being met for subgroup

Problem Statement 1 Areas: Demographics

Problem Statement 2: The attendance rate was only 93.7% for Collegiate and 91.8% for LMS. The district was 92.2%. The goal is 97.5%.

Root Cause 2: high mobility rate, lack of incentives

Problem Statement 2 Areas: Demographics

Problem Statement 3: Staff retention rate was 40.43% for LMS and 57.14% for LCI.

Root Cause 3: Teacher shortage, teacher satisfaction

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students did not make growth in 6th grade mathematics compared to 8th grade STAAR tests

Root Cause 4: Instructional alignment and strategies were below proficient.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Sped Students scored significantly lower than other subgroups and state averages

Root Cause 5: Differential instruction needs to improve

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Differentiated and stronger instructional practices are needed

Root Cause 6: No systematic PLC process for teachers to collaborate and learn from

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: student survey data below the national average

Root Cause 7: more incentives and engagement for students

Problem Statement 7 Areas: Perceptions

Problem Statement 8: TELPAS growth is 50% for LMS and 30% for LCI below the district goal of 75%.

Root Cause 8: ESL instructional strategies

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Increase of students in CTE elective courses and gaining credit.
Root Cause 9: not enough courses in master schedule and CTE teachers
Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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

Goals

Revised/Approved: September 18, 2024

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 Language Arts assessments (grades 3-8, E1 + E2) will increase from 33% in 2024 to 60.0% in 2025.

High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Develop a consistent CLC collaboration model where staff are equipped to address students' needs based on data analysis, developing reteach lessons and identifying and executing intervention needs		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: increased teacher collaboration; increased student achievement **Staff Responsible for Monitoring:** CLC leads, IC, admin **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2 **Funding Sources:** - 6100 Parent Inv. Payroll T1 - $4,000					

Strategy 2 Details	Reviews			
Strategy 2: ELAR and ESL teachers will provide individual and small group instruction, using resources such as I-Ready, No Red Ink, to provide additional intervention and enrichment focused on reading	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: differentiated instruction, student success **Staff Responsible for Monitoring:** admin, CLC leads, IC **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2 **Funding Sources:** - 6100 Parent Inv. Payroll T1 - $4,000, - 6300 Supplies and Materials- Title I Funds				

Strategy 3 Details	Reviews			
Strategy 3: ELAR teachers will participate in on-campus performance days during the year to plan instruction, intervention, and analyze data. Teachers will also plan afterschool hours and will be facilitated by admin and ICs	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: increased student performance **Staff Responsible for Monitoring:** administration, ICs **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 4 Details	Reviews			
Strategy 4: RLA teachers will be trained to internalize and execute high impact curriculum of from the District.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will gain Meets and Masters level on CBAs and STAAR Assessments	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Admin Team, IC, Department Head, CLC leads **Problem Statements:** Demographics 1				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement Small Group Instruction and stations including I-Ready, independent skills practice and teacher small groups.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Students will gain Approach, Meets and Masters in CBA's and STAAR **Staff Responsible for Monitoring:** Admin, IC, Department head **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - School Processes & Programs 2				

Strategy 6 Details	Reviews			
Strategy 6: New Teachers will be trained by modeling by IC's or Admin to practice the execution of high-level lesson plans	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: increase in Approach, Meets and Masters in CBAs and STAAR **Staff Responsible for Monitoring:** Ic's, admin **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 3 - Student Learning 2				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup did make gains in math and reading (24%) but still lags behind the district average (45%).   **Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 3: Staff retention rate was 40.43% for LMS and 57.14% for LCI.   **Root Cause**: Teacher shortage, teacher satisfaction
Student Learning
Problem Statement 1: TELPAS growth is 50% for LMS and 30% for LCI below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 8th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.

Student Learning
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve

School Processes & Programs
Problem Statement 2: Differentiated and stronger instructional practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

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 demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Mathematics assessments (grades 3-8 + A1) will increase from 14% in 2024 to 40.0% 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		
Strategy 1: Teachers will use classroom environments that are collaborative to increase collaboration and incorporate AVID strategies	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: increase engagement **Staff Responsible for Monitoring:** admin, IC **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2 **Funding Sources:** - 6300 Supplies and Materials- Title I Funds - $3,000				

Strategy 2 Details		Reviews		
Strategy 2: Provide a comprehensive assessment plan for mathematics that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., weekly data meetings).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: mathematics performance at Meets/ Master performance level **Staff Responsible for Monitoring:** Admin, ICs, Algebra 1 teacher **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: Students will be participate in extended day tutorial programs: including before, after school, and on Saturday school.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: increase students learning and impact the success of achiemvent **Staff Responsible for Monitoring:** admin, ICs', Teacher leads **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 4 Details	Reviews			
Strategy 4: Math teachers will be trained to internalize and execute high impact curriculum of Readiness, Set, Go and District Curriculum.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will gain Meets and Masters level on CBA's and STAAR assessment **Staff Responsible for Monitoring:** Admin Team, IC, Department Heads, CLC Leads **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement Small Group Instruction and stations including I-Ready, independent skills practice and teacher small groups.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will gain Approach, Meets and Masters in CBA's and STAAR **Staff Responsible for Monitoring:** Admin, IC, Department head **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 6 Details	Reviews			
Strategy 6: New Teachers will be trained by modeling by IC's or Admin to practice the execution of high-level lesson plans	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in Approach, Meets and Masters in CBAs and STAAR	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Ic's, admin **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup did make gains in math and reading (24%) but still lags behind the district average (45%).   **Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 3: Staff retention rate was 40.43% for LMS and 57.14% for LCI.   **Root Cause**: Teacher shortage, teacher satisfaction

Student Learning
Problem Statement 1: TELPAS growth is 50% for LMS and 30% for LCI below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 8th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve

School Processes & Programs
Problem Statement 2: Differentiated and stronger instructional practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

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 (grades 5, 8 + BI) will increase from 20.59% in 2024 to 40.0% in 2025.

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

Strategy 1 Details		Reviews		
Strategy 1: Students will be participate in extended day tutorials programs: including before, after school, and on Saturday school.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: increase student learning and achievement **Staff Responsible for Monitoring:** IC's, admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2					

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup did make gains in math and reading (24%) but still lags behind the district average (45%). **Root Cause**: specific instructional strategies are not being met for subgroup
Student Learning
Problem Statement 1: TELPAS growth is 50% for LMS and 30% for LCI below the district goal of 75%. **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 8th grade STAAR tests **Root Cause**: Instructional alignment and strategies were below proficient.
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages **Root Cause**: Differential instruction needs to improve

School Processes & Programs

Problem Statement 2: Differentiated and stronger instructional practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

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 social sciences proficiency as measured by Meets Grade Level performance on STAAR Social Studies assessments (grade 8 + US) will increase from 10.46% in 2024 to 40.0% in 2025.

Strategy 1 Details			Reviews		
Strategy 1: Students will be participate in extended day tutorials programs: including before, after school, and on Saturday school.			**Formative**		**Summative**
Strategy's Expected Result/Impact: increase student learning and achievement **Staff Responsible for Monitoring:** IC's, admin **ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 2			**Nov**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: TELPAS growth is 50% for LMS and 30% for LCI below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve
School Processes & Programs
Problem Statement 2: Differentiated and stronger instructional practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

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 English language acquisition as measured by Yearly Progress Indicator on Texas English Language Proficiency assessment System (TELPAS) assessments (grades K-12) will increase from 37% in 2024 to 50.0% in 2025.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use specific Emergent Bilingual (EB) best practices strategies in materials including flipgrid, AVID, BrainPop, STREP, elevation, 7 steps to a Language Rich Classroom and Academic Response Frames	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased STAAR results for EL students **Staff Responsible for Monitoring:** LPAC, ESL teachers, administrators, ICs **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 **Funding Sources:** - 6300 Supplies and Materials- Title I Funds - $29,095				

Strategy 2 Details	Reviews			
Strategy 2: All core departments will work collaboratively with ESL teachers to provide extended day tutorials and extra assistance to EB students needing academic vocabulary, writing, and language acquisition	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: increase language acquisition skills **Staff Responsible for Monitoring:** LPAC, CLC leads, admin **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 6300 Supplies and Materials- Title I Funds - $30,000				

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup did make gains in math and reading (24%) but still lags behind the district average (45%).   **Root Cause**: specific instructional strategies are not being met for subgroup
Student Learning
Problem Statement 1: TELPAS growth is 50% for LMS and 30% for LCI below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 8th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.
School Processes & Programs
Problem Statement 2: Differentiated and stronger instructional practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

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

Performance Objective 6: Percent of students demonstrating postsecondary readiness exam success as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing (grade 11) will increase from 43% in 2024 to 50% in 2025.

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers will provide students with resources and strategies to increase student learning such as;		**Formative**			**Summative**
-intervention activities strategies -promoting the use of active reading strategies -developing and hosting PSAT prep courses during the fall and extended days and weekends.		**Nov**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: increased student results in reading; college readiness
    Staff Responsible for Monitoring: ICs, teachers, avid coordinator
 	
    ESF Levers:
Lever 2: Strategic Staffing, Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1					

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

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup did make gains in math and reading (24%) but still lags behind the district average (45%). **Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 2: The attendance rate was only 93.7% for Collegiate and 91.8% for LMS. The district was 92.2%. The goal is 97.5%. **Root Cause**: high mobility rate, lack of incentives
Problem Statement 3: Staff retention rate was 40.43% for LMS and 57.14% for LCI. **Root Cause**: Teacher shortage, teacher satisfaction

Student Learning
Problem Statement 1: TELPAS growth is 50% for LMS and 30% for LCI below the district goal of 75%. **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 8th grade STAAR tests **Root Cause**: Instructional alignment and strategies were below proficient.

Student Learning
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve

School Processes & Programs
Problem Statement 1: Increase of students in CTE elective courses and gaining credit.   **Root Cause**: not enough courses in master schedule and CTE teachers
Problem Statement 2: Differentiated and stronger instructional practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

Perceptions
Problem Statement 1: student survey data below the national average   **Root Cause**: more incentives and engagement for 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 7: Percent of students demonstrating postsecondary readiness exam success as measured by meeting college ready benchmarks through SAT School Day Mathematics (grade 11) will increase from 43% in 2024 to 50% in 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide students with resources and strategies to increase student learning such as;	**Formative**			**Summative**

-intervention activities strategies
-promoting the use of active reading strategies
-developing and hosting PSAT prep courses during the fall and extended days and weekends.
 	
    Strategy's Expected Result/Impact: increased student results in math and college readiness
    Staff Responsible for Monitoring: ICs, teachers, avid coordinator
 	
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1
	Nov	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup did make gains in math and reading (24%) but still lags behind the district average (45%).   **Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 2: The attendance rate was only 93.7% for Collegiate and 91.8% for LMS. The district was 92.2%. The goal is 97.5%.   **Root Cause**: high mobility rate, lack of incentives
Problem Statement 3: Staff retention rate was 40.43% for LMS and 57.14% for LCI.   **Root Cause**: Teacher shortage, teacher satisfaction
Student Learning
Problem Statement 1: TELPAS growth is 50% for LMS and 30% for LCI below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 8th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve

School Processes & Programs
Problem Statement 1: Increase of students in CTE elective courses and gaining credit.   **Root Cause**: not enough courses in master schedule and CTE teachers
Problem Statement 2: Differentiated and stronger instructional practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from
Perceptions
Problem Statement 1: student survey data below the national average   **Root Cause**: more incentives and engagement for 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 8: Percent of students demonstrating college readiness as measured by qualifying criterion score on AP exams (grades 8-12) will increase from 21.7% in 2024 to 35.0% in 2025.

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers will provide students with resources and strategies to increase student learning such as;		**Formative**			**Summative**

-intervention activities strategies
-promoting the use of active reading strategies
-developing and hosting PSAT prep courses during the fall and extended days and weekends.
 	
    Strategy's Expected Result/Impact: increased student results in math and college readiness
    Staff Responsible for Monitoring: ICs, teachers, avid coordinator
 	
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1
		Nov	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup did make gains in math and reading (24%) but still lags behind the district average (45%). **Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 2: The attendance rate was only 93.7% for Collegiate and 91.8% for LMS. The district was 92.2%. The goal is 97.5%. **Root Cause**: high mobility rate, lack of incentives
Problem Statement 3: Staff retention rate was 40.43% for LMS and 57.14% for LCI. **Root Cause**: Teacher shortage, teacher satisfaction

Student Learning
Problem Statement 1: TELPAS growth is 50% for LMS and 30% for LCI below the district goal of 75%. **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 8th grade STAAR tests **Root Cause**: Instructional alignment and strategies were below proficient.
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages **Root Cause**: Differential instruction needs to improve

School Processes & Programs
Problem Statement 1: Increase of students in CTE elective courses and gaining credit.   **Root Cause**: not enough courses in master schedule and CTE teachers
Problem Statement 2: Differentiated and stronger instructional practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from
Perceptions
Problem Statement 1: student survey data below the national average   **Root Cause**: more incentives and engagement for 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 9: Percent of discretionary exclusionary consequences* will decrease from 52% in 2024 to 25.0% in 2025.
*defined as Exclusionary consequences: In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

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

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will review data and create SEL and positive behavior support lessons through CCA/WIN period	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve low-performing schools	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: all staff				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Campus will partner with local community and organizations to incorporate PBIS practices to promote positive student behavior - male and female mentoring programs - build leadership, teach empathy and self care - promote CCMR focused activities such as HS endorsement fair.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Promotes positive campus and school climate; increases campus overall community perception **Staff Responsible for Monitoring:** Sponsors, administrators, community partners **Problem Statements:** Perceptions 1 **Funding Sources:** - 6300 Parent Involvement. Supplies T1 - $14,405				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use training such as Champs training to increase classroom management and relationships skills in order to increase social emotional learning in our students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: promotes positive campus and school climate; increases campus overall community perception **Staff Responsible for Monitoring:** teachers, IC, admin **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3 - Perceptions 1				

0% **No Progress**　　100% **Accomplished**　　➡️ **Continue/Modify**　　❌ **Discontinue**

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup did make gains in math and reading (24%) but still lags behind the district average (45%).　**Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 3: Staff retention rate was 40.43% for LMS and 57.14% for LCI.　**Root Cause**: Teacher shortage, teacher satisfaction
Student Learning
Problem Statement 1: TELPAS growth is 50% for LMS and 30% for LCI below the district goal of 75%.　**Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 8th grade STAAR tests　**Root Cause**: Instructional alignment and strategies were below proficient.
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages　**Root Cause**: Differential instruction needs to improve
Perceptions
Problem Statement 1: student survey data below the national average　**Root Cause**: more incentives and engagement for 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 10: Percent of students successfully completing graduation requirements as measured by 4-year graduation rates will increase from 95.3% in 2023 (Class of 2024) to 96.5% in 2025.

Evaluation Data Sources: 2024 Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Transition activities and camps will be developed for incoming 6th graders and outgoing 8th graders	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be better prepared to start the school year with vital information for success. **Staff Responsible for Monitoring:** admin, counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	**Nov**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 2: The attendance rate was only 93.7% for Collegiate and 91.8% for LMS. The district was 92.2%. The goal is 97.5%.   **Root Cause**: high mobility rate, lack of incentives
Perceptions
Problem Statement 1: student survey data below the national average   **Root Cause**: more incentives and engagement for 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 11: Percent of students successfully demonstrating College, Career & Military Ready standards as measured by earning one or more CCMR indicators will increase from 86.4% in 2023 (Class of 2023) to 90.0%+ for Class of 2025.

HB3 Goal

Evaluation Data Sources: GISD internal CCMR reporting; 2024 Accountability Reports

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 12: SCHOOL ACCOUNTABILITY: Number of campuses required to participate in the School Improvement Process using the Effective Schools Framework will decrease from __ (__%) in 2024 to __ (--%) in 2025.

High Priority

Evaluation Data Sources: 2024 Accountability Reports

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 13: FAMILY & COMMUNITY ENGAGEMENT: The total percent of parents who participate in the GISD Family Engagement Survey will increase from 17% in spring 2024 to 25% by 2025.

Evaluation Data Sources: GISD Family Engagement Survey

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 14: FAMILY & COMMUNITY ENGAGEMENT: Percent of volunteers who participate in the GISD Family Volunteer Engagement Survey will increase from 19% in June 2024 to 25% in June 2025.

Evaluation Data Sources: GISD Volunteer Survey

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 15: SAFETY & SECURITY: To ensure a safe and secure environment for all District students, staff, and visitors by decreasing exterior door audit findings, increasing detection of weapons and dangerous items through random searches and other means, and adhering to 100 percent on campus drills.

Evaluation Data Sources: TxSSC/TEA MEOP submission report; K-9/Random Search data report; Campus EOP Report & Campus Drills Report

RDA Strategies

Goal	Objective	Strategy	Description
1	1	5	Teachers will implement Small Group Instruction and stations including I-Ready, independent skills practice and teacher small groups.
1	1	6	New Teachers will be trained by modeling by IC's or Admin to practice the execution of high-level lesson plans
1	2	4	Math teachers will be trained to internalize and execute high impact curriculum of Readiness, Set, Go and District Curriculum.
1	2	5	Teachers will implement Small Group Instruction and stations including I-Ready, independent skills practice and teacher small groups.
1	2	6	New Teachers will be trained by modeling by IC's or Admin to practice the execution of high-level lesson plans

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Develop a consistent CLC collaboration model where staff are equipped to address students' needs based on data analysis, developing reteach lessons and identifying and executing intervention needs
1	1	2	ELAR and ESL teachers will provide individual and small group instruction, using resources such as I-Ready, No Red Ink, to provide additional intervention and enrichment focused on reading
1	1	3	ELAR teachers will participate in on-campus performance days during the year to plan instruction, intervention, and analyze data. Teachers will also plan afterschool hours and will be facilitated by admin and ICs
1	1	5	Teachers will implement Small Group Instruction and stations including I-Ready, independent skills practice and teacher small groups.
1	1	6	New Teachers will be trained by modeling by IC's or Admin to practice the execution of high-level lesson plans
1	2	1	Teachers will use classroom environments that are collaborative to increase collaboration and incorporate AVID strategies
1	2	4	Math teachers will be trained to internalize and execute high impact curriculum of Readiness, Set, Go and District Curriculum.
1	2	5	Teachers will implement Small Group Instruction and stations including I-Ready, independent skills practice and teacher small groups.
1	2	6	New Teachers will be trained by modeling by IC's or Admin to practice the execution of high-level lesson plans
1	3	1	Students will be participate in extended day tutorials programs: including before, after school, and on Saturday school.
1	4	1	Students will be participate in extended day tutorials programs: including before, after school, and on Saturday school.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Teachers will implement Small Group Instruction and stations including I-Ready, independent skills practice and teacher small groups.
1	1	6	New Teachers will be trained by modeling by IC's or Admin to practice the execution of high-level lesson plans
1	2	4	Math teachers will be trained to internalize and execute high impact curriculum of Readiness, Set, Go and District Curriculum.
1	2	5	Teachers will implement Small Group Instruction and stations including I-Ready, independent skills practice and teacher small groups.
1	2	6	New Teachers will be trained by modeling by IC's or Admin to practice the execution of high-level lesson plans
1	5	1	Teachers will use specific Emergent Bilingual (EB) best practices strategies in materials including flipgrid, AVID, BrainPop, STREP, elevation, 7 steps to a Language Rich Classroom and Academic Response Frames
1	5	2	All core departments will work collaboratively with ESL teachers to provide extended day tutorials and extra assistance to EB students needing academic vocabulary, writing, and language acquisition

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,415.00
				+/- Difference	$2,415.00

199 - PIC 24 State Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$15,301.00
				+/- Difference	$15,301.00

199 - PIC 25 Bil../ESL State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,924.00
				+/- Difference	$6,924.00

6100 Payroll- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$18,049.00
				+/- Difference	$18,049.00

6100 Parent Inv. Payroll T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$4,000.00
1	1	2			$4,000.00

6100 Parent Inv. Payroll T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$8,000.00
				Budgeted Fund Source Amount	$229.00
				+/- Difference	-$7,771.00
6300 Supplies and Materials- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	2	1			$3,000.00
1	5	1			$29,095.00
1	5	2			$30,000.00
				Sub-Total	$62,095.00
				Budgeted Fund Source Amount	$5,095.00
				+/- Difference	-$57,000.00
6300 Parent Involvement. Supplies T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	9	2			$14,405.00
				Sub-Total	$14,405.00
				Budgeted Fund Source Amount	$14,405.00
				+/- Difference	$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$500.00
				+/- Difference	$500.00
				Grand Total Budgeted	$62,918.00
				Grand Total Spent	$84,500.00
				+/- Difference	-$21,582.00

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