Garland Independent School District

Abbett Elementary School

2024-2025 Campus Improvement Plan

Board Approval Date: October 22, 2024
Public Presentation Date: October 22, 2024

Mission Statement

Together, our mission at Abbett Elementary is to create a superior elementary education experience for diverse students and families because foundational learning paves the way for a bright future.

Vision

Activating academic excellence, one student at a time

Core Beliefs

At Abbett, we believe:

- All students can learn
- Mentoring students--not just teaching--makes a huge difference
- Our purpose is to grow young minds into critical thinkers and problem-solvers
- Everyone who comes to Abbett should feel welcomed
- School should be challenging . . . and fun

At Abbett, we value:

- love of learning
- perseverance
- kindness
- team work
- self-regulation
- gratitude

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Comprehensive Needs Assessment

Revised/Approved: August 9, 2024

Demographics

Demographics Summary

Abbett Elementary School is a Title 1 campus in Garland, Texas. We opened in 1989, and have a student count of **705**. Abbett has an effective school-wide parent/ teacher communication platform. Our district-required programs are aligned with student needs, but our campus after-school programs can be improved to include more K-2 students and more streamlined dismissal procedures for those programs. PEIMS report indicates that we have a diverse population: Hispanic **40**%, White **22**%, African American **19**%, Asian 12**%**, Two or more **5%**, American Indian 1**%,** and Native Hawaiian 1**%**.

Our special populations include: economically disadvantaged **62**%, Emergent Bilingual Students 35**%**, Special Education **13%,** GT 3**%, Section 504 5%,** Title 1 **100%**, McKinney Vento 1.2**%**, Migrant **0%,** At Risk 51%, Immigrant 9%. Regarding our staff: **60.8%** of teachers have 6 or more years of teaching experience. **2.5%** of teachers have over 30 years of teaching experience.

Demographics Strengths

Our strengths:

- According to MAP, 100% of students who are below the 21st percentile receive intervention, dyslexia services, special education resource class, and/or tiered small group instruction.
- 7% of office referrals resulted in exclusionary consequences.
- 60.8% of teachers have six or more years of teaching experience.
- Effective school-wide parent/teacher communication platform.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Discipline data shows that 79% of behavior incident office referrals are for male students.   **Root Cause:** We need a clear definition and plan for what is acceptable school behavior.

Student Learning

Student Learning Summary

Student performance follows:

- Overall STAAR 69% at Approaches, 40% at Meets, 18% at Masters
- Reading STAAR 73% at Approaches, 45% at Meets, 20% at Masters
- Math STAAR 69% at Approaches, 41% at Meets, 20% at Masters
- Science STAAR 56% at Approaches, 21% at Meets, 9% at Masters
- 29% of Emergent Bilingual students scored at Advanced or Advanced High on TELPAS.

Student Learning Strengths

Our strengths:

- 30% of 5th students scored at Masters Grade Level on 5th grade Reading STAAR
- 22% of 4th students scored at Masters Grade Level on 4th grade Math STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 45% of students scored at Meets Grade Level on Reading STAAR, with African American students at 31%, Hispanic students at 36% and students with special education services at 9%.   **Root Cause:** Lesson and unit planning lack alignment with the rigor of TEKS

Problem Statement 2 (Prioritized): 41% of students scored at Meets Grade Level on Math STAAR, with African American students at 24%, Hispanic students at 35% and students with special education services at 11%.   **Root Cause:** Lesson and unit planning lack alignment with the rigor of TEKS

Problem Statement 3 (Prioritized): 21% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 6%, Hispanic students at 17%, and students with special education services at 0%.   **Root Cause:** Lesson and unit planning lack alignment to the rigor of TEKS

School Processes & Programs

School Processes & Programs Summary

Our campus improvement team, with parent involvement, met quarterly to analyze progress toward goals and develop a strategic plan to address needs. A baseline for data is created using BOY MAP and mCLASS. PLCs were utilized to track the progress of the lowest SEs and the learning continuum. Programs for students include robotics, honor choir, and theater. These activities were implemented to support our mission of encouraging a strong community, problem-solving, cooperative learning, and family relationships.

Our at-risk students were provided with multiple opportunities for improvement, such as intervention, tutorials, and small group instruction. Teachers individualize student programs based on educational needs. Professional development opportunities are provided for staff throughout the school year, including a book study on pedagogy. SEL is utilized to develop a classroom culture of expectations. Class Dojo is used to provide feedback on behavior expectations and as a tool to show off fun activities in which students are involved.

School Processes & Programs Strengths

Our strengths:

- Teachers and administrators participate in data-driven PLCs to guide instruction.
- Our campus instructional programming strongly emphasizes tier 1 instruction, including consistent implementation of the gradual release model of instruction.
- Abbett students read and write every day in every content area.
- We provide special programs that enhance students' learning experience at Abbett—through clubs such as robotics, honor choir, and theater and through special programs throughout the year, such as the mobile dairy demonstration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): School attendance rate remains under 95% (94.3% for 23-24, 94.7% for 22-23).   **Root Cause:** Lack of effective attendance tracking and parent communication

Problem Statement 2 (Prioritized): TELPAS scores for 23-24 show that few students are scoring in the Advanced High proficiency level (2% of K-2 students, 7% of 3rd-5th students), and only 31% of Emergent Bilingual students progressed at least one proficiency level.   **Root Cause:** lack of instructional strategies addressing content-specific skills and comprehensive language development

Perceptions

Perceptions Summary

Parents are partners with teachers at Abbett. Abbett staff communicates with parents often on Dojo (which automatically translates into a parent's language of preference). Adminstration and counselors also use the Class Dojo School Story often to share campus news and the weekly newsletter. Abbett's PTA is an active and robust part of Abbett's culture. Families can come to Abbett any day of the week to eat lunch with their students. Parents have said they appreciate being welcomed and enjoy having lunch with students. Our Watch D.O.Gs program is also thriving. Many dads and granddads volunteer at Abbett often and support our students.

We have established a community partnership with North Garland Baptist Fellowship. Last year the church remodeled our teacher's lounge, and surprised Abbett students with ice cream at Spring Planting Day. We had many parents and families participate in campus events, such as outdoor learning, trunk or treat, field day, etc.

We had over 100 parents complete the Spring Panorama survey. Data shows that 54% of parents answered favorably about their child's learning behaviors at home. Many families stated that their schedules are too busy.

Perceptions Strengths

Our strengths:

- 51% of 3rd-5th grade students answered favorably about self-efficacy on the student Panorama survey; this is an increase from 45% the year before.
- 78% of parents feel as though they are encouraged to be involved in school activities.
- 96% of parents receive information in a language they can understand.
- Attendance increased from 94.3% in 2022-23 to 94.7% in 2023-24.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent survey shows that only 54% of Abbett parents answered favorably about their perceptions of their child's learning-related behaviors at home.   **Root Cause:** Lack of parent education for how to support their child's learning behaviors at home

Problem Statement 2: Only 56% of students in grades 3-5 state that they are able to stay relaxed and calm when things go wrong.   **Root Cause:** Lack of emotional regulation strategies and guidance for emotion regulation

Priority Problem Statements

Problem Statement 1: 41% of students scored at Meets Grade Level on Math STAAR, with African American students at 24%, Hispanic students at 35% and students with special education services at 11%.

Root Cause 1: Lesson and unit planning lack alignment with the rigor of TEKS

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 21% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 6%, Hispanic students at 17%, and students with special education services at 0%.

Root Cause 2: Lesson and unit planning lack alignment to the rigor of TEKS

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Parent survey shows that only 54% of Abbett parents answered favorably about their perceptions of their child's learning-related behaviors at home.

Root Cause 3: Lack of parent education for how to support their child's learning behaviors at home

Problem Statement 3 Areas: Perceptions

Problem Statement 4: 45% of students scored at Meets Grade Level on Reading STAAR, with African American students at 31%, Hispanic students at 36% and students with special education services at 9%.

Root Cause 4: Lesson and unit planning lack alignment with the rigor of TEKS

Problem Statement 4 Areas: Student Learning

Problem Statement 5: School attendance rate remains under 95% (94.3% for 23-24, 94.7% for 22-23).

Root Cause 5: Lack of effective attendance tracking and parent communication

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: TELPAS scores for 23-24 show that few students are scoring in the Advanced High proficiency level (2% of K-2 students, 7% of 3rd-5th students), and only 31% of Emergent Bilingual students progressed at least one proficiency level.

Root Cause 6: lack of instructional strategies addressing content-specific skills and comprehensive language development

Problem Statement 6 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
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase from 26% in Spring 2024 to 60% in Spring 2025.

High Priority

HB3 Goal

Evaluation Data Sources: 2025 Reading STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Teachers and specialists will provide differentiated learning activities to all students based on student achievement data (MAP/mCLASS) to accelerate student performance based on specific student targets. Students will be engaged in small group, rigorous, differentiated learning activities based on their mCLASS, MAP, STAAR, and curriculum-based assessment data that will specifically target and support individual student needs. Special population data will be considered when evaluating instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% of K-5 students will meet their projected growth on EOY Reading MAP. 70% of K-3 students will score at benchmark or above on EOY mCLASS. **Staff Responsible for Monitoring:** Teachers, administrators, counselor, IST **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Subs to allow K-5 teachers to plan small group instruction at BOY and MOY - 6100 Payroll- Title I Funds - $2,406				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive follow-up training in CBLI and consistently incorporate effective methods, such as sentence stems, academic vocabulary development, visuals, writing strategies, and small group purposeful talk.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 80% of Abbett EB students will progress at least one proficiency level on TELPAS 2025. **Staff Responsible for Monitoring:** Teachers, administrators, IST **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: Emergent Bilingual students and students with IEPs will consistently utilize differentiated supports to assist in accessing grade-level content and skills for Reading/Language Arts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 60% of EB students will score at the meets grade level standard on STAAR Reading. 35% of special education students will score at the meets grade level standard on STAAR Reading. **Staff Responsible for Monitoring:** Teachers, administrators **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: K-2 teachers will implement daily targeted small group instruction to increase decoding skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% of students will meet or exceed their projected growth on EOY Reading MAP. 80% of K-2 students will score On Grade Level for decoding on EOY mClass. **Staff Responsible for Monitoring:** Teachers, administrators **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 5 Details	Reviews			
Strategy 5: The campus will host a parent night in the fall at which parents will learn about the core curriculum, opportunities for intervention/enrichment, campus policies/procedures, student assessments, Title I program, and campus initiatives. Families will have multiple opportunities to participate in campus events, such as parent-teacher conferences and monthly PTA events with parent education classes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 55% of Abbett families will attend the event, and 75% of parents will answer favorably about their perceptions of their child's learning-related behaviors at home on the EOY Panorama Survey. **Staff Responsible for Monitoring:** Administrators, teachers, ELST, CST, counselor **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 6 Details	Reviews			
Strategy 6: Professional development sessions will be provided to teachers in the areas of explicit, structured Tier One instruction, specifically targeting of the gradual release model for instruction and checks for understanding.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% of students will meet their projected growth on EOY MAP Reading. 80% of students will score at benchmark or above on EOY mCLASS. Walkthrough data will show at least 80% of teachers proficient in 2.1 Achieving Expectations EOY TTESS Summary Data will show at least 80% of teachers proficient in Domain 1 Planning **Staff Responsible for Monitoring:** Teachers, administrators, ELST, CST **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 45% of students scored at Meets Grade Level on Reading STAAR, with African American students at 31%, Hispanic students at 36% and students with special education services at 9%.   **Root Cause**: Lesson and unit planning lack alignment with the rigor of TEKS

School Processes & Programs
Problem Statement 2: TELPAS scores for 23-24 show that few students are scoring in the Advanced High proficiency level (2% of K-2 students, 7% of 3rd-5th students), and only 31% of Emergent Bilingual students progressed at least one proficiency level.   **Root Cause**: lack of instructional strategies addressing content-specific skills and comprehensive language development
Perceptions
Problem Statement 1: Parent survey shows that only 54% of Abbett parents answered favorably about their perceptions of their child's learning-related behaviors at home.   **Root Cause**: Lack of parent education for how to support their child's learning behaviors at home

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

Performance Objective 2: Percent of students in grade 4 demonstrating on-level mathematical knowledge and skills, as measured by Meets Grade Level performance on STAAR Math, will increase from 35% in Spring 2024 to 60% in Spring 2025.

High Priority

HB3 Goal

Evaluation Data Sources: 2025 Math STAAR results

Strategy 1 Details		Reviews			
Strategy 1: All students will develop their academic mathematical language using visuals, manipulatives, and other language development strategies (such as interactive word walls and guided student discourse) so they can hear, refine, and use math language with peers and develop their math language toolkit over time.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 40% of grades 3-5 students will score at the Masters Grade Level standard on Math STAAR. 60% of grades 3-5 students will score at the Meets Grade Level standard on Math STAAR **Staff Responsible for Monitoring:** Teachers, administrators, IST **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 2					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize Think Aloud strategies during Tier 1 instruction to strengthen students' understanding of applied problem-solving.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% of K-5 students meet or exceed their expected growth goal on EOY MAP Math. **Staff Responsible for Monitoring:** Teachers, administrators, ELST **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 2					

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use established fluency routines from Eureka to ensure students practice the application of efficient, flexible, and accurate mathematical procedures within the lesson and/or throughout a unit.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% of grades 2-5 students will 70% or higher on GISD grade level fluency assessments. **Staff Responsible for Monitoring:** Administration, teachers, IST **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2				

Strategy 4 Details	Reviews			
Strategy 4: Teachers customize Eureka's lessons to maintain alignment with lesson objectives, structure, and pacing. Teachers plan exit tickets (DOLs) using questions and tasks that allow students to apply conceptual understanding to new problem situations and contexts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% of K-5 students will meet or exceed expected growth on EOY MAP Math. **Staff Responsible for Monitoring:** Teachers, administrators, IST **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2				

Strategy 5 Details	Reviews			
Strategy 5: Teachers utilize MAP, iReady, CBA, and exit ticket data to provide differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency in grade-level math content and skills, as well as differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level math content and skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% of K-5 will meet or exceed expected growth goals on EOY MAP Math. **Staff Responsible for Monitoring:** Teachers, administrators, IST **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2				

Strategy 6 Details	Reviews			
Strategy 6: Students will utilize the Read-Draw-Write approach, manipulatives, and models to develop conceptual knowledge of mathematical concepts and ideas.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% or more K-5 students will meet or exceed expected growth on EOY MAP Math. **Staff Responsible for Monitoring:** Teachers, administrators, IST **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 41% of students scored at Meets Grade Level on Math STAAR, with African American students at 24%, Hispanic students at 35% and students with special education services at 11%.   **Root Cause**: Lesson and unit planning lack alignment with the rigor of TEKS

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.
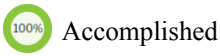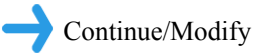
Performance Objective 3: Percent of EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 43% in 2019 to 60% by 2025.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze varied student achievement data for our EB students through PLCs and LPACs to improve instruction. Teachers will use effective CBLI strategies to meet the affective, linguistic, and cognitive needs of EB students through the medium of content in the student's primary language and/or English.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% of Emergent Bilingual students will meet or exceed expected growth goals on EOY MAP. **Staff Responsible for Monitoring:** Administrators, teachers, LPAC teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: EB students will utilize visuals, videos, dictionaries, and supplemental aids on a daily basis in all content areas to increase vocabulary development.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 50% of K-2 EB students will have a composite score at the Advanced stage proficiency level of TELPAS 40% of 3-5 EB students will have a composite score at the Advanced High proficiency level of TELPAS **Staff Responsible for Monitoring:** Teachers, administrators, LPAC teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: EB students will have multiple daily opportunities to practice listening and speaking through collaboration, small group purposeful talk, and student-recorded videos.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% of students will meet yearly progress indicator in listening and speaking on TELPAS. **Staff Responsible for Monitoring:** Teachers, administrators, LPAC teacher **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: TELPAS scores for 23-24 show that few students are scoring in the Advanced High proficiency level (2% of K-2 students, 7% of 3rd-5th students), and only 31% of Emergent Bilingual students progressed at least one proficiency level.   **Root Cause**: lack of instructional strategies addressing content-specific skills and comprehensive language development

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

Performance Objective 4: The percentage of grade 5 students demonstrating scientific understanding, as measured by Meets Grade Level performance on STAAR Science, will increase from 21% in 2024 to 60% by 2025.

    High Priority

    HB3 Goal

    Evaluation Data Sources: 2025 Science STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan science lessons and units utilizing the horizontal and vertical alignment of grade-level content, recurring themes and concepts, and scientific and engineering practices. Teachers will meet in PLCs to discuss explanations and examples of science concepts, including grade-level misconceptions, to support the teacher's subject knowledge and recognition of barriers to student conceptual development as outlined in the TEKS.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% of 2-5 students will meet or exceed expected growth on EOY MAP Science. **Staff Responsible for Monitoring:** Teachers, administrators, IST **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
Strategy 2: Students will use evidence to support their hypotheses and claims and develop and utilize scientific vocabulary in context. Students will engage in argumentation and discourse that justify their explanations of phenomena and/or solutions to problems using evidence acquired from learning experiences.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 40% of 5th grade students will score at the Masters level of Science STAAR. 60% of 5th grade students will score at the Meets level of Science STAAR. **Staff Responsible for Monitoring:** Teachers, administrators, IST **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will analyze MAP and CBA data to provide targeted science instruction and activities to scaffold learning for students who have not yet achieved grade-level mastery. Teachers will use MAP Continuum data to provide enrichment and scaffolds for just-in-time learning acceleration for all students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 70% of 2-5 students will meet or exceed expected growth on EOY MAP Science. **Staff Responsible for Monitoring:** Teachers, administration, IST **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

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

Performance Objective 4 Problem Statements:

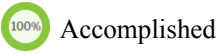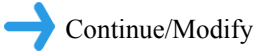| Student Learning |
|---|
| **Problem Statement 3**: 21% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 6%, Hispanic students at 17%, and students with special education services at 0%. **Root Cause**: Lesson and unit planning lack alignment to the rigor of TEKS |

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

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 10% in 2023-24 to 8% in 2024-25.

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

Strategy 1 Details	Reviews			
Strategy 1: Staff and parents will engage in the development of our Parent and Family Engagement Policy and Parent-Teacher Compact to ensure we are working together for increased student achievement and positive social-emotional development. Meetings and materials will be available in multiple languages.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 100% of parents will have the opportunity to participate in the development of the Parent and Family Engagement Policy and Parent-Teacher Compact through a PTA membership meeting.
 	
100% of teachers and parents will sign the Parent-Teacher Compact.
   Staff Responsible for Monitoring: Teachers, counselors, administrators
 	
   TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
   Problem Statements: School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive on-going training in incorporating relationship building activities, reinforcing procedures/routines, engaging students in meaningful learning activities, implementing inclusive practices for all students, and utilizing effective behavior supports (restorative practices, de-escalation, conflict management, redirection).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Decrease in office referrals and classroom incidents based on effective procedures/routines and use of effective behavior supports.
Panorama survey will show that 80% of Abbett students characterize the student/teacher relationship as positive
   Staff Responsible for Monitoring: Teachers, administrators, counselors
 	
   TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
   Problem Statements: School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize Class Dojo to create a positive learning environment, reinforce appropriate behaviors, reduce misbehavior, reinforce respect and kindness, and provide behavioral data to parents. Class Dojo is available in multiple languages.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of parents will receive feedback for their children following school behavior expectations in Class Dojo. **Staff Responsible for Monitoring:** Teachers, administrators, counselors **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

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

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: School attendance rate remains under 95% (94.3% for 23-24, 94.7% for 22-23).   **Root Cause**: Lack of effective attendance tracking and parent communication

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

Performance Objective 6: School attendance rates will increase from 94.7% in 2023-2024 to 95% in 2024-2025.

Evaluation Data Sources: School attendance data

Strategy 1 Details	Reviews			
Strategy 1: Campus-wide, grade-level, and classroom-level attendance data will be analyzed weekly by the administration in order to provide incentives for student attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness and accountability for student attendance **Staff Responsible for Monitoring:** Administrators, counselors **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Incoming kindergarten parents will be provided with multiple opportunities to visit the campus and talk with teachers about the necessary prerequisite skills for success in kindergarten.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of incoming kindergarten parents will be provided the opportunity to visit with school staff. **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Teachers and counselors will provide 5th grade students with multiple opportunities to learn about the procedures and expectations of middle school through classroom guidance activities, meetings with middle school staff, and middle school student panels.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: 100% of 5th grade students will be provided with helpful information about middle school. **Staff Responsible for Monitoring:** Counselors, teachers, administration **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 4 Details	Reviews			
Strategy 4: Campus staff will utilize multiple methods to encourage parents to participate in the GISD Parent Involvement Survey, such as posting the survey on Dojo, making the survey available during parent events and parent-teacher conferences, sending the link through email.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: 70% of parents will complete the survey, which will provide critical data for our campus to assist in meeting the needs of our families. **Staff Responsible for Monitoring:** Administrators, teachers, counselors **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 5 Details	Reviews			
Strategy 5: Provide PD opportunities for staff and parents on best practices for creating a culturally competent and inclusive environment for families.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased parent-family engagement at Abbett Teachers connect with all students **Staff Responsible for Monitoring:** Administration, teachers **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

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

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: School attendance rate remains under 95% (94.3% for 23-24, 94.7% for 22-23).   **Root Cause**: Lack of effective attendance tracking and parent communication
Perceptions
Problem Statement 1: Parent survey shows that only 54% of Abbett parents answered favorably about their perceptions of their child's learning-related behaviors at home.   **Root Cause**: Lack of parent education for how to support their child's learning behaviors at home

Title I Personnel

Name	Position	Program	FTE
Amber Moore	Teacher Intervention Specialist Title I	Title I, Part A Program	1.0

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	$0.00
				+/- Difference	$0.00

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	$0.00
				+/- Difference	$0.00

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	$0.00
				+/- Difference	$0.00

6100 Payroll- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs to allow K-5 teachers to plan small group instruction at BOY and MOY		$2,406.00
				Sub-Total	$2,406.00
				Budgeted Fund Source Amount	$2,406.00
				+/- Difference	$0.00

6200 Parent Involvement. Contracted Services/Reg -

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00

6200 Parent Involvement. Contracted Services/Reg -						
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
6300 Supplies and Materials- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
6300 Parent Involvement. Supplies T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$2,406.00
				Grand Total Spent	$2,406.00
				+/- 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