

**Garland Independent School District
Back Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

Back Elementary School provides a quality education for all students emphasizing high expectations and strong work habits within a safe environment for learning. Each student will be empowered for a lifetime of learning, responsible citizenship and productive employment in the modern world.

Vision

James M. Back Bulldogs

"The Sky's the Limit!"

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

The Campus Needs Assessment (CNA) process was completed in May 2024. There were 4 committees to review data and identify strengths and areas of need: Demographics, Perceptions, Processes & Programs, and Student Achievement. All professional staff served on a CNA committee to analyze data and identify campus priorities. The information provided from each CNA committee was reviewed by the Instructional Leadership Team (Principal, Assistant Principal, Counselor, Instructional Coach, and Interventionist) after 2024 STAAR and TELPAS data was provided from TEA. The campus priorities were finalized and performance objectives were established for the Campus Improvement Plan.

Demographics

Demographics Summary

Back Elementary School is located in Rowlett, Texas, and has a total of 397 students enrolled, based on this document. Back elementary school services pre-k through 5th grade students. There are 169 female students and 224 male students within the school. The mission of Back Elementary School is to provide a quality education for all students emphasizing high expectations and strong work habits within a safe environment for learning. Each student will be empowered for a lifetime of learning, responsible citizenship and productive employment in the modern world. Back Elementary school is a small residential campus that allows for open enrollment. Back elementary school believes in increasing the rigor while providing opportunities for engaged learning and collaboration. Back EL has the following demographics:

Programs:

The following programs can be currently found at Back Elementary School: dyslexia, gifted and talented, section 504, special education, emergent bilingual, bilingual, ESL, and title 1. Back elementary school also contains four self contained special education classrooms: three ABC classrooms (k-1, 2-3, 4-5) and one ECSE classroom (PK). There are 93 students in the SPED population, which makes up 23% of the school. Our special programs align with the needs and desires of our students, parents, and community. Our special programs align with the philosophy of the district that all students can learn and every student deserves our best. These programs show that we as a district believe and respect all students, families, staff, and community.

The following are percentages of students served in each program:

- Dyslexia: 4.28%
- Gifted and Talented: 1.51%
- Regional Day School Program for the Deaf: 0.00%
- Section 504: 3.02%
- Special Education (SPED): 23.43%
- Bilingual/ESLEmergent Bilingual (EB): 28.46%
- Bilingual: 0%
- English as a Second Language: 24.18%
- Title I Part A Schoolwide Program: 100.00%
- Targeted Assistance: 0.00%
- Targeted Assistance Previously Participated: 0.00%
- Title I Homeless: 0.00%
- Economic Disadvantage: 70.03%
- Free Meals: 53.4%
- Reduced-Price Meals: 2.77%
- Other Economic Disadvantage: 13.85%

Discipline Data/Information:

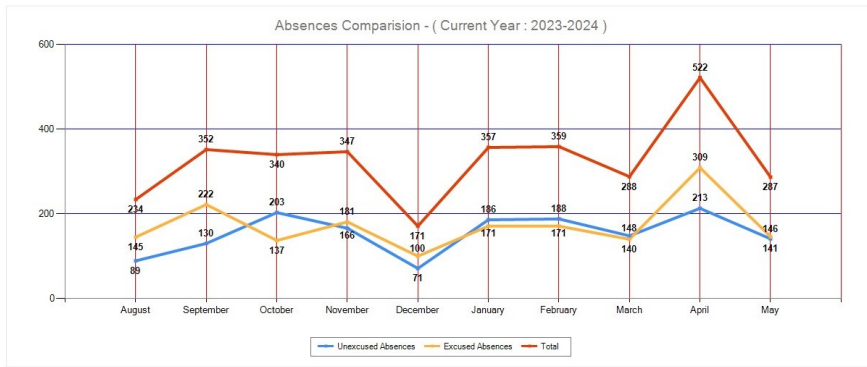
- Discipline incidents remained low during the first semester (August - January), but rose in February. February had 25.6% of the discipline, which was higher than any other month. During the 2023-2024 school year, there were 74 reported discipline incidents. The most common reported incident was DIO, or Disorderly Conduct, which was 48.1% of the 74 incidents. The majority of these incidents occur either in the classroom or the playground. 3 (3.7%) students have received a full day suspension, 4 (4.9) students have received a partial day suspension, 1 (1.2) student has received a reassignment rm full day suspension, and 8 (9.9%) students have received a reassignment rm partial day suspension. There were 200 classroom incidents reported throughout the 2023-2024 grade level. Pre-k was 6.0%, kindergarten was 26.5%, first grade was 9.0%, second grade was 24.0%, third grade was 19.0%, fourth grade was 9.0%, and 5th grade was 6.5%. Black or African American makeup 50.5% of these incidents, followed by Hispanic/Latino with 18.5%, White with 17.5%, two or more races with 9.0%, Asian with 4.0%, and lastly American Indian or Alaska Native with 0.5%.

- There have been 590 behaviors reported in 198 In-Class incidents. Out of 200 reported incidents, 101 incidents, or 50.5%, were documented for Black or African American students. The top 3 grade levels that reported behavior incidents were Kindergarten (53 - 26.5%), 2nd grade (48 - 24%), and 3rd grade (38 - 19%). The top 5 behavior incidents that have been reported on Review360 include: Failure to Follow Directions (88 - 44.4%), Disobedience (82 - 41.4%), Emotional Outbursts (63% - 31.8%), Out of Seat (53 - 26.8%), and Other-Classroom Behavior (75 - 37.9%).

Attendance/Truancy:

- The highest month of both unexcused and excused absences is April with 309 excused absences and 213 unexcused absences, totaling 522 absences. 25 students have been referred to the truancy office. Back Elementary Average Daily Attendance (ADA) percentage is consistently lower than the district average. However, it has improved since the 2022-2023 school year for the majority of the months, except for the months of February through April.
- School year 2022-2023, cycle 1 we had 96.4% attendance rate, cycle 2 95.98%, cycle 3 95.12%, cycle 4 95.77%, There is no information from cycles 5 and 6 for the 2022-2023 school year. For the 2023-2024 school year, attendance rate for we had a cycle 1 we had 96.1% attendance rate, cycle 2 94.3%, cycle 3 94.8%, cycle 4 94.9%. Last school year the attendance percentage was higher than in the first four attendance cycles this year. We have had more unexcused absences this year than last year.
- The cumulative Average Daily Attendance (ADA) percentage dropped from the 22-23 school year to the 23-24 school year from 96.10% to 95.70%.
- We looked in the Back attendance data and found that the White group has 94.5% attendance rate which is the lowest group cumulatively for 23-24. Our students listed as homeless have the lowest rate as well at 89.4% for 23-24. Last year in 22-23, the White group's absence rate was 95.1% so it has gone down. The homeless rate was 91.19% which has also gone down this year.

2023 - 2024 Absences:



Absences	August	September	October	November	December	January	February	March	April	May
Unexcused Absences	89	130	203	166	71	186	188	148	213	141
Excused Absences	145	222	137	181	100	171	171	140	309	146
Total	234	352	340	347	171	357	359	288	522	287

2023 - 2024 Average Daily Attendance by Grade Level/Subgroup:

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2023 -

	PIA - Reporting Period 1	PIA - Reporting Period 2	PIA - Reporting Period 3	PIA - Reporting Period 4	PIA - Reporting Period 5	PIA - Reporting Period 6	PIA - Cumulative
	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024
All Students	96.1%	94.3%	94.8%	94.9%	94.6%	98.0%	95.5%

All Students	96.1%	94.3%	94.6%	94.3%	94.0%	96.0%	95.3%
Ethnicity							
Hispanic/Latino	96.1%	95.1%	94.8%	95.4%	93.9%	97.7%	95.5%
American Indian or Alaska Native	98.1%	92.6%	100.0%	94.0%	95.7%	100.0%	96.9%
Asian	97.3%	95.5%	95.6%	96.1%	94.4%	98.8%	96.3%
Black or African American	96.5%	93.6%	95.4%	93.4%	94.8%	97.8%	95.2%
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	93.9%	92.1%	91.6%	95.4%	95.2%	98.5%	94.5%
Two or More Races	97.5%	95.5%	97.2%	95.3%	97.4%	98.4%	96.9%
Gender							
Male	95.9%	93.9%	94.9%	94.9%	94.7%	98.0%	95.4%
Female	96.4%	94.8%	94.7%	95.0%	94.4%	98.1%	95.6%
Grade							
Pre-Kindergarten	94.7%	93.1%	92.9%	95.1%	94.7%	97.3%	94.7%
Kindergarten	97.3%	94.4%	93.9%	94.2%	93.7%	98.3%	95.3%
1st	95.7%	94.9%	95.0%	95.3%	95.3%	98.4%	95.8%
2nd	95.0%	93.1%	95.7%	96.2%	94.4%	98.0%	95.5%
3rd	96.2%	94.3%	94.2%	93.4%	95.0%	98.2%	95.2%
4th	97.0%	95.9%	96.3%	95.8%	94.7%	97.2%	96.1%
5th	96.3%	94.3%	95.5%	94.9%	94.4%	98.3%	95.7%
Special Population							
At Risk	96.6%	94.8%	95.2%	95.1%	94.6%	98.4%	95.8%
Early Reading Indicator	95.2%	93.1%	93.9%	93.5%	93.3%	98.3%	94.6%
Economic Disadvantage	96.1%	94.2%	94.1%	94.3%	94.2%	97.8%	95.2%
Emergent Bilingual	96.9%	96.2%	95.5%	96.2%	94.5%	98.4%	96.3%
Foster Care	-	-	-	-	-	-	-
Gifted and Talented	93.1%	95.7%	96.3%	95.5%	94.5%	98.4%	95.7%
Homeless Status	91.2%	82.6%	94.5%	80.2%	92.9%	99.7%	89.4%
Migrant	-	-	-	-	-	-	-
Military Connected	96.9%	93.5%	95.4%	91.7%	94.3%	98.2%	95.0%
RDSPD	-	-	-	-	-	-	-
Section 504	97.1%	95.7%	96.8%	96.3%	92.8%	96.8%	95.9%
Special Education	95.6%	94.5%	94.6%	94.5%	94.8%	98.6%	95.5%
Unaccompanied Youth	-	-	-	-	-	-	-

Staff Demographics:

Our staff members are a multigenerational, multilingual, and multiracial cohort which aligns well with the demographics of our students. Back Elementary School's student makeup can be broken down into several racial groups; Black, Caucasian, Asian, and Hispanic students comprise the majority of the ethnicity groups. Our staff members include mostly Black and Caucasian individuals; Hispanic and Asian individuals represent a lesser racial percentage. Based on the data compiled in the staff demographic spreadsheet, the largest cohort of experienced teachers for the 2023-2024 school year is represented by the group falling within the "11-20 Years Experience" category. This has been the largest cohort of teachers for the last three years, and, this year, the cohort represents 36% of the teacher population. This indicates that the teachers at Back Elementary are well prepared to meet the needs of the variety of students who attend. The next largest cohort is represented by the teachers in the "1-5 Years Experience" category which represents 25% of the teacher population. The smallest cohort of teachers for the 2023-2024 school year is the beginning teachers group, representing only 15% of the teacher population.

The following are percentages of staff at Back EL:

- 16% (9 count) of the staff are administrative support
- 66% (33 count) are teachers and 24% (13 count) are educational aides.
- This year the school counts with a new Principal different from having an interim Principal and a bilingual Assistant Principal for the first time ever in the school. We have specially certified teachers including SPED, Speech, Bilingual, Gifted and Talented, Fine Arts, and ESL.
- Teacher turnover is 27% compared to 22% from the district. 24% of the teachers have a TIA designation compared to a 15% from the district.

Demographics Strengths

- Student absences have improved since the 2022-2023 school year, totaling of 522 absences for the 2023-2024 school year.
- We have some initiatives in place intending to improve and praise student attendance. The attendance percentages from the 2022-2023 to 2023-2024 school year stayed relatively consistent, from 95.72% to 95.02%
- Back Elementary School is both inclusive and diverse, representing a variety of races within the student population. 29.91% of the students are African American, 12.85% of students are Asian, 38.78% of the students are Hispanic, 13.32% of the students are White, 0.47% of the students are American Indian, and 4.67% of the students are two or more races.
- Our staff members are a multigenerational, multilingual, and multiracial cohort which aligns well with the demographics of our students. Our staff members include Black, Caucasian, Hispanic, and Asian individuals
- The largest cohort of experienced teachers for the 2023-2024 school year is represented by the group falling within the “11-20 Years Experience” category. This has been the largest cohort of teachers for the last three years, and, this year, the cohort represents 36% of the teacher population. This indicates that the teachers at Back Elementary are well prepared to meet the needs of the variety of students who attend. The next largest cohort is represented by the teachers in the “1-5 Years Experience” category which represents 25% of the teacher population. The smallest cohort of teachers for the 2023-2024 school year is the beginning teachers group, representing only 15% of the teacher population. Because of teacher attrition, more emphasis could be placed on bringing in new teachers to replace the teachers who are leaving.
- We have a diversity-trained staff that specializes in a variety of subject matters. We offer student programs targeting dyslexia, gifted and talented learners, special education, section 504, EB and bilingual learners.
- We have retained a consistent number of teachers with at least 5 years of experience. Teachers with 5-20 years of experience have remained a stable on our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The cumulative Average Daily Attendance (ADA) percentage dropped from the 22-23 school year to the 23-24 school year from 96.10% to 95.70%. **Root Cause:** Lack of consequences for excessive unexcused absences. Lack of grade level and school wide incentives regarding attendance for each month. Illnesses, family or home challenges, trauma, lack of transportation, housing issues, and inequitable access to services.

Problem Statement 2: 5.9% of teachers are Alternatively Certified and 16.1% of teachers are Non-Certified Instructors based on 23-24 staff demographic data. **Root Cause:** Lack of certified, highly qualified teacher candidates.

Problem Statement 3 (Prioritized): Behavior incidents increased in the spring semester. While behaviors only totaled 23 incidents the first and second cycles, incidents increased for the third and fourth cycles, totaling 55 incidents. **Root Cause:** Lack of consistency of classroom expectations and schoolwide PBIS procedures in the Spring semester.

Problem Statement 4 (Prioritized): According to Review360 data, African American students accounted for 50.5% of in-class behavior incidents in 2023-2024. **Root Cause:** Lack of mentorship and parent support for AA students who repeatedly receive exclusionary consequences. Inconsistency in following campus behavior plan (Tier 1 behavior supports). Inconsistency in following behavior plan for students with Tier 2 or Tier 3 behavior plans.

Problem Statement 5: The majority of the behavior incidents occur on the playground. **Root Cause:** Lack of active monitoring and playground behavior expectations across all grade levels. Lack of consistency implementing schoolwide PBIS structures and systems.

Student Learning

Student Learning Summary

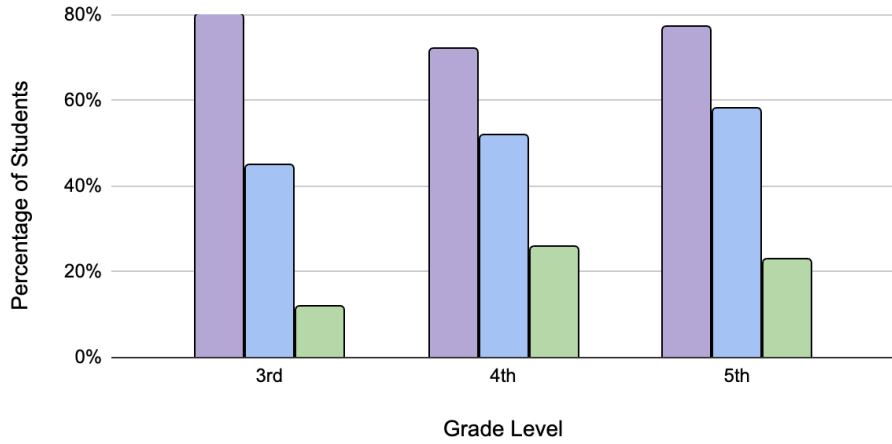
Domain 1 (Student Achievement) STAAR scores - 2024

- 3rd Grade Reading - English
 - 81% Approaches, 33% Meets, 21% Masters, 19% Did not Meet
- 3rd Grade Reading - Spanish
 - 75% Approaches, 50% Meets, 25% Masters, 25% Did Not Meet
- 4th grade Reading
 - 87% Approaches, 38% Meets, 21% Masters, 13% Did Not Meet
- 5th grade reading - English
 - 76% Approaches, 46% Meets, 32% Masters, 24% Did Not Meet
- 5th grade reading - Spanish
 - 83% Approaches, 50% Meets, 0% Masters, 27% Did Not Meet
- 3rd grade Math
 - 80% Approaches, 45% Meets, 12% Masters, 20% Did not Meet
- 4th Grade Math
 - 72% Approaches, 52% Meets, 26% Masters, 28% Did not Meet
- 5th grade Math
 - 77% Approaches, 58% Meets, 23% Masters, 23% Did Not Meet
- 5th grade Science
 - 53% Approaches, 17% Meets, 9% Masters, 47% Did Not Meet

2023 - 2024 Math STAAR Data:

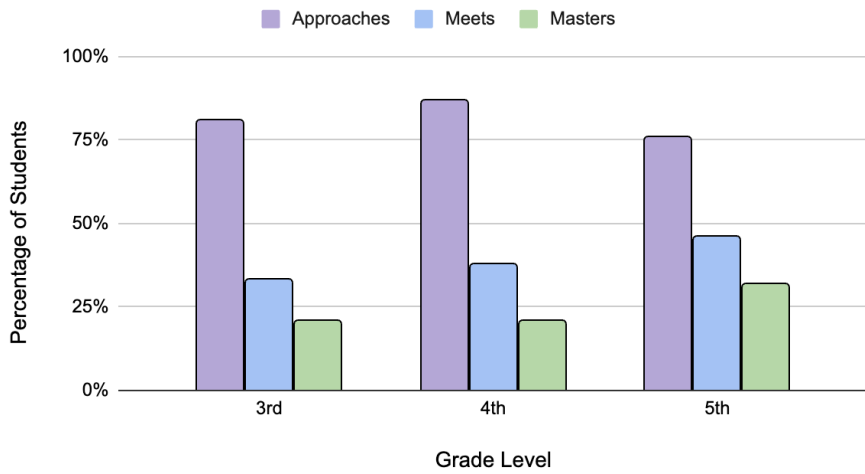
2023 - 2024 Math STAAR Data

■ Approaches ■ Meets ■ Masters



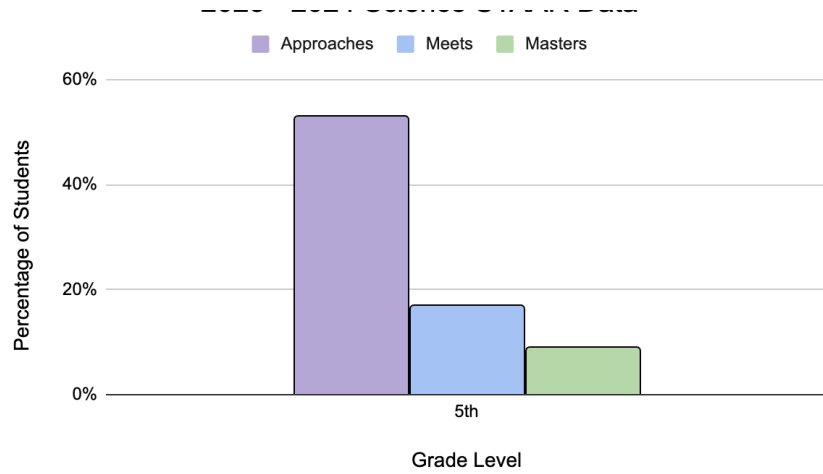
2023 - 2024 RLA STAAR Data:

2023 - 2024 Reading STAAR Data

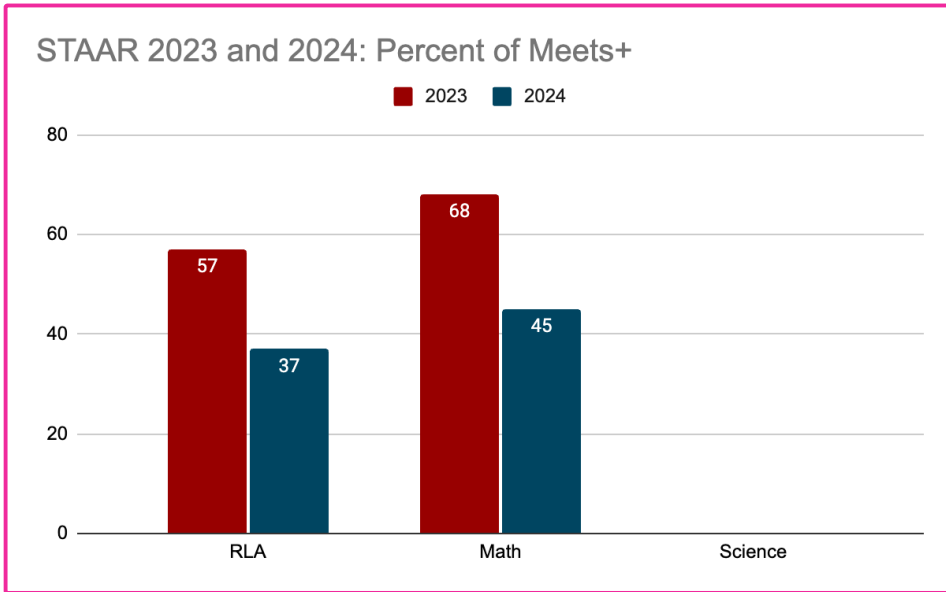


2023 - 2024 Science STAAR Data:

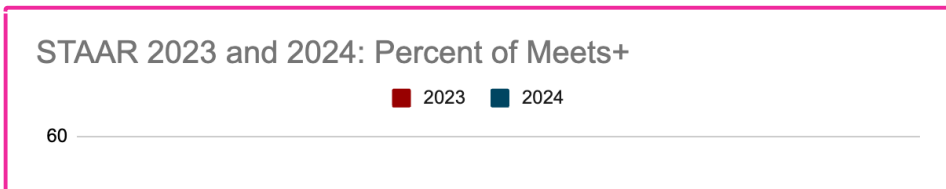
2023 - 2024 Science STAAR Data

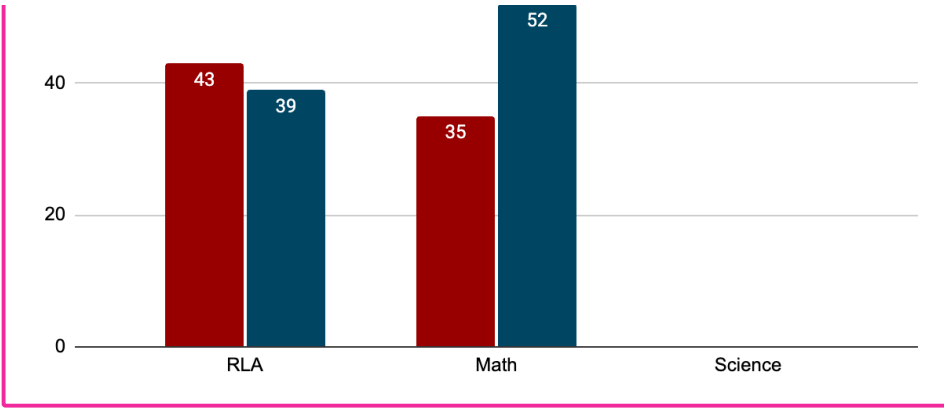


3rd Grade Meets+ scores (2023 and 2024 SY):

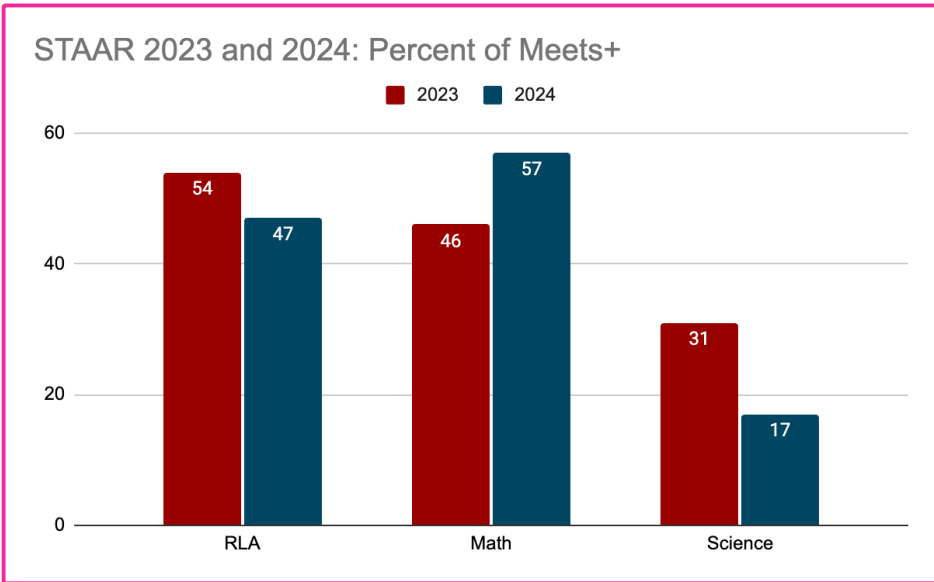


4th Grade Meets+ scores (2023 and 2024 SY):



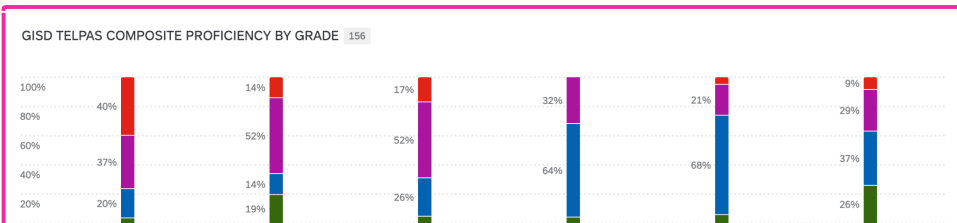


5th Grade Meets+ scores (2023 and 2024 SY):



2024 TELPAS Data:

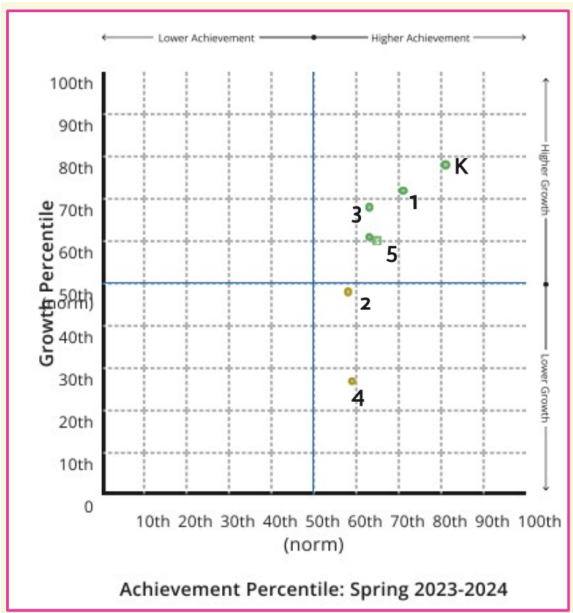
- 60% of EB students made adequate progress on the TELPAS assessment.



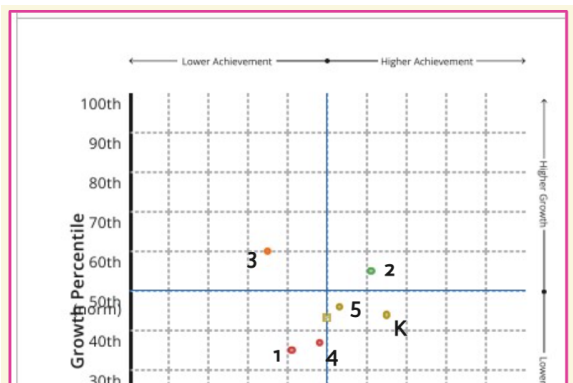
Student Achievement (EOY MAP, 2024):

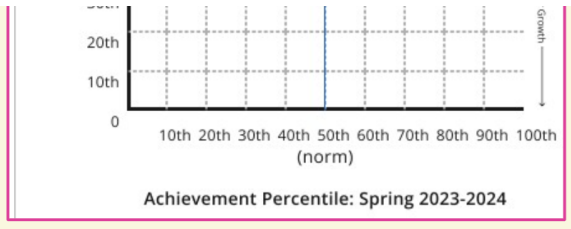
- In Math MAP scores, Kinder, first, third, and fifth met projected growth in Math. In Reading MAP scores, second, and third met projected growth in Reading. In MAP science scores, third and fifth grade met projected growth.

Growth/Achievement Quadrant (K-5 Math) 2023 - 2024 EOY MAP:

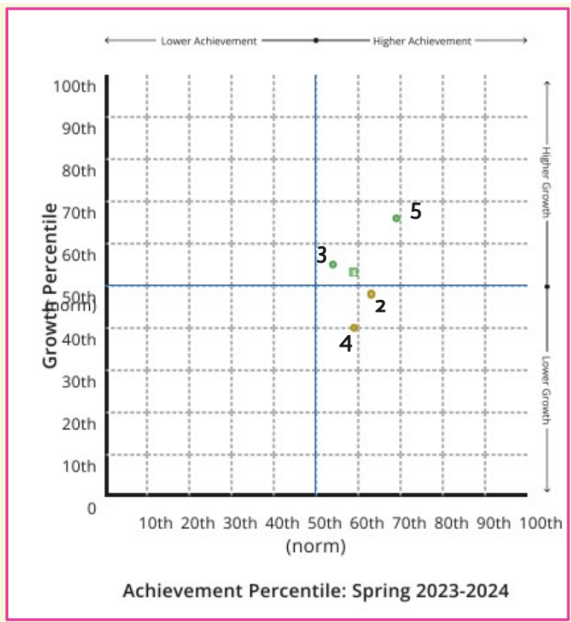


Growth/Achievement Quadrant (K-5 Reading) 2023 - 2024 EOY MAP:





Growth/Achievement Quadrant (K-5 Science) 2023 - 2024 EOY MAP:



Student Learning Strengths

- According to 23-24 EOY MAP Reading data, 57.1% of 5th grade students are on track to pass SAT reading.
- Back Elementary's 5th grade Math CBA scores improved in the second semester.
- According to 23-24 EOY MAP Science data, 58% of students had met their projected growth in 2-5 Science. (127/219 students)
- According to 23-24 EOY MAP Science data, 81% of 5th graders had met their projected growth in MAP Science.
- 4th Grade Math CBAs steadily increased throughout the year, culminating in their final CBA score of 87% at Approaches.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2023 - 2024 school year, 45% of 3rd grade students achieved at the Meets+ level on STAAR Math **Root Cause:** Lack of quality Tier 1 instruction and implementing curriculum resources with fidelity. Lack of identifying targeted skill gaps based on data to reteach in small group.

Problem Statement 2 (Prioritized): During the 2023 - 2024 school year, 37% of 3rd grade students, 39% of 4th grade students, and 47% of 5th grade students achieved at the Meets+ level on STAAR RLA. **Root Cause:** Lack of quality Tier 1 instruction and implementing curriculum resources with fidelity. Lack of identifying targeted skill gaps based on data to reteach in small group.

Problem Statement 3 (Prioritized): During the 2023 - 2024 school year, 17% of 5th grade students performed at the Meets+ level on STAAR Science. **Root Cause:** Students lack foundational Science skills from grades PK-4. Insufficient instructional time allocated for teaching Science daily.

Problem Statement 4: We need to improve our overall domain 1- planning rating for TTESS. Domain 1, Planning, was low with 21.7% of teachers receiving Developing on their TTESS formal observation. **Root Cause:** 7 of the 31 teachers were new to teaching or to their grade/subject. Lack of clear understanding of the Proficient level for each Dimension.

Problem Statement 5: The African American subgroup had a lower percentage of students at Meets+ than all students in Math and RLA. The percentage of African American students at Meets+ for Math was 27% and for RLA was 22%. **Root Cause:** Lack of differentiation and small groups in math and reading instruction and a lack of utilizing the learning continuum during individualized small group instruction

Problem Statement 6 (Prioritized): 70% of 3rd grade students scored 5 points or less on the Extended Constructed Response on 2024 RLA STAAR. 63% of 4th grade students scored 5 points or less on the Extended Constructed Response on 2024 RLA STAAR. 69% of 5th grade students scored 5 points or less on the Extended Constructed Response on 2024 RLA STAAR. **Root Cause:** Lack of explicit instruction on the writing process and creating an Extended Constructed Response. Lack of alignment with writing skills PK-5.

Problem Statement 7: Special Education students performed lower than the "all students" group on 2023 - 2024 STAAR. 11% of SPED students were at the Meets+ level for RLA and 32% of SPED students were at the Meets+ level for Math. **Root Cause:** Lack of collaboration between SPED and general education teachers to effectively implement IEPs.

School Processes & Programs

School Processes & Programs Summary

Recruiting, selecting, assigning, inducting and retaining teachers:

Recruiting and hiring high quality educators is done through the administration team. A pool of applicants are reviewed and vetted for interviews to be scheduled. Interviews are performed with the administration team and teachers as appropriate. Once the interviews occur, the team does background checks and determines that most appropriate, best fit for the team and the school. Consideration of performance, strengths, behaviors and class needs determine placement of teachers and support staff. Walkthroughs and coaching/feedback are provided for all staff to ensure growth throughout all areas.

• **Retaining teachers:**

- Back EL has the “Project Goal” program for 1st year, 2nd year, and Non-Certified Instructors (NCI) that provides teachers with a mentor teacher.
- Teachers are placed in roles according to their certification or the certification they are currently striving to gain.
- Campus new teacher check ins with administrators (monthly) and check ins with the Project Goal Lead Mentor monthly.

Extracurricular Activities:

- We provide opportunities for 4th and 5th students to pick Art Club, Choir, or Sports Club. We had a group of 5th grade students help with pre-k breakfast in the mornings.
- Each grade level performed a musical concert.
- We hosted Fine Arts Night and participated in the district Black History Month Art Show and Elementary District Art Show. Our school hosted a Veterans Day celebration, Literacy Night, and Perot Math Science Night. These programs support our values, individual curriculums, and provide students opportunities to meet varied and high expectations.
- 4th and 5th grade students may participate in Honor Choir.
- All staff members join at least one campus event committee. Committees include: Mother/Son Night, Hispanic Heritage Month, Spooktacular, PTA Movie Nights, Boo and Valo Grams, Veteran's Day, Crafting with the Elves, Holiday Shop, Black History Month, Daddy/Daughter Dance, Cheer Fund, Literacy Night/ Science Night, and Fine Arts Night.

Leadership and Decision Making Processes:

- Staff are strategically assigned to leadership committees to assist with decision making at the campus. Committees include Lead Teacher Committee, Instructional Leadership Team, PBIS Committee, and Shine Squad.
- A campus professional development plan is created based on the needs of the campus (based on teacher input, data trends, walkthrough trends, and district initiatives). PD is facilitated by campus administrators, IST, district support staff, and sometimes outside third party contractors/Region 10.
- Our campus develops instructional leaders through trainings by having teachers attend Reading Academy, LETRS, district training in the summer, fall and spring.
- PLC meetings are facilitated weekly for PK-5 teachers to support teachers as instructional leaders in their classrooms.
- We empower teachers through giving them the freedom to use the materials and strategies they see fit for their class as long as it is meeting the appropriate TEK and skill. Teachers align curriculum to assessments by following the scope and sequence provided by GISD.
- There are team leaders for each team that helps communicate needs of the school and team. Team Leaders provide input on campus systems and procedures. The Leadership Team meets monthly, and has a full day planning day at the end of the school year to plan and prepare for the following school year.

- Walkthroughs and coaching/feedback are provided for all staff to ensure growth throughout all areas.
- Roles and responsibilities of all employees is established and reviewed to ensure that everyone understands the expectations of leadership.

Support Services & Scheduling:

- Students are given diagnostic assessments to set goals depending on their needs. In addition to Tier 1 instruction, students who are in need will receive Tier 2 or 3 instruction to eliminate academic gaps.
- Students who are identified as at-risk are given chances to meet state standards through being identified as tier 2 or 3 and be seen by the necessary instructors in one-on-one or small group instruction to strengthen weaknesses. They also receive tutoring services, inclusion or SPED and the use of computer programs tailored to their needs. These students are held to the same standards as their peers in core instruction time. Given that a lot of our students face hardships outside of the classroom (Unstable housing, homeless or on free and reduced lunch) the need for SEL and consistent, quality instruction is paramount.
- Lessons are encouraged to be data driven and to complete the objective for the given date as given by the scope and sequence. The lessons assigned can and should have critical thinking pieces (as designed by the district or teacher). Formative assessments are embedded in the curriculum and required to be administered. Interventions occur on an as needed basis but the data is crucial to understanding the needs of the intervention. This data can also be utilized to create small group instruction to target weaknesses.
- Students are given diagnostics and then set goals depending on their needs. In addition to Tier 1 instruction, students who are in need will receive Tier 2 or 3 instruction to close academic gaps. We can prove this through intervention, sped services, tutoring, and tutoring passed on HB4545.
- Each teacher K-5 provides tutoring 2 times a week (once for reading and once for math).
- MTSS meetings occur monthly with classroom teachers, Interventionist, EB Aide, and administrators. Progress monitoring data is reviewed to adjust student supports.

Technology:

- Our technology is 1:1 so each student has access to an iPad or Chromebook. Students are able to access assignments or programs through their devices to further their learning in reading and math. Programs include: iReady Reading and Math, MyOn and Amplify. These programs assess and develop a learning plan tailored for each individual student. Data from these programs are useful for the teacher (and intervention/SPED instructors) to identify where a student's current level of learning is and meet their needs (especially in a small group).
- Each student has access to a device as needed. We are a 1:1 campus for technology. Classroom teachers have students work on i-ready Math and Amplify Reading programs.
- Technology is integrated in small group instruction for each student. Per the district programs on the iPad are given a minimum amount of time per week to be completed by students. Seesaw is also an option for teachers to integrate technology into a lesson/assignment.
- Students receive academic and social transitions from each grade level. This is done academically through preparing students in the curriculum for the next grade level. SEL lessons can also be utilized to prepare student's for what they will encounter socially.

Discipline/Schoolwide Behavioral Supports:

- Per the data provided a majority of classroom incidents occur mid afternoon and are classified as "disorderly conduct" (i.e. being loud, excessive interruptions to the classroom environment, talking back to the teacher, yelling across the room, throwing items, refusal to follow directions) and reassignment to another classroom is the frequent form of redirection/consequence. February is the frequent month which these incidents occur. In order to minimize the removal of a student from their homeroom during instruction, the teacher should have established classroom expectations and consequences as well as having strong classroom management and enforcement of school and classroom behavior policies. Also, adding in PBIS expectations can help reduce the removal of a student from their classroom environment. If these are frequently broken then removal to office or another room should be a last resort. Teacher should start with redirection, conferencing with student, loss of privileges, parent contact, documentation in Review 360 (incidences) and if behavior persists then office referral should be made and possible removal should be the final step.

- The greatest classroom incidents were failure to follow directions with 44.4% (88 incidents) and disobedience with 41.4% (82 incidents). The greatest incidents occurred in kindergarten with 26.5% (53 incidents) and 2nd grade with 24% (48 incidents). There were no clear school-wide classroom management expectations that were followed through.
- In the Back behavior data, we see that 50.5% of the classroom incidents are Black or African American students. The second highest race and ethnicity group was Hispanic/Latino with 18.5% of the incidents.
- The PBIS committee plans a positive behavior celebration (Bulldog Bash) each grading cycle for positive reinforcement. According to Review360, the reported incidents during the months that we host celebrations are lower than other months. There were 4 reported incidents in October, 4 in December, 8 in March, and 10 in May.

School Processes & Programs Strengths

- As of 2023 - 2024, we have 1:1 Chromebooks/iPads schoolwide. Technology is a strength because classroom teachers and support teachers are able to use programs for ELAR and Math to customize learning and track a student's growth and tailor lessons to improve weaknesses and build on strengths of our students.
- 93% of parents said teachers provide their child with help on classroom work and assignments (parent survey results, Spring 2023)
- 89% of parents said teachers show respect to all student at the campus. (parent survey results, Spring 2023)
- Our campus provides a variety of programs to meet the various needs, interests and strengths of our diverse student body and these align with our mission statement and district goals.
- Students who are at risk of falling behind because of hardships (academically, physically or mentally) are provided with a set time (Bulldog time) to accommodate their need their needs outside of tier 1 instruction.
- A system has been established to ensure weekly PLC meetings are occurring weekly for PK-5 teachers (including ABC teachers). Our campus utilizes PLC to discuss academic data to create small group needs.
- We have initiatives in place intending to improve student behavior and lower discipline incidents. Each teacher recognizes a student each week (Bulldog of the week) for exhibiting outstanding behavior following school behavior guidelines (BARK). Their names are announced each Friday and at the end of each grading cycle, those students are invited for a special celebration.
- New teacher/mentor check-ins are happening monthly.
- The PBIS committee plans a positive behavior celebration (Bulldog Bash) each grading cycle for positive reinforcement. According to Review360, the reported incidents during the months that we host celebrations are lower than other months. There were 4 reported incidents in October, 4 in December, 8 in March, and 10 in May.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The greatest classroom incidents were disobedience, failure to follow directions, and off task. **Root Cause:** There were not clear school wide classroom management expectations that were followed through.

Perceptions

Perceptions Summary

Based on Panorama data, adults and students in the building have a positive sense of family and community present at Back EL. Parents are willing to get involved with programs a school and work with the campus on campus goals. Back EL has an active PTA and the PTA board is parent-led. The PTA regularly collaborates with campus staff to plan campus events and to create meaningful partnerships between school and home. The execution of the Positive Behavioral Intervention and Support (PBIS) system increased active engagement in students, which provided teachers more instructional time for ultimate student and teacher success. The PBIS Committee has implemented campus wide systems and expanded those systems based on campus needs. The PBIS Committee has established the BARK guidelines (guidelines for success) Teacher led committees were created to improve systems and procedures for Liberty Grove in the 2024-2025 school year.

Student Engagement:

- In the student Panorama survey from the fall, we see that 54% of the students answered that they will remember what they have learned in class this year as they go to next year. 42% answered favorably that they can do the hardest work that is assigned to them in their class and that is up 4% from last year. We see that 69% of the students felt like could fail at an important goal and try again. This shows that they feel safe enough to fail and try again despite failure.
- Students would describe learning environment as a fun and safe environment. The processes and programs in place are specific to the students and their learning needs. Students feel safe and find their place in the classroom by participating in class. For some students, school is challenging, however when instruction is differentiated, the students become more comfortable in the classroom.
- Back EL received the Gold SEL award to implementing school wide SEL practices with students this school year (welcoming rituals, optimistic closures, etc.).

Panorama Student Survey Data:

- Emotion Regulation: 38%
- Grit: 56%
- Growth Mindset: 52%
- Self-Efficacy: 51%
- Self-Management: 58%

Staff Engagement

- Monthly activities were planned to positively impact staff morale. Activities include the "gift of time" for teachers and food/snack set ups.

"Top Dog" program was established to highlight staff members that align with our campus values. Criteria for "Top Dog" includes:

- 1. Behavior Management and Positive Classroom Culture:** Teachers establish clear expectations, routines, and positive reinforcement strategies to maintain an inclusive and respectful learning environment. Teachers reinforce BARK Guidelines in common areas.
- 2. Achievement and Student Growth:** Teachers foster academic progress by tailoring instruction to individual student needs and providing timely feedback.
- 3. Relationship Building:** Teachers who prioritize fostering relationships through restorative practices, aiming to resolve conflicts and heal harm within their

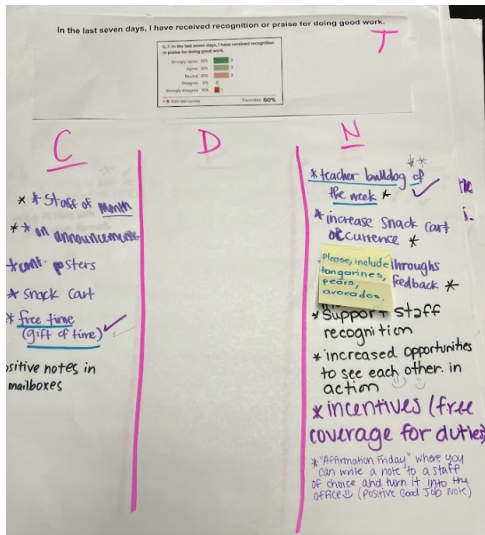
classroom community and between students. They promote empathy and create a supportive learning environment for all students.

4. Knowledge Sharing through Collaboration and Professional Development: Teachers collaborate with peers and engage in professional learning communities to refine instructional approaches and enhance student outcomes.

- Teachers would describe learning environment as a fun and safe environment. The processes and programs in place are specific to the teaching and their learning needs. Teachers feel safe and find their place in the classroom by participating in staff meetings.
- Staff is supported by administration in PLC and observation and feedback. Teachers receive PD to develop skills and are encouraged to work together.

Panorama Staff Survey Data

- According to the winter Panorama survey at Back, 71% of teachers and 86% of staff responded favorably to feeling like they belong at our school.
- When asked on the Panorama winter survey, 81% of teachers responded favorably to the question, my supervisor or someone at work seems to care about me as a person.
- When asked if their fellow employees were committed to doing quality work, 100% of the staff answered favorably on the winter Panorama survey.
- Staff leadership is also a strength (63%).
- 86% of our teachers said that their was someone at work who encourages their development on the teacher winter survey.
- 81% of teachers answered favorable when asked if their colleagues show respect to them at work on the teacher winter survey.
- Well being is also a strength (63%)
- The teacher survey indicates that engagement(74%) and belonging(73%) are the top two strengths.
- Staff were invited to provide input around systems/procedures at the campus level that they would like to "continue, discontinue, or a new idea". Staff were invited to provide feedback on the lowest rated survey questions from the Fall 2023 staff Panorama survey data. An example is below of the activity:



Parent Engagement

- Parent participation is measured by sign in sheets to every school function.

- The parents honor the culture and climate by ensuring the rituals and traditions of the school.
- Parent communication is used to ensure the learning expectations are known.
- Parents would describe learning environment as a fun and safe environment. The processes and programs in place are specific to the parents. Parents feel safe and find their place in the classroom by participating in our community events.
- Parent participation is measured by sign in sheets to every school function. The parents honor the culture and climate by ensuring the rituals and traditions of the school.
- Parent communication is used to ensure the learning expectations are known.
- Parents would describe learning environment as a fun and safe environment. The processes and programs in place are specific to the parents. Parents feel safe and find their place in the classroom by participating in our community events.

Panorama parent Survey Data:

- The parents answered 89% favorably on the winter family survey that they feel a sense of belonging in their child's school community.
- 51% of parents surveyed on the winter family survey answered that their busy schedule effects their ability to become involved in our school.
- 91% of parents answered favorably that they receive information from our school in a language that they can understand in our family winter survey. Our school uses emails, call outs, talking points, bloom, class dojo, seesaw, s'more newsletters, and paper notes in folders to communicate with our families.
- 89% of parents answered on the winter family survey that they feel encouraged to be involved with activities at Back. 99% of parents on this survey answered that getting to the school safely is not a concern at all for them.
- When parents were asked in the Winter Family Survey about their child's safety at school and going to and from school, 99% of the parents answered favorably
- When asked on the Family Winter Survey, 95% of the parents answered favorably when asked if they feel welcome at Back.

Perceptions Strengths

- 75% of staff feel like valued members of the school community based on the Spring 2023 Staff Panorama survey.
- 93% of parents responded that teachers always encourage my child to do their best (parent survey, Spring 2023).
- 82% of parents responded that teachers and administrators are knowledgeable about how to teach children and the content area subject matter (e.g., reading, math, etc.) (parent survey, Spring 2023).
- Back EL received the Gold SEL award to implementing school wide SEL practices with students this school year (welcoming rituals, optimistic closures, etc.).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 86% of parents agreed that they receive information in a language they can understand on the 23 -24 Parent Engagement Survey. **Root Cause:** Staff do not have access to a program/service that provides translation services for languages outside of Spanish (i.e. Arabic, Urdu, Chinese, etc.).

Problem Statement 2: According to the Spring 2024 SEL Panorama student survey, 38% of 3rd - 5th grade students feel the can regulate their emotions well. **Root Cause:** SEL curriculum not implemented with fidelity.

Problem Statement 3 (Prioritized): In the Winter Family Survey 49% of parents expressed that they needed an explanation on the purpose of School Parent Compact. **Root Cause:** Parents are not receiving explanation of copies of the School Parent Compact and the Parent Involvement Policy so that they can read and understand what it is and the importance of their participation.

Priority Problem Statements

Problem Statement 1: During the 2023 - 2024 school year, 45% of 3rd grade students achieved at the Meets+ level on STAAR Math

Root Cause 1: Lack of quality Tier 1 instruction and implementing curriculum resources with fidelity. Lack of identifying targeted skill gaps based on data to reteach in small group.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: During the 2023 - 2024 school year, 17% of 5th grade students performed at the Meets+ level on STAAR Science.

Root Cause 2: Students lack foundational Science skills from grades PK-4. Insufficient instructional time allocated for teaching Science daily.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: During the 2023 - 2024 school year, 37% of 3rd grade students, 39% of 4th grade students, and 47% of 5th grade students achieved at the Meets+ level on STAAR RLA.

Root Cause 3: Lack of quality Tier 1 instruction and implementing curriculum resources with fidelity. Lack of identifying targeted skill gaps based on data to reteach in small group.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 86% of parents agreed that they receive information in a language they can understand on the 23 -24 Parent Engagement Survey.

Root Cause 4: Staff do not have access to a program/service that provides translation services for languages outside of Spanish (i.e. Arabic, Urdu, Chinese, etc.).

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The greatest classroom incidents were disobedience, failure to follow directions, and off task.

Root Cause 5: There were not clear school wide classroom management expectations that were followed through.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The cumulative Average Daily Attendance (ADA) percentage dropped from the 22-23 school year to the 23-24 school year from 96.10% to 95.70%.

Root Cause 6: Lack of consequences for excessive unexcused absences. Lack of grade level and school wide incentives regarding attendance for each month. Illnesses, family or home challenges, trauma, lack of transportation, housing issues, and inequitable access to services.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Behavior incidents increased in the spring semester. While behaviors only totaled 23 incidents the first and second cycles, incidents increased for the third and fourth cycles, totaling 55 incidents.

Root Cause 7: Lack of consistency of classroom expectations and schoolwide PBIS procedures in the Spring semester.

Problem Statement 7 Areas: Demographics

Problem Statement 8: According to Review360 data, African American students accounted for 50.5% of in-class behavior incidents in 2023-2024.

Root Cause 8: Lack of mentorship and parent support for AA students who repeatedly receive exclusionary consequences. Inconsistency in following campus behavior plan (Tier 1 behavior supports). Inconsistency in following behavior plan for students with Tier 2 or Tier 3 behavior plans.

Problem Statement 8 Areas: Demographics

Problem Statement 9: 70% of 3rd grade students scored 5 points or less on the Extended Constructed Response on 2024 RLA STAAR. 63% of 4th grade students scored 5 points or less on the Extended Constructed Response on 2024 RLA STAAR. 69% of 5th grade students scored 5 points or less on the Extended Constructed Response on 2024 RLA STAAR.

Root Cause 9: Lack of explicit instruction on the writing process and creating an Extended Constructed Response. Lack of alignment with writing skills PK-5.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: In the Winter Family Survey 49% of parents expressed that they needed an explanation on the purpose of School Parent Compact.

Root Cause 10: Parents are not receiving explanation of copies of the School Parent Compact and the Parent Involvement Policy so that they can read and understand what it is and the importance of their participation.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications 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 graduation rates, and decreasing student management incidences.





Performance Objective 1: Percent of students that demonstrate early literacy as measured by Meets Grade Level performance on STAAR Reading/Language Arts, will increase from 33% (3), 38% (4), 46% (5) in 2024 to 50% on STAAR RLA in 2025.

High Priority

Evaluation Data Sources: 2023 - 2024 STAAR Data (Domain 1 - Student Achievement)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will disaggregate data from MAP (Measures of Academic Progress) and unit assessments during PLCs (professional learning communities) to determine appropriate concepts to spiral into future lessons and activities, with a focus on performance of each sub group. Teachers will utilize the MAP Learning Continuum to target student skill needs and to provide targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase and be monitored by the following: MAP, STAAR, CBAs.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Support Teacher (IST)</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 6</p> <p>Funding Sources: Substitutes for Teacher Planning - 6100 Payroll- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Strategy's Expected Result/Impact: Improved STAAR, MAP, and CBA results for all students, specifically the subgroups of White and African American students (Domain 3 targeted subgroups). Student achievement of Meets Grade Level at 50% mastery on 2025 STAAR RLA.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Support Teacher (IST)</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 6</p> <p>Funding Sources: Subs - 6100 Payroll- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers, interventionist, and administrators will utilize data from mCLASS and MAP to plan small group teacher-led differentiated instruction to specifically target and support individual student needs in Tier 1, Tier 2, and Tier 3 intervention support. Title I interventionist and teachers will monitor and support tier 3 students and analyze learning gaps and identify strategies to address those gaps through small group instruction during monthly MTSS meetings.</p> <p>Strategy's Expected Result/Impact: Improved STAAR, MAP, CBA, and mCLASS results</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionist</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Materials and Subs - 6100 Payroll- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students performing on the Meets level or higher on STAAR Reading and STAAR Reading Spanish.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrators, CST/ELST</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Subs for instructional planning - 6100 Payroll- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Classroom teachers will hold one-on-one data meetings at beginning, middle, and end of year to discuss MAP data and create a targeted plan of support for each student. Student progress and growth will be discussed at middle and end of year. Targeted plans of support for students will be adjusted based on middle of year MAP data.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students meeting or exceeding expected growth on middle and end of year MAP. Increased percentage of students performing at the Meets+ level on STAAR.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Support Teacher, Administrators, Interventionist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: During the 2023 - 2024 school year, 37% of 3rd grade students, 39% of 4th grade students, and 47% of 5th grade students achieved at the Meets+ level on STAAR RLA. Root Cause: Lack of quality Tier 1 instruction and implementing curriculum resources with fidelity. Lack of identifying targeted skill gaps based on data to reteach in small group.</p>

Student Learning

Problem Statement 6: 70% of 3rd grade students scored 5 points or less on the Extended Constructed Response on 2024 RLA STAAR. 63% of 4th grade students scored 5 points or less on the Extended Constructed Response on 2024 RLA STAAR. 69% of 5th grade students scored 5 points or less on the Extended Constructed Response on 2024 RLA STAAR. **Root Cause:** Lack of explicit instruction on the writing process and creating an Extended Constructed Response. Lack of alignment with writing skills PK-5.





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 Emergent Bilingual (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 60% in 2024 to 76% by 2026. (SY2024 interim goal = 66.0%)

High Priority

Evaluation Data Sources: TELPAS, Spring 2024 data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide students with targeted language acquisition instruction to ensure EB students demonstrate one year's growth in their language development while incorporating increased peer to peer interactions, FlipGrid, sentence stems, and required full sentence responses into instruction weekly and practicing for TELPAS using headsets with microphones.</p> <p>Strategy's Expected Result/Impact: Higher proficiency levels on Spring 2025 TELPAS Speaking domain and composite score.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, EB Aide</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Subs - 199 - PIC 25 Bil../ESL State Allotment Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to EL's proficiency levels), and systematic (scaffolding instruction to meet progress) in developing English language skills.</p> <p>Strategy's Expected Result/Impact: Higher proficiency levels on Spring 2025 TELPAS. Increase in MAP scores, increase in STAAR scores, increase in TELPAS scores, Sheltered Instructional strategies should be evident in the lesson plans and classroom instruction</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Support Teacher (IST)</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Fall and Spring Parent Engagement programs for EB parents to ensure that families understand TELPAS learning standards and progress measure.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS results</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6, 4.2 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: EB students in need of intervention will receive personalized small group instruction to build background knowledge, vocabulary, and comprehension.</p> <p>Strategy's Expected Result/Impact: Increase in "Speaking" Domain on TELPAS 2025 , EB students increasing their composite TELPAS score by at least one level.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrators, EB aide</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding, as measured by Meets Grade Level performance on STAAR Science, will increase from 17% in 2024 to 40% on STAAR Science in 2025.

Evaluation Data Sources: 2023 - 2024 STAAR Data (Domain 1 - Student Achievement)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use common assessments (district and campus) and monitor progress through data meetings to drive instructional planning and interventions</p> <p>Strategy's Expected Result/Impact: Increase of student achievement by aligning teacher created exemplars and student work.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, IST</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Science materials - 199 - PIC 23 SPED State Allotment Funds - \$1,333, Science materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$822, Subs for targeted small group support - 6100 Payroll- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students performing at the Meets level or higher on STAAR Science.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrators, IST</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Science instructional materials - 199 - PIC 24 State Comp Ed Funds - \$2,000, Science instructional materials - 6300 Supplies and Materials- Title I Funds - \$764.40</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement the required daily schedule of science and utilize the McGraw Hill curriculum and the 5E model in conjunction with research based strategies.</p> <p>Strategy's Expected Result/Impact: Improved Science instruction and performance to 40% meets grade level on Science STAAR 2025.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, IST</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All grade levels will use hands-on learning science activities and investigations to support student academic growth for a minimum of K/1: 80%, 2/3: 60%, 4/5: 50% of science instructional time</p> <p>Strategy's Expected Result/Impact: Increase student understanding and real life experiences</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrators, IST</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: During the 2023 - 2024 school year, 17% of 5th grade students performed at the Meets+ level on STAAR Science. Root Cause: Students lack foundational Science skills from grades PK-4. Insufficient instructional time allocated for teaching Science daily.</p>





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

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade on Math STAAR, will increase from 45% (G3), 52% (G4), 58% (G5) in 2024 to 62% on STAAR Math 2025.

High Priority

Evaluation Data Sources: 2023 - 2024 STAAR Data (Domain 1 - Student Achievement)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet during the school year to promote student achievement by reviewing formative assessment and MAP Learning Continuum and creating a plan for differentiation, reteach, small group and next steps based on individual student needs to increase the meets and masters achievement level</p> <p>Strategy's Expected Result/Impact: Student achievement increase in math meets and masters STAAR results</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, IST</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement small group math lesson and stations across grade levels to reteach low performing objectives, utilize manipulatives as needed to make connections between concrete and abstract models and support individual student needs during math instructional block.</p> <p>Strategy's Expected Result/Impact: Increase in student performance Staff Responsible for Monitoring: Teachers, Administrators, IST</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Substitutes - 6100 Payroll- Title I Funds - \$1,751</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Grade level teachers will meet in targeted PLCs weekly throughout the school year to prepare effective lessons utilizing HQIM- Eureka (lesson internalization) and follow lesson structures of the curriculum to provide rigorous lesson assignments and high leverage instructional strategies and a well-rounded education of math objectives. (PLC Planning, Eureka, ST MATH)</p> <p>Strategy's Expected Result/Impact: Improved STAAR Math results Staff Responsible for Monitoring: Teachers, Administrators, IST</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Curriculum Resources / Supplies & Materials - 199 - PIC 24 State Comp Ed Funds - \$1,500, Curriculum Resources / Supplies & Materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,488</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning





Problem Statement 1: During the 2023 - 2024 school year, 45% of 3rd grade students achieved at the Meets+ level on STAAR Math **Root Cause:** Lack of quality Tier 1 instruction and implementing curriculum resources with fidelity. Lack of identifying targeted skill gaps based on data to reteach in small group.

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 discretionary exclusionary consequences* will decrease from 19.7% in 2024 to 15% by 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 behavior management data

Strategy 1 Details	Reviews			
<p>Strategy 1: PBIS Team will review behavioral data and develop common procedures and expectations for the campus and all staff members will be trained.</p> <p>Strategy's Expected Result/Impact: Fewer students with exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Administrators, Team Leaders, PBIS Team</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3, 4</p> <p>Funding Sources: Materials for PBIS team and Bulldog Bash - 6300 Supplies and Materials- Title I Funds - \$500, Student incentives for positive behavior - 199 - PIC 24 State Comp Ed Funds - \$1,071</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Social Emotional Learning curriculum to promote positive student interactions and social skills with a specific focus on African American students.</p> <p>Strategy's Expected Result/Impact: Decrease discipline incidents.</p> <p>Staff Responsible for Monitoring: PBIS Team, Administrators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus expectations and procedures will be clearly posted around campus to ensure pertinent information is communicated to all stakeholders on campus to decrease the number of exclusionary discipline incidents for African American students in order to meet culture relationship building.</p> <p>Strategy's Expected Result/Impact: Decrease discipline incidents.</p> <p>Staff Responsible for Monitoring: PBIS Team, Administrators, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Discipline data will be analyzed by staff monthly by (PBIS/CIT) Team who will recommend next steps for students in need of behavioral intervention discussed while teachers implement PBIS and CHAMPS structures and expectations to promote safe and positive student behavior and academic readiness. 23-24 Priorities include: guidelines for success, CHAMPS implementation, lesson plans for teaching expectations, student and staff incentives).</p> <p>Strategy's Expected Result/Impact: Decrease in classroom incidents, improvement in campus culture</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, PBIS Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 3: Behavior incidents increased in the spring semester. While behaviors only totaled 23 incidents the first and second cycles, incidents increased for the third and fourth cycles, totaling 55 incidents. Root Cause: Lack of consistency of classroom expectations and schoolwide PBIS procedures in the Spring semester.</p> <p>Problem Statement 4: According to Review360 data, African American students accounted for 50.5% of in-class behavior incidents in 2023-2024. Root Cause: Lack of mentorship and parent support for AA students who repeatedly receive exclusionary consequences. Inconsistency in following campus behavior plan (Tier 1 behavior supports). Inconsistency in following behavior plan for students with Tier 2 or Tier 3 behavior plans.</p>

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

Performance Objective 6: Campus will provide Parent and Family Engagement activities, such as parent / teacher conferences, Spooktacular, heritage history focus months to enrich relationships between campus students, staff and parents. Campus will also provide input to a school /parent compact to parents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. The school will communicate with parents through flyers for family nights such as literacy night, fine arts night, math night, and EB academic nights. The school will also create materials that parents can use to work with their students at home for reading, math and science.</p> <p>Strategy's Expected Result/Impact: Increased Parent and Family Engagement Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p>Strategy's Expected Result/Impact: Increased Parent and Family Engagement Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 3 Funding Sources: Materials for parent involvement nights(Literacy Night, Science Night) - 6300 Parent Involvement. Supplies T1 - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.</p> <p>Strategy's Expected Result/Impact: Increased Parent and Family Engagement</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.</p> <p>Strategy's Expected Result/Impact: Increased Parent and Family Engagement</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Staff will regularly communicate with families and improve communication with our Economically Disadvantaged families.</p> <p>Strategy's Expected Result/Impact: Increased and more effective communication with Economically Disadvantaged families and families with a first language other than English.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 6 Problem Statements:

Perceptions

Problem Statement 1: 86% of parents agreed that they receive information in a language they can understand on the 23 -24 Parent Engagement Survey. **Root Cause:** Staff do not have access to a program/service that provides translation services for languages outside of Spanish (i.e. Arabic, Urdu, Chinese, etc.).

Problem Statement 3: In the Winter Family Survey 49% of parents expressed that they needed an explanation on the purpose of School Parent Compact. **Root Cause:** Parents are not receiving explanation of copies of the School Parent Compact and the Parent Involvement Policy so that they can read and understand what it is and the importance of their participation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kimberly Edwards	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
1	3	1	Science materials		\$1,333.00
Sub-Total					\$1,333.00
Budgeted Fund Source Amount					\$1,333.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Science instructional materials		\$2,000.00
1	4	3	Curriculum Resources / Supplies & Materials		\$1,500.00
1	5	1	Student incentives for positive behavior		\$1,071.00
Sub-Total					\$4,571.00
Budgeted Fund Source Amount					\$4,571.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Subs		\$1,500.00
1	3	1	Science materials		\$822.00
1	4	3	Curriculum Resources / Supplies & Materials		\$1,488.00
Sub-Total					\$3,810.00
Budgeted Fund Source Amount					\$3,810.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for Teacher Planning		\$2,500.00
1	1	2	Subs		\$2,500.00
1	1	3	Materials and Subs		\$2,500.00
1	1	4	Subs for instructional planning		\$1,500.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Subs for targeted small group support		\$2,500.00
1	4	2	Substitutes		\$1,751.00
Sub-Total					\$13,251.00
Budgeted Fund Source Amount					\$13,251.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Science instructional materials		\$764.40
1	5	1	Materials for PBIS team and Bulldog Bash		\$500.00
Sub-Total					\$1,264.40
Budgeted Fund Source Amount					\$1,264.40
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Materials for parent involvement nights(Literacy Night, Science Night)		\$2,500.00
Sub-Total					\$2,500.00
Budgeted Fund Source Amount					\$2,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$26,729.40
Grand Total Spent					\$26,729.40
+/- 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