Garland Independent School District

Beaver Technology Center

2024-2025 Campus Improvement Plan

Accountability Rating: A

Mission Statement

Together as educators, students, and families, we provide a safe, diverse, and interactive learning community. Learning is enriched through real-world experiences using the latest technology and unique resources, so that all students are successful builders of their own futures.

Vision

We support learners by:

• Building relationships between adults and children within our school and community;

• Guiding students to become responsible members of society who demonstrate integrity, creativity, and the ability to work collaboratively with others;

• Challenging students to reach their maximum potential by being critical thinkers, problem solvers, and life-long learners; and

• Fostering student enthusiasm in becoming technologically sophisticated.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Beaver MST is an extremely diverse campus.

- African American - 14.6%
- Hispanic - 44.8%
- White - 11.67%
- American Indian - 0%
- Asian - 25.37%
- Two or more races - 3.3%

Demographics Strengths

Students are exposed to numerous cultures every day.

In the past, the Multi-Cultural Night event was standing-room-only.

We are focused on involving more parents in cultural events for the 2024-2025 school year and providing more events like Multi Cultural Night to increase involvement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 58% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS. The lack of a school-wide academic language development program for all learners was observed and an implementation plan created to ensure that ELPS strategies are consistently used.   **Root Cause:** Lack of a school-wide academic language development program for all learners . ELPS strategies were not consistently used.

Student Learning

Student Learning Summary

Overall, Beaver students have been very successful.

Our overall score on the state report card for the 18-19 school year was 91. We also received 91 on student achievement and school progress. We received a 92 on closing the gaps. With these scores, the school received an A rating. There was no report card for the 19-20 and 20-21 school year due to COVID-19.

The report card for the 2021-2022 school year was a 95 for the campus, earning an A rating. This was the last TEA designated campus letter grade.

There was no official TEA report card for the 2022-2023 or 2023-2024 school year.

According to the current GISD projections for the 2023-2024 accountability rating summary, Beaver had an overall score of 92 which is an A rating.

2023-2024 Projections:

- Student Achievement - 90
- School Progress - 91
- Academic Growth - 88
- Relative Performance (Eco Dis: 65.2 %) - 91
- Closing the Gaps - 88

Student Learning Strengths

On STAAR in all areas of ELA/Reading 10% more students were at the meets or above standard in all areas when compared to 2022. This includes all students and in all student groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In the third grade, only 59% of students achieved a performance level classified as "Meets Grade Level" on the STAAR math assessment, in contrast to 64% in fourth grade and 69% in fifth grade. This indicates a need for implementing academic language and Sheltered Instruction Strategies throughout the campus to enhance student achievement in mathematics.   **Root Cause:** Vertical alignment planning was not in place for grades K-5 math academic language and sheltered instruction was not consistently applied. Edit Associated Areas

Problem Statement 2 (Prioritized): Only 58% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS.   **Root Cause:** Lack of a school-wide academic language development program for all learners was implemented. ELPS strategies were not consistently used.

Problem Statement 3 (Prioritized): Only 38% of fifth-grade students demonstrated proficiency in science, as indicated by achieving a performance level of "Meets Grade Level" or above on the STAAR science assessment. This highlights a significant opportunity for targeted interventions to improve student outcomes in science education. **Root Cause:**

Science instruction was inconsistently implemented from K-5. There was a lack of Science academic language support from Kinder - 5th grade.

Problem Statement 4 (Prioritized): 66% percent of students exhibited reading proficiency, as measured by achieving a performance level of "Meets Grade Level" or above on the STAAR Reading assessment. We aim to increase this percentage to 73%, highlighting our strengths and the areas for potential growth in our reading program.   **Root Cause:** Lack of enrichment reading practices for K-5 and lack of verticle alignment. Edit Associated Areas

School Processes & Programs

School Processes & Programs Summary

Beaver School is dedicated to providing a unique educational experience centered on math, science, and technology. Our approach includes several key programs and processes:

1. Admission and Student Body Composition: Students must test to qualify for our specialized programs, resulting in a diverse student body that is approximately 60% magnet students and 40% neighborhood students. This blend fosters a collaborative learning environment where observers cannot distinguish between magnet and neighborhood students during classroom activities.

2.1-1 Device Program: We maintain a 1-1 campus for devices, ensuring that each student has access to either an iPad or a Chromebook. Many of our teachers are Google Certified Educators, equipping them with the skills to effectively integrate technology into their teaching.

3. Project Based Learning (PBL): Extensive training has been conducted for teachers in Project Based Learning. Each semester, teachers design a PBL that aligns with grade-level TEKS and includes a field trip to enrich the learning experience. Each grade level provides students with a minimum of two opportunities per year to create a PBL tied to the curriculum.

4. Teacher Retention and Professional Development: Teacher turnover is rare at Beaver. When changes occur, they typically involve teachers moving to district-level positions (e.g., Instructional Digital Facilitators, Instructional Support Teachers) or transitioning due to retirement or career shifts. Our administrators have been stable in their positions for the past two years, contributing to a consistent educational vision.

5. Discipline Management: We implement PBIS discipline strategies to effectively manage discipline referrals, which have primarily involved 1-3 students this year. This proactive approach helps maintain a positive and productive learning environment. The PBIS committee meets regularly and creates plans for the campus based on the data collected in Review 360.

School Processes & Programs Strengths

 According to student data, Beaver has significantly reduced the number of suicide protocols from 23 in the previous school year (2022-2023) to 12 in the 2023-2024 school year.

Classroom management has also shown considerable improvement due to the implementation of Positive Behavior Interventions and Supports (PBIS). Initiatives such as ticket rewards, ticket challenges, and targeted behavior strategies have established a proactive and consistent framework for managing behavior both inside and outside the classroom, leading to a decrease in the need for student removals.

At Beaver, we offer numerous opportunities to foster teaching and learning. This is achieved through various staff-led professional development sessions, such as "Creating Quizzes in Canvas," taught by a 3rd-grade teacher. Additionally, themed literacy nights, a variety of clubs, and after-school activities further enrich our students' educational experiences.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parental involvement engagement levels among parents on campus remain low. To address this issue, we aim to provide opportunities for community and parent involvement at our school, as we believe that increased engagement will lead to improved student achievement and a more inclusive educational environment.

Root Cause: lack of awareness or understanding of the importance of their participation in their children's education barriers such as work commitments, language differences, or prior negative experiences with the school can further discourage parental participation

Problem Statement 2 (Prioritized): In the third grade, only 59% of students achieved a performance level classified as "Meets Grade Level" on the STAAR math assessment, in contrast to 64% in fourth grade and 69% in fifth grade. This indicates a need for implementing academic language and Sheltered Instruction Strategies throughout the campus to enhance student achievement in mathematics.   **Root Cause:** Vertical alignment planning was not in place for grades K-5 math academic language and sheltered instruction was not consistently applied. Edit Associated Areas

Perceptions

Perceptions Summary

At Beaver MST, faculty and staff actively promote 21st Century Learning by utilizing Project Based Learning (PBL), integrating technology, STEAM School and offering enrichment activities. This approach encourages students to become problem-solvers and researchers, collaborating with their peers to tackle real-world challenges.

Our STEAMschool program, held on Fridays, provides students with the opportunity to select and explore elective subjects. During the 2024-2025 school year, we will host two STEAMschool sessions, typically grouping students into K-2 and 3-5 classes.

With the ongoing support of our counselor, Social-Emotional Learning (SEL) is a fundamental part of the Beaver experience. For several years, we have implemented SEL activities designed to ensure that students are fully prepared to learn in all aspects. Our commitment to SEL reflects our dedication to nurturing the whole child and fostering student success.

Perceptions Strengths

Students and teachers are excited to be part of PBLs and the STEAMschool program and work to be out-of-the box thinkers. Planning is creative in order to encourage real-world thinking.

A strong counselor has put Beaver ahead of the game when it comes to using and teaching SEL strategies.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 44% percent of students reported a positive ability to regulate their emotions. Our goal is to increase this percentage to 60%, emphasizing the need for enhanced support and programs aimed at fostering emotional regulation skills among students.   **Root Cause:** Lack of consistency with SEL implementation across the campus . In addition, using PBIS Committee for initiatives to support emotional regulation. Edit Associated Areas

Priority Problem Statements

Problem Statement 1: 44% percent of students reported a positive ability to regulate their emotions. Our goal is to increase this percentage to 60%, emphasizing the need for enhanced support and programs aimed at fostering emotional regulation skills among students.

Root Cause 1: Lack of consistency with SEL implementation across the campus . In addition, using PBIS Committee for initiatives to support emotional regulation. Edit Associated Areas

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Only 58% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS. The lack of a school-wide academic language development program for all learners was observed and an implementation plan created to ensure that ELPS strategies are consistently used.

Root Cause 2: Lack of a school-wide academic language development program for all learners . ELPS strategies were not consistently used.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In the third grade, only 59% of students achieved a performance level classified as "Meets Grade Level" on the STAAR math assessment, in contrast to 64% in fourth grade and 69% in fifth grade. This indicates a need for implementing academic language and Sheltered Instruction Strategies throughout the campus to enhance student achievement in mathematics.

Root Cause 3: Vertical alignment planning was not in place for grades K-5 math academic language and sheltered instruction was not consistently applied. Edit Associated Areas

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Only 58% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS.

Root Cause 4: Lack of a school-wide academic language development program for all learners was implemented. ELPS strategies were not consistently used.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Only 38% of fifth-grade students demonstrated proficiency in science, as indicated by achieving a performance level of "Meets Grade Level" or above on the STAAR science assessment. This highlights a significant opportunity for targeted interventions to improve student outcomes in science education.

Root Cause 5: Science instruction was inconsistently implemented from K-5. There was a lack of Science academic language support from Kinder - 5th grade.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 66% percent of students exhibited reading proficiency, as measured by achieving a performance level of "Meets Grade Level" or above on the STAAR Reading assessment. We aim to increase this percentage to 73%, highlighting our strengths and the areas for potential growth in our reading program.

Root Cause 6: Lack of enrichment reading practices for K-5 and lack of verticle alignment. Edit Associated Areas

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Parental involvement engagement levels among parents on campus remain low. To address this issue, we aim to provide opportunities for community and

parent involvement at our school, as we believe that increased engagement will lead to improved student achievement and a more inclusive educational environment.

Root Cause 7: lack of awareness or understanding of the importance of their participation in their children's education barriers such as work commitments, language differences, or prior negative experiences with the school can further discourage parental participation

Problem Statement 7 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)
- 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
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment 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
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

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: In grades 3-5, the percentage of students achieving "Meets Grade Level" performance on the STAAR Reading assessment is projected to increase from 50% in 2024 to 73% by 2025.

High Priority

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details			Reviews	
Strategy 1: Teachers will implement personalized learning stations alongside small group, teacher-led instruction in math to effectively target and address individual student needs. This approach will allow for differentiated support, enabling students to progress at their own pace and master key concepts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in STAAR Reading and Math scores MAP Growth **Staff Responsible for Monitoring:** Classroom Teachers Administrators **TEA Priorities:** Build a foundation of reading and math - **Problem Statements:** Student Learning 1, 3, 4 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: All campus teachers, Kinder -5th grade, will actively participate in writing strategies training throughout the school year, during staff meetings and in collaboration with the LPAC Team . This training will focus on enhancing short-answer responses and encompass all curriculum areas, ensuring a comprehensive approach to developing students' writing skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in STAAR reading scores Increase in the ability to write cross curricular SCRs and ECRs **Staff Responsible for Monitoring:** Administration and 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: Vocabulary blended learning stations will be integrated across all content areas to enhance vocabulary competency. These stations will provide diverse, interactive learning opportunities that support students in mastering key terms and concepts relevant to each subject.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in STAAR Reading and Math scores. **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 3, 4 - School Processes & Programs 2				

Strategy 4 Details	Reviews			
Strategy 4: Vertical planning teams will collaborate to clarify learning standards for each grade level and design differentiated opportunities for students. This will include planning tailored student lessons and staff training sessions aimed at enriching student learning , ensuring that diverse needs are addressed and all students feel supported in their engagement.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in STAAR scores and MAP growth **Staff Responsible for Monitoring:** Administrators, Professional Staff **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Through the implementation of goal-planning sessions and the use of educational software and devices, students will receive tailored instruction that addresses their individual learning needs. Additionally, teachers will receive ongoing professional development and access to technology tools designed to facilitate differentiated instruction, enabling them to effectively customize learning experiences and provide targeted support. This approach ensures that each student benefits from personalized learning opportunities that promote optimal academic growth and engagement. **Strategy's Expected Result/Impact:** Increased STAAR scores and MAP and MClass progress **Staff Responsible for Monitoring:** Administrators Professional Staff **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Software and subscriptions - 6300 Supplies and Materials- Title I Funds - $32,965	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Teachers will receive comprehensive training and necessary supplies to effectively support instruction tailored to meet the diverse needs of all students, with a particular emphasis on at-risk students, students with special needs, and emergent bilingual students (EB). This initiative aims to equip educators with the tools and strategies required to foster an inclusive and supportive learning environment. **Strategy's Expected Result/Impact:** Improvement on STAAR, MClass and MAP **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** Subscriptions for at risk students and Intervention supplies - 199 - PIC 24 State Comp Ed Funds - $5,550, Supplies for the students (headphones, gloves, materials) - 199 - PIC 23 SPED State Allotment Funds - $1,906 , Supplies for the students (dictionaries, headphones, materials) - 199 - PIC 25 Bil../ESL State Allotment Funds - $6,111	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Only 58% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS. The lack of a school-wide academic language development program for all learners was observed and an implementation plan created to ensure that ELPS strategies are consistently used. **Root Cause**: Lack of a school-wide academic language development program for all learners . ELPS strategies were not consistently used.

Student Learning

Problem Statement 1: In the third grade, only 59% of students achieved a performance level classified as "Meets Grade Level" on the STAAR math assessment, in contrast to 64% in fourth grade and 69% in fifth grade. This indicates a need for implementing academic language and Sheltered Instruction Strategies throughout the campus to enhance student achievement in mathematics. **Root Cause**: Vertical alignment planning was not in place for grades K-5 math academic language and sheltered instruction was not consistently applied. Edit Associated Areas

Problem Statement 2: Only 58% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS. **Root Cause**: Lack of a school-wide academic language development program for all learners was implemented. ELPS strategies were not consistently used.

Problem Statement 3: Only 38% of fifth-grade students demonstrated proficiency in science, as indicated by achieving a performance level of "Meets Grade Level" or above on the STAAR science assessment. This highlights a significant opportunity for targeted interventions to improve student outcomes in science education. **Root Cause**: Science instruction was inconsistently implemented from K-5. There was a lack of Science academic language support from Kinder - 5th grade.

Problem Statement 4: 66% percent of students exhibited reading proficiency, as measured by achieving a performance level of "Meets Grade Level" or above on the STAAR Reading assessment. We aim to increase this percentage to 73%, highlighting our strengths and the areas for potential growth in our reading program. **Root Cause**: Lack of enrichment reading practices for K-5 and lack of verticle alignment. Edit Associated Areas

School Processes & Programs

Problem Statement 2: In the third grade, only 59% of students achieved a performance level classified as "Meets Grade Level" on the STAAR math assessment, in contrast to 64% in fourth grade and 69% in fifth grade. This indicates a need for implementing academic language and Sheltered Instruction Strategies throughout the campus to enhance student achievement in mathematics. **Root Cause**: Vertical alignment planning was not in place for grades K-5 math academic language and sheltered instruction was not consistently applied. Edit Associated Areas

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 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 37.5% in 2023 to 76% by 2025. (SY2021 interim goal = 46.0%)

High Priority

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

Strategy 1 Details			Reviews			
Strategy 1: Educational curriculum and supplies will be used to differentiate instruction for ELL students.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores Improvement on TELPAS			**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration and Professional Staff						
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2						

Strategy 2 Details			Reviews			
Strategy 2: ELPS strategies will be further studied and implemented in all classrooms through professional development.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR scores Student improvement on TELPAS			**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, ELST						
ESF Levers: Lever 5: Effective Instruction						

Strategy 3 Details	Reviews			
Strategy 3: Administration and teachers will use Ellevation data to ensure that the needs of EB students will be met during instruction. **Strategy's Expected Result/Impact:** Improvement on TELPAS and STAAR. **Staff Responsible for Monitoring:** Administration and teachers **ESF Levers:** Lever 5: Effective Instruction	Formative			Summative
	Nov	**Feb**	**Apr**	**June**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Only 58% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS. The lack of a school-wide academic language development program for all learners was observed and an implementation plan created to ensure that ELPS strategies are consistently used.   **Root Cause**: Lack of a school-wide academic language development program for all learners . ELPS strategies were not consistently used.

Student Learning
Problem Statement 2: Only 58% of our ELL students demonstrated English language acquisition as measured by the early progress indicator on TELPAS.   **Root Cause**: Lack of a school-wide academic language development program for all learners was implemented. ELPS strategies were not consistently used.

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.
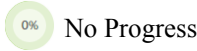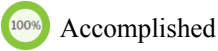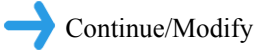
Performance Objective 3: The percentage of 5th-grade students demonstrating proficiency in scientific understanding, as measured by Meets Grade Level performance on the STAAR Science assessment, will increase from 32.17% in 2023 to 80% by the end of the 2024-2025 school year.

High Priority

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will integrate academic vocabulary into meaningful, context-rich lessons by utilizing hands-on experiences, visual aids, and real-world applications. This approach will be reinforced through student discussions, writing activities, and illustrative exercises to deepen understanding and retention of key terms.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved STAAR and MAP results **Staff Responsible for Monitoring:** Administration, Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
Strategy 2: Non-fiction literature, with a focus on scientific topics, will be integrated into instruction to enhance students' understanding of real-world concepts, promote critical thinking, and foster connections between reading and content-area learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Content Knowledge: Students will develop a deeper understanding of scientific concepts and other real-world topics, improving their overall comprehension and ability to apply knowledge across subjects. Increased Reading Engagement and Literacy: Incorporating non-fiction literature will engage students with diverse reading materials that are directly relevant to their academic content, helping to improve literacy skills, reading comprehension, and vocabulary in content areas like science. Preparation for MAP and STAAR: By reading non-fiction and scientific texts, students will become more familiar with the type of material they will encounter on MAP and STAAR, helping to improve test performance. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Only 38% of fifth-grade students demonstrated proficiency in science, as indicated by achieving a performance level of "Meets Grade Level" or above on the STAAR science assessment. This highlights a significant opportunity for targeted interventions to improve student outcomes in science education.   **Root Cause**: Science instruction was inconsistently implemented from K-5. There was a lack of Science academic language support from Kinder - 5th grade.

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 5th-grade students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on the Math STAAR assessment, will increase from 70.4% in 2023 to 90% by the end of the 2024-2025 school year.

High Priority

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will effectively teach academic vocabulary in context by utilizing hands-on experiences, visual aids, and real-world applications while implementing sheltered instruction techniques to support all learners. Instruction will incorporate discussions, writing exercises, model drawings, and various illustrations to enhance understanding and facilitate deeper retention of vocabulary.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved STAAR and MAP results **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

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

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: Parental and family engagement from 3rd-5th grade parents will remain a top priority for the campus and increase by 20% , emphasizing partnership-focused initiatives that foster collaboration between educators and families to support student success and enhance the learning community.

High Priority

Evaluation Data Sources: Meeting agendas and sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Developed collaboratively, the parent and family engagement policy and school compact will incorporate information about Title I programs and initiatives, serving as a foundation for building campus capacity and fostering strong partnerships between families and the school community.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Greater involvement in all school areas **Staff Responsible for Monitoring:** Administrators and teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: School readiness for incoming kindergarten students and transition support for exiting 5th grade students will be provided to parents and families.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Greater student success as transitions are made **Staff Responsible for Monitoring:** Administrators, Counselor, Kindergarten teachers, 5th grade teachers **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: We will utilize a comprehensive communication strategy to engage families effectively, employing multiple methods to ensure all families receive important information and updates. This will include:	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Digital Communication Channels: Regularly use Skyward emails, School Messenger calls, and teacher Class Dojo accounts to disseminate timely information, announcements, and updates directly to families.
 	
Distribute a school newsletter and school and PTA flyers to highlight upcoming events, resources, and initiatives, keeping families well-informed about campus activities.
 	
In-Person Engagement Opportunities: Organize regular in-person meetings, workshops, and open houses to provide families with insights into the current state of the campus, available resources, and effective strategies for supporting their children's education.
    Strategy's Expected Result/Impact: Greater parent/family involvement and increase student engagement
    Staff Responsible for Monitoring: Administrators, counselor, teachers, PTA				

Strategy 4 Details	Reviews			
Strategy 4: School-wide academic strategies will be explicitly taught and practiced to enhance student academic success. This will involve academic strategy workshops, effective techniques, and engaging games that can be utilized and shared among staff, students, and families, fostering a collaborative learning environment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased family involvement and student success.
    Staff Responsible for Monitoring: Administration and teaching staff
 	
    Funding Sources: Math games play and send home with families - 6300 Parent Involvement. Supplies T1 - $2,251				

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

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Parental involvement engagement levels among parents on campus remain low. To address this issue, we aim to provide opportunities for community and parent involvement at our school, as we believe that increased engagement will lead to improved student achievement and a more inclusive educational environment. **Root Cause**: lack of awareness or understanding of the importance of their participation in their children's education barriers such as work commitments, language differences, or prior negative experiences with the school can further discourage parental participation

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

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will be maintained below 10% in the 2024-2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: We will continue to implement PBIS across the campus	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lowered discipline	**Nov**	**Feb**	**Apr**	**June**
Problem Statements: Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 6 Problem Statements:

Perceptions
Problem Statement 1: 44% percent of students reported a positive ability to regulate their emotions. Our goal is to increase this percentage to 60%, emphasizing the need for enhanced support and programs aimed at fostering emotional regulation skills among students.   **Root Cause**: Lack of consistency with SEL implementation across the campus . In addition, using PBIS Committee for initiatives to support emotional regulation. Edit Associated Areas

Goal 2: Magnet Justification

Performance Objective 1: Throughout the 2024-2025 school year, we will deliver 21st-century learning experiences that connect classroom learning to real-world applications for all students, fostering critical thinking, creativity, and problem-solving skills to prepare them for future success.

Evaluation Data Sources: Sample PBL information
STEAM School information

Strategy 1 Details		Reviews			
Strategy 1: Teachers will provide extra curricular programs through the STEAM school elective program and other extended programs.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: STEAM school registration and enrollment in elective courses. STEAM School catalog. Enrichment for all students, not just magnet students					
Staff Responsible for Monitoring: Administration, Teachers, CTA					
Funding Sources: Supplies for STEAM school classes - 199 - Magnet Funds - $11,000					

Strategy 2 Details		Reviews			
Strategy 2: Implement and maintain a structured plan to acquire, use, and replenish consumable technology resources, such as one-time-use materials, to enhance 21st-century learning experiences.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Enhanced Student Engagement and Achievement: By incorporating consumable technology resources, students will experience more dynamic, hands-on learning directly connecting to real-world applications. This will foster greater engagement, collaboration, and creativity, leading to improved academic performance and skill development in areas such as problem-solving, digital literacy, and critical thinking. Increased Teacher Effectiveness: Educators will be better equipped to integrate technology into their lessons, increasing their effectiveness in delivering 21st-century learning experiences. The use of up-to-date, relevant tools will also allow teachers to provide more personalized and innovative instruction. **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** Consumable Technology - 199 - Magnet Funds - $4,000					

Strategy 3 Details	Reviews			
Strategy 3: Teachers will leverage differentiated software and curriculum materials to address the diverse academic needs of all students, including providing enrichment resources tailored to the advanced learning needs of magnet students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By providing specialized enrichment resources, magnet students will be academically challenged, fostering deeper critical thinking, creativity, and problem-solving skills. This will promote academic growth and help these students reach demonstrate growth in MAP (k-2) and STAAR (3-5) Results **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** Software and curriculum - 199 - Magnet Funds - $3,000				

Strategy 4 Details	Reviews			
Strategy 4: Field trips will be scheduled that connect classroom instruction and PBLs to create real world connections.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Real world field experiences for students; Improved implementation of PBLs	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 - Magnet Funds - $28,000				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will be provided with substitutes for strategic planning days in order to better facilitate planning for PBLs and other units of study.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Sustainable lesson designs that create higher levels of engagement and improved instructional quality. **Staff Responsible for Monitoring:** Teachers, Administrators, Secretary **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 - Magnet Funds - $21,000				

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Title I Personnel

Name	Position	Program	FTE
Elaina Williams	Teacher Intervention Specialist	Title I, Part A	1.0

Plan Notes

Meeting Notes

Agenda:

- Update on enrollment numbers and 2024-2025
- Update on STAAR Prep and Progress - Data Team Meetings
- Update on Budget Plans for 23-24 and 24-25 school year
- Check Campus Improvement Plan

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Admin	Lindsey Parker	AP
Instructional Coach	Shannon Sesco	LPAC Rep
Classroom Teacehr	Nancy Perez	Pe Teacher
Counselor	Amy Sinclair	Counselor
Parent	Cameron Sinclair	Parent
Business Representative	Amelia Contreras	
Community Representative	Abdi Brooks	
Parent	Mario Garcia	Parent
Classroom Teacher	Ana Morton	4th Grade Teacher
Classroom Teacher	Annaliese Schuler	Special Education Teacher
Classroom Teacher	Dai Nguyen	3rd Grade Teacher
Classroom Teacher	Andrea Torres	1st grade
Classroom Teacher	Dorian Jimerson	K Teacher
Classroom Teacher	Courtney Rafferty	2nd Grade Teacher
Classroom Teacher	Erica Ramirez	5th Grade Teacher
Administrator	Jehieli Garcia	Principal

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplies for the students (headphones, gloves, materials)		$1,906.00
				Sub-Total	$1,906.00
				Budgeted Fund Source Amount	$1,906.00
				+/- Difference	$0.00

199 - PIC 24 State Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Subscriptions for at risk students and Intervention supplies		$5,550.00
				Sub-Total	$5,550.00
				Budgeted Fund Source Amount	$5,550.00
				+/- Difference	$0.00

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplies for the students (dictionaries, headphones, materials)		$6,111.00
				Sub-Total	$6,111.00
				Budgeted Fund Source Amount	$6,111.00
				+/- Difference	$0.00

199 - Magnet Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplies for STEAM school classes		$11,000.00
2	1	2	Consumable Technology		$4,000.00
2	1	3	Software and curriculum		$3,000.00
2	1	4			$28,000.00
2	1	5			$21,000.00
				Sub-Total	$67,000.00
				Budgeted Fund Source Amount	$75,000.00
				+/- Difference	$8,000.00

			6300 Supplies and Materials- Title I Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Software and subscriptions		$32,965.00
				Sub-Total	$32,965.00
				Budgeted Fund Source Amount	$32,965.00
				+/- Difference	$0.00
			6300 Parent Involvement. Supplies T1		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	4	Math games play and send home with families		$2,251.00
				Sub-Total	$2,251.00
				Budgeted Fund Source Amount	$2,405.00
				+/- Difference	$154.00
				Grand Total Budgeted	$123,937.00
				Grand Total Spent	$115,783.00
				+/- Difference	$8,154.00

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