

Garland Independent School District
Bradfield Elementary School
2024-2025 Campus Improvement Plan

Accountability Rating: A



Mission Statement

Bradfield Elementary Mission Statement

At Bradfield Elementary we strive to:

Build a strong relationship with each student,

Raise expectations for all,

Appreciate cultural diversity,

Develop responsibility among students,

Find the best in each child,

Instruct at the highest level possible,

Engage parents and community as partners,

Learn through problem-solving,

Demonstrate continuing improvement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus is a neighborhood school in far north Garland with about 495 students in grades prekindergarten-5th grade. We have open enrollment at our campus and 96% of our students qualifying for Free and Reduced Lunch. Our campus is a Title 1 campus. Our demographics are 3.4% African American, 3.2% Asian, 88.4% Hispanic, 3.2% White, 0.2% American Indian, 0.4% Pacific Islander, and 1.2% two or more races. We offer dual language bilingual classes to students. We also have gifted/talented and Special Education for students who qualify. We have music and art classes for students weekly along with a variety of fine art programs throughout the year like the Hispanic Heritage and Mother's Day programs. Students attend PE at least twice a week and there is a Field Day at the end of the year for students to showcase the skills they learned in the gym.

Demographics Strengths

The climate and culture survey for the staff from 2024 showed that 83% feel they are valued members of the school community.

94% of parents feel welcome at our campus according to the Family Engagement Survey 2024.

Review 360 data shows bullying incidents have decreased by 100%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Chronic absenteeism has increased 3% from the 2022-2023 to 2023-2024. **Root Cause:** Decreased value of school education by parents and/or guardians.

Problem Statement 2: The Family Engagement Survey from 2024 showed that only 22% of students read for fun frequently. **Root Cause:** There is no time in the master schedule for self-selected reading.

Problem Statement 3: Review 360 data for 2023-2024 showed that out of school suspensions increased from 3-18. **Root Cause:** Need for classroom management and de-escalation strategies

Student Learning

Student Learning Summary

All grade levels increased student achievement on MAP growth summary report in math for 23-24. All grade levels increased in student achievements for the reading-English BOY to EOY. Based on MAP MATH Growth Report Summary for 2023-24, overall student growth from grades K through 5 increased from 69% in 2022-23 to 76% for 2023-24.

According to the 2024 Spring Interim Assessment data, 0% of African American Students (3 students) in 3rd grade were predicted to approach, meet or master STAAR in Reading/math, 50% of 4th grade African American students (5 students) were predicted to approach/meet and 40% were predicted to master STAAR in Reading and 50% of 4th-grade African American students (5 students) were predicted to approach/meet and 40% were predicted to master STAAR Math. According to MAP Projected Proficiency report for 2023-24, 58% of all Hispanic students in 4th-grade achieved a Masters projection for 2023-24 STAAR compared to 20% for the year 2023-24.

Based on the 2023 GISD Spring Interim Assessment Performance Report, Bradfield Elementary ranked number ten out of 47 schools. This placed the campus above other schools with similar demographics (i.e.- Title 1, economically disadvantaged, at-risk student populations, etc.). Based off the latest 2022 Distinction Designations, Bradfield Elementary received academic achievement in English Language Arts/Reading, Science, post-secondary readiness. In comparison to other Texas elementary schools, Bradfield Elementary is in the top 25% for closing student gaps.

Based on MAP Projected Proficiency Reports college readiness in math remained constant for 22-23 to 23-24 with only margined growth on tracks 22 and 24. Based on MAP Projected Proficiency Reports college readiness in reading decreased by 12% points in 2023-2024

According to the 2023-2024 attendance reports increased to 95.1% compared to 94.69% in the 2022-2023 school year. Hispanic/Latino is 95.1%; American Indian/Alaskan Native is 97.8%, Asian is 96.2%, Black/African American is 93.9%, White is 93.6, Two or more races is 93.9, Native Hawaiian is N/A. Lowest attendance rates were during the fourth reporting period in Winter.

In the 2023-2024 SY the behavior incidents for the Hispanic/Latino increased from 26.2% (SY 2022-2023) to 52.5%. Black/African American population has decreased incidents from 49.2% in SY 22-23 to 35% in SY 2023-2024. White population behavior incidents is 2.5%, and Two or more races is 10%.

Student Learning Strengths

Based on the MAP Growth Summary Report all grade levels increased student achievement in math for 2023-2024 the campus went from a 53% to a 69% with a total growth of 16% as a campus.

Based on the 2023-2024 Growth and Achievement Report, all grade levels increased in student achievement for the reading-English BOY to EOY. The

total growth was in the 64th percentile and the student achievement grew from the 39th percentile to the 50th percentile.

Based on the 2023-2024 Growth and Achievement Overview Report, the overall growth for kindergarten reading (English) is in the 69th percentile (green). From the BOY to EOY, grade kindergarten grew from the 45th percentile to 66th percentile (21 points.)

Based on 2023-24 MAP Growth Summary Report for Science, students in 5th grade had an overall growth of 85% and increased achievement 42% to 66%.

Based on the 2023-2024 Growth and Achievement Overview Report, Grade 2 and Grade 4 reading (English) experienced the most growth or are closing the gaps in the orange category. Grade 2's red area decreased from 48% to 26% (22 points). Grade 2's orange area increased 18% to 30%. Grade 4's red area decreased from 29% to 9% (20 points). Grade 4's orange area increased from 14% to 29%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on STAAR 23-24 results, 5th Grade Science scores decreased 9% in the Approaches category, 3% in the Meets category and 4% in the Masters category. **Root Cause:** There was an inconsistent implementation of Science curriculum in grades PreK-4 and inconsistent implementation of hands-on Science experiments that all students to as questions, probe for answers, conduct investigations and collect data.

Problem Statement 2 (Prioritized): Based off the MAP growth report for math 4th grade students increased student achievement but the growth remained at 58%. Student achievement increased by 4% from 67% to 71%. **Root Cause:** Students that come on grade level need to be challenged beyond grade level through differentiation and small group instruction or personalized learning to obtain student growth and achievement.

Problem Statement 3 (Prioritized): Based on MAP Growth report summaries for 2023-24, grade levels from K through 4th are growing at a rate lower to the national average (53%), and achieving only marginally better than average at 54% **Root Cause:** Students need personalized learning instruction.

Problem Statement 4 (Prioritized): Based on TELPAS Data from 2023-2024, 44% of our K-2 students progressed 1 proficiency level on TELPAS and 39% of our 3rd-5th grade students progressed 1 proficiency level on TELPAS. **Root Cause:** Students need explicit practice in reading, writing, listening and speaking English.

School Processes & Programs

School Processes & Programs Summary

Teachers are interviewed by a panel that includes the principal, assistant principal, counselor and potential team of the candidate. The administration uses a set of questions to determine a candidate's strengths. Administration also utilizes the GALLUP score and virtual interviews in Recruit and Hire to select candidates for interviews. High quality teachers are placed in classrooms/subjects based on students needs. Teachers with 5 or more years of experience are placed on STAAR grade levels

Students have a daily computer time. In addition, Personalized Learning Pathways (computerized learning programs) are used daily to close the learning gaps. Students have 1 to 1 devices in the classrooms to increase participation, independence and engagement .

Our campus develops leaders by forming committees and identifying roles and responsibilities during PLC meetings. Teachers have the opportunity to participate in campus /and or district wide committees such as , AVID School Leader, TAFT School leader, Grade level team leaders, GT school leader, DEIC school representative. Ds are personalized to the needs of the campus, such as alignment of the Math and Reading departments.

Bradfield teachers regularly meet in professional learning communities in order to examine and analyze student work. Teachers then use this data to collaborate and plan reteach lessons if necessary. Our stake holders are involved. We invite them to collaborate and support our campus. The progress towards intended outcomes is tracked with data from various sources such as: MAP data, MCLASS, classroom walkthroughs, district walks, district assessments, and STAAR data.

We have different programs operating in our school such as: AVID, Operation Christmas Child, Black History month, and Hispanic Heritage Month. These programs are aligned with our vision, mission, goals and values. We pride ourselves by making sure our extracurricular activities focus on a safe environment for our students and families.

School Processes & Programs Strengths

Based on the "Winter 2024 Adult Well-Being Survey (SY 23-24) Staff Survey" results, the Staff-Leadership Relationships results show 97% favorability, a 21% increase since the last survey. 100% of respondents showed favorability that "trust exists between school leaders and staff".

Based on the "Winter 2024 Adult Well-Being Survey (SY 23-24) Staff Survey" results, staff sense of belonging has increased 19%, where 83% feel they are valued members of the school community. The results show a campus overall score of 86% favorability in School Climate, an 11% increase from the prior survey.

Based on the "Winter 2024 Family School Relationships Survey" results, 89% favorability for parents understanding the curriculum that their child is learning. Furthermore, 91% showed favorability for understanding state and local tests and how the school uses the results.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the Panorama Family-School Relationships survey 23-24, only 68% of parents have been informed about and recruited to serve on

campus committees, down from 84% last year **Root Cause:** The lack of parent-recruitment on curriculum and decision making committees outside of PTA or volunteer opportunities.

Problem Statement 2: Based on the Review 360 and Branching Minds, 22-23 and 23-24 reports, about 204 out of 326 of the discipline incidents occurred in the Specials classrooms, making up 63% of the incidents. Based on the Review 360 and Branching Minds, 22-23 and 23-24 reports, 37% of incidents occur in the hallway, bathrooms, cafeteria with the least area being the teachers classrooms. **Root Cause:** Specials teachers and campus staff need adequate campus disciplinary action guidelines and training in effective disciplinary tools and strategies

Problem Statement 3: Based on the Review 360 and Branching Minds, 22-23 and 23-24 reports, our actions for discipline increased in full day suspension from 2 to 11, out of school 1 to 6, AEC placement from 0 to 7. However, although loss of privileges decreased from 16 to 8 from 23-24, it is still the leading disciplinary action. **Root Cause:** The campus needs a behavioral guideline on what behavior incidents should be considered teacher or admin addressed, and a protocol that outlines office referrals and loss of privileges decisions.

Perceptions

Perceptions Summary

Based on the "Winter 2024 Family School Relationships Survey" results, parents express that they are able to communicate with the school, the school provides information about activities and opportunities to participate, and the families feel a sense of belonging. The survey are summarized as follows: Barriers to engagement results show Bradfield at 92% and GISD at 87% favorability; Additional Questions results show Bradfield at 84% and GISD at 72% favorability; Learning Behaviors results show Bradfield at 56% and GISD at 57% favorability.

Based on the "Winter 2024 Family School Relationships Survey" results, 97% of parents feel welcome at the school.

Parent/Family/Guardian/Community learn and understand about their child's learning, standards, learning expectations and progress from the campus and their individual teachers. The teachers send out progress reports and assignments on a regular basis as well as constant communication via class dojo and Skyward.

Teachers describe our campus as the best place to work in Garland ISD. There are processes and program in place by our nurse and counselor and Administration to adamantly help us guide our students to success in and out of school. This is a very safe environment to work in and 75% of us have a very high sense of belongingness.

Teachers are supported by strong administration by comforting and encouraging walk-throughs. Our weekly professional development aids us with the tools we need to grow our students as well as SEL activities for the teachers. According to the TAFT report, there is a need for recognition and praise for teachers from the district and administration.

Based on the "Staff Retention Rates for SY 2023-2024" survey, the results show that 77.42% of staff returned for the current school year. According to the Well-Being Survey results, staff expressed feeling exhausted and overwhelmed within the last week at work.

Perceptions Strengths

Based on the "Winter 2024 Adult Well-Being Survey (SY 23-24) Staff Survey" results, the Staff-Leadership Relationships results show 97% favorability, a 21% increase since the last survey. 100% of respondents showed favorability that "trust exists between school leaders and staff".

Based on the "Winter 2024 Adult Well-Being Survey (SY 23-24) Staff Survey" results, staff sense of belonging has increased 19%, where 83% feel they are valued members of the school community. The results show a campus overall score of 86% favorability in School Climate, an 11% increase from the prior survey.

Based on the "Winter 2024 Family School Relationships Survey" results, 89% favorability for parents understanding the curriculum that their child is learning.

Furthermore, 91% showed favorability for understanding state and local tests and how the school uses the results.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the "Winter 2024 Family School Relationships Survey", results show a 56% favorability for Learning Behaviors. Parents expressed the need to understand how to support learning activities from home. **Root Cause:** Families lack knowledge and resources to support the rigorous learning, as well as, provide a good learning environment at home.

Problem Statement 2 (Prioritized): According to the "Winter 2024 Adult Well-Being Survey (SY 23-24) Staff Survey", 86% of respondents expressed feeling exhausted and overwhelmed within the last week at work **Root Cause:** Too many deliverables on the pacing calendar in a short amount of time.

Problem Statement 3 (Prioritized): In the 2023-2024 SY the behavior incidents for the Hispanic/Latino increased from 26.2% (SY 2022-2023) to 52.5%. **Root Cause:** The majority of student behaviors are occurring outside of the classroom.

Priority Problem Statements

Problem Statement 1: Based off the MAP growth report for math 4th grade students increased student achievement but the growth remained at 58%. Student achievement increased by 4% from 67% to 71%.

Root Cause 1: Students that come on grade level need to be challenged beyond grade level through differentiation and small group instruction or personalized learning to obtain student growth and achievement.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on MAP Growth report summaries for 2023-24, grade levels from K through 4th are growing at a rate lower to the national average (53%), and achieving only marginally better than average at 54%

Root Cause 2: Students need personalized learning instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on the Panorama Family-School Relationships survey 23-24, only 68% of parents have been informed about and recruited to serve on campus committees, down from 84% last year

Root Cause 3: The lack of parent-recruitment on curriculum and decision making committees outside of PTA or volunteer opportunities.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Based on the "Winter 2024 Family School Relationships Survey", results show a 56% favorability for Learning Behaviors. Parents expressed the need to understand how to support learning activities from home.

Root Cause 4: Families lack knowledge and resources to support the rigorous learning, as well as, provide a good learning environment at home.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: According to the "Winter 2024 Adult Well-Being Survey (SY 23-24) Staff Survey", 86% of respondents expressed feeling exhausted and overwhelmed within the last week at work

Root Cause 5: Too many deliverables on the pacing calendar in a short amount of time.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: In the 2023-2024 SY the behavior incidents for the Hispanic/Latino increased from 26.2% (SY 2022-2023) to 52.5%.

Root Cause 6: The majority of student behaviors are occurring outside of the classroom.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Based on STAAR 23-24 results, 5th Grade Science scores decreased 9% in the Approaches category, 3% in the Meets category and 4% in the Masters category.

Root Cause 7: There was an inconsistent implementation of Science curriculum in grades PreK-4 and inconsistent implementation of hands-on Science experiments that all students to as questions, probe for answers, conduct investigations and collect data.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Based on TELPAS Data from 2023-2024, 44% of our K-2 students progressed 1 proficiency level on TELPAS and 39% of our 3rd-5th grade students progressed 1 proficiency level on TELPAS.

Root Cause 8: Students need explicit practice in reading, writing, listening and speaking English.

Problem Statement 8 Areas: Student Learning

Goals

Revised/Approved: November 5, 2024

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

Performance Objective 1: Performance Objective 1

Percent of students demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase :
 in Grade 3 from 53% in 2022 to 90% by 2025 SY (2024 interim goal 70%)
 in Grade 4 from 46% in 2022 to 90% by 2025 SY (2024 interim goal 70%)
 in Grade 5 from 74% in 2022 to 90% by 2025 SY (2024 interim goal 70%)

High Priority





Evaluation Data Sources: mCLASS- (MOY, EOY) and MAP (BOY,EOY)and online learning platforms weekly assignments and usage data.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 teachers will be providing differentiated small group instruction to address the academic needs of all At-Risk, African American, White, Asian, SPED and GT students.</p> <p>Strategy's Expected Result/Impact: Observe through lesson plans, walk-through data, PLC agendas, and weekly assignments</p> <p>Staff Responsible for Monitoring: Administrators, teachers and ISTs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Ink for Poster Machine - 6300 Supplies and Materials- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement small group literacy stations across grade levels and utilize small group instruction to target and support individual needs during ELAR instructional block, extended day/Saturday School. Teachers will have the opportunity to have time to plan for enrichment, remediation, and extension lessons during IPC (Instructional Planning Calendar) days.</p> <p>Strategy's Expected Result/Impact: Observe through walkthrough data, PLC discussions and meets target is reached on STAAR assessment, MAP and MClass.</p> <p>Staff Responsible for Monitoring: Administrators, teachers and Instructional Support Teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: Subs for Instructional Planning - 6100 Payroll- Title I Funds - \$22,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 2nd -5th Grade Teachers will analyze students' reading Lexile levels according to Achieve 3000 reading Program to differentiate instruction and to target individual student needs.</p> <p>Strategy's Expected Result/Impact: Observe through walkthrough data, PLC discussions and meets target is reached on STAAR assessment,MAP and MClass</p> <p>Staff Responsible for Monitoring: Administrators, teachers and Instructional Support Teachers</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: McGraw Hill (Achieve3000 Reading Program) - 6300 Supplies and Materials- Title I Funds - \$17,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Parents will become more knowledgeable on how to assist their students at home with reading, usage of learning platforms and improve overall literacy skills</p> <p>Strategy's Expected Result/Impact: Parents will become more knowledgeable on how to assist their students at home with reading, usage of learning platforms and improve overall literacy skills</p> <p>Staff Responsible for Monitoring: Counselor, Administrators, teachers and Instructional Support Teacher</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Pay Teachers for Holidays Around the World Literacy Night - 6100 Payroll- Title I Funds - \$2,000 , Supplies for Parent Night - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Based off the MAP growth report for math 4th grade students increased student achievement but the growth remained at 58%. Student achievement increased by 4% from 67% to 71%. Root Cause: Students that come on grade level need to be challenged beyond grade level through differentiation and small group instruction or personalized learning to obtain student growth and achievement.</p>
<p>Problem Statement 3: Based on MAP Growth report summaries for 2023-24, grade levels from K through 4th are growing at a rate lower to the national average (53%), and achieving only marginally better than average at 54% Root Cause: Students need personalized learning instruction.</p>
Perceptions
<p>Problem Statement 1: Based on the "Winter 2024 Family School Relationships Survey", results show a 56% favorability for Learning Behaviors. Parents expressed the need to understand how to support learning activities from home. Root Cause: Families lack knowledge and resources to support the rigorous learning, as well as, provide a good learning environment at home.</p>

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

Performance Objective 2: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 36% in 2022 to 76% by 2025. (SY2024 interim goal = %) Pending STAAR Results

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide a print rich environment and incorporate Sheltered Instruction best practices into lessons on a daily basis in order to support language acquisition for our EB students.</p> <p>Strategy's Expected Result/Impact: "Look For's" checklists, lesson plans, walk through data</p> <p>Staff Responsible for Monitoring: Principals, Teachers and Instructional Support Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Ink for poster maker - 6300 Supplies and Materials- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Pre-K through 5th grade teachers will implement vocabulary study and sheltered instructional strategies for all EL students such as sentence frames, anchor charts, visuals, the use of Flip Grip (online tool) to record their oral responses and Multiple Response Strategies to address their language needs.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate higher levels of proficiency on TELPAS</p> <p>Staff Responsible for Monitoring: Principals, Teachers and Instructional Support Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: TELPAS Headphones - 6300 Supplies and Materials- Title I Funds - \$1,500</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 2 Problem Statements:

Student Learning

Problem Statement 4: Based on TELPAS Data from 2023-2024, 44% of our K-2 students progressed 1 proficiency level on TELPAS and 39% of our 3rd-5th grade students progressed 1 proficiency level on TELPAS. **Root Cause:** Students need explicit practice in reading, writing, listening and speaking English.





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 56% in 2024 to 80% by 2025.

High Priority

Evaluation Data Sources: STAAR 2024 Spring Administration Data File

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use researched based curriculum strategies, and higher level thinking skills/extension materials, including software (EDUSmart Science).</p> <p>Strategy's Expected Result/Impact: Increase performance at the Meets and Masters Level on the 5th grade Science</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Edusmart - Online Subscription Science Standard Based Resource - 6300 Supplies and Materials- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Family Science Night will be held to improve parents' ability to assist their students at home with science applications and understanding.</p> <p>Strategy's Expected Result/Impact: Parents will become more knowledgeable on how to assist their students at home with science applications and understanding.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Science Night Supplies - 6100 Parent Inv. Payroll T1 - \$2,000, Pay Teachers for Hosting Science Night - 6100 Payroll- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement small group science stations across grade levels and utilize small group instruction to target and support individual needs during Science instructional block, extended day/Saturday School. Teachers will have the opportunity to have time to plan for enrichment, remediation, and extension lessons during IPC (Instructional Planning Calendar) days.</p> <p>Strategy's Expected Result/Impact: Observe through walkthrough data, and PLC discussions and meets target is reached on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Subs for IPC Planning - 6100 Payroll- Title I Funds - \$15,000</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

Problem Statement 1: Based on STAAR 23-24 results, 5th Grade Science scores decreased 9% in the Approaches category, 3% in the Meets category and 4% in the Masters category. **Root Cause:** There was an inconsistent implementation of Science curriculum in grades PreK-4 and inconsistent implementation of hands-on Science experiments that all students to as questions, probe for answers, conduct investigations and collect data.

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

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math will increase :

in Grade 3 from 60% in 2022 to 90% by 2025. (SY2024 interim goal 70%)

In Grade 4 from 36% in 2022 to 90% by 2025 (SY2024 interim goal70 %)

In Grade 5 from 66% in 2022 to 90% by 2025 (SY2024interim goal 70%)


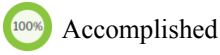
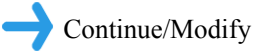

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten through 5th grade teachers will utilize software (ST Math and Progress Learning) to monitor student progress and differentiate instruction in math</p> <p>Strategy's Expected Result/Impact: Observe through walkthrough data, and PLC discussions and meets target is reached on STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: ST Math - 6300 Supplies and Materials- Title I Funds - \$10,000, Progress Learning - 6300 Supplies and Materials- Title I Funds - \$5,400</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement small group math stations across grade levels and utilize small group instruction to target and support individual needs during Math instructional block, extended day/Saturday School. Teachers will have the opportunity to have time to plan for enrichment, remediation, and extension lessons during IPC (Instructional Planning Calendar) days</p> <p>Strategy's Expected Result/Impact: Observe through walkthrough data, and PLC discussions and meets target is reached on STAAR assessment. WDM Protocol and increased meets and masters level - state assessment.</p> <p>Staff Responsible for Monitoring: Administration, ISTs and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Subs for IPC Planning - 6100 Payroll- Title I Funds - \$28,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Host a Math Night to help parents become more knowledgeable about math strategies for their children.</p> <p>Strategy's Expected Result/Impact: Parents become more involved in math education.</p> <p>Staff Responsible for Monitoring: Admin, ISTS, Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplies for Math Night - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$1,073, Pay Teacher for Hosting Math Night - 6100 Payroll- Title I Funds - \$2,500, Supplies for Math Night - 6300 Parent Involvement. Supplies T1 - \$405</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will attend professional development in order to learn new math strategies including Holdsworth and other professional development sessions.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches</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</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Based off the MAP growth report for math 4th grade students increased student achievement but the growth remained at 58%. Student achievement increased by 4% from 67% to 71%. Root Cause: Students that come on grade level need to be challenged beyond grade level through differentiation and small group instruction or personalized learning to obtain student growth and achievement.</p>
<p>Problem Statement 3: Based on MAP Growth report summaries for 2023-24, grade levels from K through 4th are growing at a rate lower to the national average (53%), and achieving only marginally better than average at 54% Root Cause: Students need personalized learning instruction.</p>

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Subs for Instructional Planning		\$22,000.00
1	1	4	Pay Teachers for Holidays Around the World Literacy Night		\$2,000.00
1	3	2	Pay Teachers for Hosting Science Night		\$2,500.00
1	3	3	Subs for IPC Planning		\$15,000.00
1	4	2	Subs for IPC Planning		\$28,000.00
1	4	3	Pay Teacher for Hosting Math Night		\$2,500.00
1	4	4			\$3,000.00
Sub-Total					\$75,000.00
Budgeted Fund Source Amount					\$72,500.00
+/- Difference					-\$2,500.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Science Night Supplies		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$1,000.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Ink for Poster Machine		\$3,000.00
1	1	3	McGraw Hill (Achieve3000 Reading Program)		\$17,000.00
1	2	1	Ink for poster maker		\$2,000.00
1	2	2	TELPAS Headphones		\$1,500.00
1	3	1	Edusmart - Online Subscription Science Standard Based Resource		\$2,500.00
1	4	1	Progress Learning		\$5,400.00
1	4	1	ST Math		\$10,000.00
Sub-Total					\$41,400.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$40,500.00
+/- Difference					-\$900.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Supplies for Math Night		\$405.00
Sub-Total					\$405.00
Budgeted Fund Source Amount					\$405.00
+/- Difference					\$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies for Parent Night		\$1,000.00
1	4	3	Supplies for Math Night		\$1,073.00
Sub-Total					\$2,073.00
Budgeted Fund Source Amount					\$1,073.00
+/- Difference					-\$1,000.00
Grand Total Budgeted					\$115,478.00
Grand Total Spent					\$120,878.00
+/- Difference					-\$5,400.00

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