

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



Mission Statement

Educational Excellence for Every Child Every Day

Vision

The vision for Bullock Elementary is that all students are life-long learners. It is our hope and desire to make sure that once students have left our building, we have provided them with the tools necessary to strive for self-fulfillment.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
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.	13
Campus Funding Summary	29
Policies, Procedures, and Requirements	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bullock Elementary is a PK-5 school serving 553 students including two ALE units. Our demographics are 75% Hispanic, 10% African-American, 10% Asian, 0.3% American Indian, and 1% Anglo. We are an open enrollment campus with 89% of our school population qualifying for Free and Reduced lunch. 14% of students are served in Special Education, and 67% are English Learners. Although we are an open enrollment campus, our school population has been steady for many years.

Demographics Strengths

Our school stability has been a strength for Bullock. Our parents and students have positive interactions and opinions of the work that we are doing here at Bullock.

Enrollment has been steady.

Attendance rates are above 95%

Discipline data meets our campus target of 14% for exclusionary consequences

We have a staff of mostly experienced teachers with more than three years of experience in the field.

97% of the teaching staff are certified in the area they are teaching

Student Learning

Student Learning Summary

Our students generally performed at or above the district averages in the approaches grade level category, but under the district averages for meets and masters grade level on most local assessments. According to STAAR scores, our critical area of focus is bilingual 4th grade math and reading. Our 3rd grade scores have been consistently strong all year on local assessments and MAP growth. Our 5th grade students made growth in both math and reading on local assessments and MAP. Our students showed growth on the mCLASS assessments. Our 4-5 students showed the most growth. Overall, we saw an increase in MAP scores this year

Student Learning Strengths

- 81% of 3rd grade students met their projected growth in MAP reading
- 56% of 3rd grade students tested in English on the STAAR assessment were at or above grade level expectations
- 61% of 4th grade students tested in English scored at or above grade level expectations on the STAAR assessment.
- 93% of 4th grade students tested in English scored at approaches grade level
- 80% of our Pre-K students met or exceeded CIRCLE growth in Math
- 53% of Gen Ed. kindergarten students were at or above benchmark on EOY mCLASS
- 77% of bilingual kindergarten students scored at or above grade level on EOY mCLASS
- 73% of bilingual 3rd grade students scored at or above grade level on EOY mCLASS

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 38% of kindergarten students tested in English on the MAP Reading assessment scored at or above the 41st percentile. **Root Cause:** Not using the learning continuum to target and close gaps during small group instruction.

Problem Statement 2 (Prioritized): 34% of 1st grade students tested in English MAP Reading scored at or above the 41st percentile. **Root Cause:** Lack of test taking practice and pacing expectations in place for MAP testing

Problem Statement 3 (Prioritized): 42% of 4th grade students tested in English MAP Reading scored at or above the 41st percentile. **Root Cause:** Lack of targeted small group instruction

Problem Statement 4 (Prioritized): 36% of 1st grade and 2nd grade students scored below the 21st percentile on the MAP math assessment. **Root Cause:** Not using the learning continuum to target and close gaps during small group instruction.

Problem Statement 5 (Prioritized): 29% of students in 3rd grade scored at meets grade level on math STAAR assessment. **Root Cause:** Staffing issues related to hiring a non certified instructor.

Problem Statement 6 (Prioritized): 5% of 5th grade students met grade level expectations on the STAAR science assessment. **Root Cause:** Lack of consistent science instruction building wide.

Problem Statement 7: 36% of 2nd grade students met their projected growth for Spanish EOY Reading **Root Cause:** Staffing issues related to not having a permanent teacher for one class

Problem Statement 8 (Prioritized): 36% of students in 4th grade met their projected growth on the EOY MAP reading assessment. **Root Cause:** Not using the learning continuum to target and close the right gaps during small group instruction.

Problem Statement 9 (Prioritized): Less than 40% of students failed to make adequate yearly progress on the TELPAS assessment. **Root Cause:** Implementation of Sheltered Instructional strategies is lacking consistency.

Problem Statement 10 (Prioritized): 14% of 3rd grade students tested in Spanish on the STAAR assessment met the grade level expectation. **Root Cause:** Lack of rigorous instruction due to an increase in the number of newcomers needing remediation.

School Processes & Programs

School Processes & Programs Summary

Our leadership team did not have any turnover this past year. Teachers engaged in campus based professional development. Leadership and decision making was primarily the responsibility of the leadership team with the support of several teacher leaders. Our leadership team consists of Principal, Assistant Principal, 2 Instructional Support teachers, Interventionist, LPAC and the school Counselor. Admin does communicate via a weekly newsletter, emails, and PLC meetings. Our Campus Technology Assistant supports the campus with technology related needs.

School Processes & Programs Strengths

According to staff survey information, our staff feel supported and like working at Bullock. We have worked hard to implement Weekly Data Meetings following guidance from the Paul Bambrick model. Our teachers have come a long way in understanding the process and using it to improve student achievement. The administrative team effectively shares responsibility and delegates authority to staff members in order to share ownership and community commitment.

System for campus walkthroughs and feedback is in place.

There is formal process in place to develop our CIP.

All students are provided with opportunity for support in areas of need.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of PD opportunities in the content areas of ELAR, Mathematics, and Science aligned with campus needs. **Root Cause:** Less money was budgeted for off campus PD

Perceptions

Perceptions Summary

The culture at Bullock has been a strength for quite some time. Our routines and procedures have remained constant, allowing everyone to have clarity on how things work. We have developed community partnerships with Freeman Heights Baptist Church, and Geomet recycling company. Through these partnerships, we have been able to provide our students and their families enriched experiences at different times during the school year. The administrative team is visible most of the time around campus. The front office staff is very welcoming and helpful. The main area that seemed to come up as an area for improvement is parents wanted more opportunity to be involved in things on campus and more communication from teachers about day to day issues. Professional staff turnover was at a 10 year low.

Perceptions Strengths

- accessible administration
- knowledgeable and helpful staff
- processes in place to support students with special needs
- very few incidents of bullying

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents report wanting more communication about what students are learning. **Root Cause:** Lack of consistency with grade level parent newsletters or mass communication systems.

Problem Statement 2 (Prioritized): Students need more real world learning experiences in order to bridge the gap between conceptual understanding and real world translation. **Root Cause:** Lack of funding for field trip opportunities.

Priority Problem Statements

Problem Statement 1: Lack of PD opportunities in the content areas of ELAR, Mathematics, and Science aligned with campus needs.

Root Cause 1: Less money was budgeted for off campus PD

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Parents report wanting more communication about what students are learning.

Root Cause 2: Lack of consistency with grade level parent newsletters or mass communication systems.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Students need more real world learning experiences in order to bridge the gap between conceptual understanding and real world translation.

Root Cause 3: Lack of funding for field trip opportunities.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: 38% of kindergarten students tested in English on the MAP Reading assessment scored at or above the 41st percentile.

Root Cause 4: Not using the learning continuum to target and close gaps during small group instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 34% of 1st grade students tested in English MAP Reading scored at or above the 41st percentile.

Root Cause 5: Lack of test taking practice and pacing expectations in place for MAP testing

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 42% of 4th grade students tested in English MAP Reading scored at or above the 41st percentile.

Root Cause 6: Lack of targeted small group instruction

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 36% of 1st grade and 2nd grade students scored below the 21st percentile on the MAP math assessment.

Root Cause 7: Not using the learning continuum to target and close gaps during small group instruction.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 29% of students in 3rd grade scored at meets grade level on math STAAR assessment.

Root Cause 8: Staffing issues related to hiring a non certified instructor.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 5% of 5th grade students met grade level expectations on the STAAR science assessment.

Root Cause 9: Lack of consistent science instruction building wide.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 36% of students in 4th grade met their projected growth on the EOY MAP reading assessment.

Root Cause 10: Not using the learning continuum to target and close the right gaps during small group instruction.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Less than 40% of students failed to make adequate yearly progress on the TELPAS assessment.

Root Cause 11: Implementation of Sheltered Instructional strategies is lacking consistency.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: 14% of 3rd grade students tested in Spanish on the STAAR assessment met the grade level expectation.

Root Cause 12: Lack of rigorous instruction due to an increase in the number of newcomers needing remediation.

Problem Statement 12 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- 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.


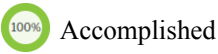
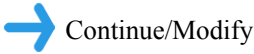

Performance Objective 1: Percent of students demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from: 3rd grade -32% to 56.8% , 4th grade- 54% to 60%, 5th grade - 44% to 60% in 2025 (2025 goal = 90.0%)

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will identify specific instructional gaps for all students using MAP, and iReady and use the data to plan and implement small group instruction targeting the identified needs with a focus on SPED, and English Learners.</p> <p>Strategy's Expected Result/Impact: Classroom walkthrough data, MAP scores, iReady reports</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Subs and Extended Day - 6100 Payroll- Title I Funds - \$5,985, Consumables - 6300 Supplies and Materials- Title I Funds - \$5,434</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize a variety of technology related instructional programs and devices to differentiate learning opportunities for all students with particular emphasis on at-risk students, special education, and EB students.</p> <p>Strategy's Expected Result/Impact: Monthly monitoring reports</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Flocabulary - 6300 Supplies and Materials- Title I Funds - \$4,000, I-Ready - 6300 Supplies and Materials- Title I Funds - \$8,988</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will engage in instructional planning and vertical planning to align reading strategies to improve comprehension campus wide.</p> <p>Strategy's Expected Result/Impact: sign in sheets, instructional planning calendars</p> <p>Staff Responsible for Monitoring: administration, vertical team lead teachers, ELST, IST</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Subs for mCLASS testing - 6100 Payroll- Title I Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will provide differentiated enrichment instruction for Tier 1 students during small group intervention utilizing a variety of supplemental instructional resources, and programs, as well as providing PBL opportunities for G/T students.</p> <p>Strategy's Expected Result/Impact: Walk through data, lesson plans</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Technology based Enrichment Programs - 6300 Supplies and Materials- Title I Funds - \$5,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Special education teachers and staff will provide differentiated learning opportunities to Special Education students using a variety of resources and manipulatives.</p> <p>Strategy's Expected Result/Impact: Walk through data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will engage in professional development in reading/writing in order to improve the effectiveness of our reading/writing instruction.</p> <p>Strategy's Expected Result/Impact: Increase teacher efficacy resulting in improved scores on district and state reading assessments.</p> <p>Staff Responsible for Monitoring: administration, classroom teachers, instructional coaches</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Professional Development - 6200 Contracted Services/Registration- Title I Fun - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 38% of kindergarten students tested in English on the MAP Reading assessment scored at or above the 41st percentile. Root Cause: Not using the learning continuum to target and close gaps during small group instruction.</p>
<p>Problem Statement 2: 34% of 1st grade students tested in English MAP Reading scored at or above the 41st percentile. Root Cause: Lack of test taking practice and pacing expectations in place for MAP testing</p>
<p>Problem Statement 3: 42% of 4th grade students tested in English MAP Reading scored at or above the 41st percentile. Root Cause: Lack of targeted small group instruction</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 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 35% in 2024 to 56% by 2026. SY2025 interim goal = 56.0%)

High Priority

Evaluation Data Sources: TELPAS scores, MAP scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating.</p> <p>Strategy's Expected Result/Impact: Walkthrough data, lesson plans</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Field Trips - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide extended day/Saturday school instruction to provide timely assistance to EB students using Be Glad strategies for language acquisition and Sheltered Instruction best practices</p> <p>Strategy's Expected Result/Impact: sign in sheets, walkthrough data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Payroll for extended day/Saturday school - 6100 Payroll- Title I Funds - \$1,515</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize a variety of technology related language acquisition instructional programs to supplement instruction and target gaps for bilingual students.</p> <p>Strategy's Expected Result/Impact: "Look For's" checklists, lesson plans, walk through data</p> <p>Staff Responsible for Monitoring: Administration</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 9</p> <p>Funding Sources: Headphones - 6300 Supplies and Materials- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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: Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Ink for printers and poster makers - 6300 Supplies and Materials- Title I Funds - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement ELPS and all components of the Dual Language One-Way model in order to ensure the English language development for all of the EB students.</p> <p>Strategy's Expected Result/Impact: walk through data, lesson plans</p> <p>Staff Responsible for Monitoring: Administration, ELST</p> <p>Title I: 2.4, 2.6</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 9: Less than 40% of students failed to make adequate yearly progress on the TELPAS assessment. **Root Cause:** Implementation of Sheltered Instructional strategies is lacking consistency.

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 5% in 2023 to 40% by 2026.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 5th grade science.</p> <p>Strategy's Expected Result/Impact: STAAR scores, Benchmark results, Mock STAAR scores</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Science consumables - 6300 Supplies and Materials- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize small group, teacher-led instruction to specifically target and support individual student needs.</p> <p>Strategy's Expected Result/Impact: Walkthrough data, MAP scores</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will supplement science instruction using technology to enhance scientific understanding and differentiate instruction for all students, particularly at-risk students and African American sub-populations.</p> <p>Strategy's Expected Result/Impact: monthly usage reports</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: EduSmart - 6300 Supplies and Materials- Title I Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will provide hands-on opportunities and experiences to increase student demonstration of scientific concepts.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to complex ideas, scenarios and experiences aimed at increasing student's science knowledge.</p> <p>Staff Responsible for Monitoring: Classroom teacher, Administrators</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Science related field trips - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$2,000, Science resources - 6300 Supplies and Materials- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will engage in professional development in science in order to improve the effectiveness of our science instruction.</p> <p>Strategy's Expected Result/Impact: Increase teacher efficacy resulting in improved scores on district and state science assessments.</p> <p>Staff Responsible for Monitoring: administration, classroom teachers</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Science PD - 6200 Contracted Services/Registration- Title I Fun - \$2,500</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 3 Problem Statements:

Student Learning
<p>Problem Statement 6: 5% of 5th grade students met grade level expectations on the STAAR science assessment. Root Cause: Lack of consistent science instruction building wide.</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 grades 3-5 on STAAR Math will increase from 26% to 50%(grade 3), 45% to 50% (grade 4), and 44% to 55% (grade 5) in 2025 to 80% by 2026. (SY2023 actual = 48%; SY2024 interim goal = 56.0%)


High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan rigorous instruction by unpacking TEKS, creating daily learning objectives and developing teacher and student exemplars to examine during weekly data meetings.</p> <p>Strategy's Expected Result/Impact: MAP scores, STAAR score, walkthrough data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Subs for planning Math - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize STAAR formatted questions during small group instruction to support students' mathematical understanding as they develop problem solving proficiency in grades 1st through 5th.</p> <p>Strategy's Expected Result/Impact: MAP reports, STAAR scores</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Small Group Subs - 6100 Payroll- Title I Funds - \$4,000, Consumables - 6300 Supplies and Materials- Title I Funds - \$8,066, Extended Day - 6100 Payroll- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Mathematics teachers will engage in instructional planning and or professional development meetings every 4 to 6 weeks, facilitated by ISTs and administration to improve alignment, rigor, and engagement for all students.</p> <p>Strategy's Expected Result/Impact: lesson plans, STAAR scores, MAP scores</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Professional development - 6200 Contracted Services/Registration- Title I Fun - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize hands on teaching experiences, manipulatives and problem solving strategies to improve understanding of concrete as well as abstract math concepts.</p> <p>Strategy's Expected Result/Impact: lesson plans, walkthrough data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Math Manipulatives - 6300 Supplies and Materials- Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will engage in professional development in mathematics in order to improve the effectiveness of our mathematics instruction.</p> <p>Strategy's Expected Result/Impact: Increase teacher efficacy resulting in improved scores on district and state math assessments.</p> <p>Staff Responsible for Monitoring: administration, classroom teachers</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Math PD - 6200 Contracted Services/Registration- Title I Fun - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning





Problem Statement 4: 36% of 1st grade and 2nd grade students scored below the 21st percentile on the MAP math assessment. **Root Cause:** Not using the learning continuum to target and close gaps during small group instruction.

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 35% in 2019 to 16% by 2026. (SY2023 actual = 18%; SY2024 interim goal = 15%)

*defined as Exclusionary consequences- In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will develop, implement, and practice common expectations for unstructured areas such as cafeteria, hallways, and playground as well as during transition time</p> <p>Strategy's Expected Result/Impact: Review 360 reports, clinic reports</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Our counselor will implement social emotional learning strategies to support at-risk students in an effort to decrease exclusionary consequences and minimize bullying incidents.</p> <p>Strategy's Expected Result/Impact: Review 360 reports</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: SEL Materials (Sensory) - 6300 Supplies and Materials- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will develop and implement a classroom management plan based on Positive Behavior Interventions and Supports in order to create a positive learning environment.</p> <p>Strategy's Expected Result/Impact: Review 360 reports</p> <p>Staff Responsible for Monitoring: teachers, admin</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 4 Details	Reviews			
Strategy 4: Administrative staff will communicate established system for documenting classroom incidents and school wide behaviors (Branching Minds) during staff development. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Admin	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 6: By the end of the 2024-2025, 75% or more of parents will attend at least two parent and family engagement opportunities geared towards engaging parents in student's education and performance





Evaluation Data Sources: Sign-in sheets and district survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of families who attend fall Parent-Teacher conferences will have an opportunity to review and provide feedback on the school-parent compact.</p> <p>Strategy's Expected Result/Impact: sign in sheets, pictures and social media postings</p> <p>Staff Responsible for Monitoring: Administration, counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will 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: School-parent compact</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Bullock will support transition from PK to K and from 5th to 6th by hosting kindergarten round-up and transition meetings for families in collaboration with feeder schools in an effort to facilitate a smooth transition into the next grade level</p> <p>Strategy's Expected Result/Impact: sign in sheets</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.5, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: sign in sheets</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.5, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Bullock will host at least 5 parent and family engagement activities/events including but not limited to: Meet the teacher night, Bullock Family Picnic, Literacy Night, Multicultural Night, Math/Science night, College & Career day</p> <p>Funding Sources: Supplies for parent involvement - 6300 Parent Involvement. Supplies T1 - \$2,406</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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 7: By June 2025, the turnover rate at Bullock Elementary will be less than 10%.

Strategy 1 Details	Reviews			
Strategy 1: Complete campus and district on-boarding processes and maintain open communication with all employees through various channels, such as face-to-face meetings, classroom observations, staff newsletters, campus events, coaching conversations, etc.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize best hiring practices, campus risk factor knowledge, and quality interview/selection processes in a timely manner to secure teachers and staff that meet all student needs.	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>				

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs and Extended Day		\$5,985.00
1	1	3	Subs for mCLASS testing		\$4,000.00
1	2	2	Payroll for extended day/Saturday school		\$1,515.00
1	4	1	Subs for planning Math		\$3,000.00
1	4	2	Small Group Subs		\$4,000.00
1	4	2	Extended Day		\$2,000.00
Sub-Total					\$20,500.00
Budgeted Fund Source Amount					\$20,500.00
+/- Difference					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Professional Development		\$5,000.00
1	3	5	Science PD		\$2,500.00
1	4	3	Professional development		\$2,000.00
1	4	5	Math PD		\$5,000.00
Sub-Total					\$14,500.00
Budgeted Fund Source Amount					\$14,500.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Consumables		\$5,434.00
1	1	2	Flocabulary		\$4,000.00
1	1	2	I-Ready		\$8,988.00
1	1	4	Technology based Enrichment Programs		\$5,500.00
1	2	3	Headphones		\$5,000.00
1	2	4	Ink for printers and poster makers		\$3,500.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Science consumables		\$5,000.00
1	3	3	EduSmart		\$4,000.00
1	3	4	Science resources		\$1,500.00
1	4	2	Consumables		\$8,066.00
1	4	4	Math Manipulatives		\$500.00
1	5	2	SEL Materials (Sensory)		\$2,000.00
Sub-Total					\$53,488.00
Budgeted Fund Source Amount					\$53,488.00
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	5	Supplies for parent involvement		\$2,406.00
Sub-Total					\$2,406.00
Budgeted Fund Source Amount					\$2,406.00
+/- Difference					\$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Field Trips		\$5,000.00
1	3	4	Science related field trips		\$2,000.00
Sub-Total					\$7,000.00
Budgeted Fund Source Amount					\$7,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$97,894.00
Grand Total Spent					\$97,894.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024