Garland Independent School District

Caldwell Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Caldwell Elementary

Together as educators, students, and families we will provide a safe environment and create strong foundations in order to build confident, critical thinkers, who will become our future.

Vision

Caldwell Elementary teachers and staff members work to help their students become critical thinkers while helping students develop the confidence to believe in themselves and achieve their highest success.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

This charming open enrollment, neighborhood school was founded in 1955 and named after the man, Randolph Caldwell, who donated the land on which the school was built. The current student population of 435 wear standardized dress and enjoy belting out the school's motto "Believe to Achieve." Nestled along Saturn Road, and just a few blocks south of West Kingsley Road, students and their families utilize the playground, fondly referred to as 'the park', for family outings, soccer games and socializing. The pre-kindergarten through fifth grade students at this Title I school may take advantage of the free Breakfast-in-the-Classroom program each morning. In addition to the quality academic programs, students participate in College Mondays, Spirit Fridays, awards assemblies, Winning Wednesdays, morning/afternoon tutorials, family Art Nights, family PE Nights, fifth grade outdoor education trip and various events hosted by our PTA. Make sure to wear your red and white as you stop by to visit our Cardinal Family.

Demographics Strengths

- The racial diversity in the faculty reflects the student diversity.
- Campus attendance of 95%.
- School has seen an increase in attendance.
- Survey Data reveals that over 90% of families feel there are no barriers to engage in their child's education.
- Survey data states that over 70% of staff feel like they belong, are engaged, and have positive staff - leadership relationships.
- Survey data revealed that 80% of staff responded they feel happy and hopeful at work.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 85.9% of Caldwell Elementary students are identified as at risk compared to 53.6% in GISD.   **Root Cause:** Caldwell Elementary students are disproportionately identified as having more than one at-risk factor, according to the state. Risk factors such as the percentage of economically disadvantaged students, Title 1 status, and the EB student population percentage exceed state percentages by over 30% in each category.

Student Learning

Student Learning Summary

This plan is using 2023-24 STAAR and local assessment data to direct instructional practices for the 2024-25 school year. Overall, Caldwell Elementary received a preliminary accountability rating of a C in 2024.. Student performance has increased in 2023-24 but we are still considered to be a low performing campus. Our accountability rating has been based on our growth for the last two years, which shows that our students are making progress. Caldwell is consistently improving each year and will continue using data to close gaps.

Student Learning Strengths

*3rd Grade Math student performance at the Meets level increased from 33% in 2023 to 36% in 2024.

*4th Grade Reading student performance at the Masters level increased from 11% in 2023 to 21% in 2024.

*4th Grade Reading student performance at the Approaches level increased from 66% in 2023 to 76% in 2024.

 Overall Caldwell received a scale score of 70, maintaining a C for the 2023-24 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 40% of 4th grade students performed at Meets Grade Level on the 2024 STAAR Math Test.   **Root Cause:** Academic vocabulary acquisition and required academic vocabulary output are not aligned. Students have not received an adequate amount of vocabulary acquisition supports to increase their academic language proficiency in 4th grade math.

Problem Statement 2 (Prioritized): 82% of all Emergent Bilingual Learners performed at the beginner or Intermediate level in the 2024 TELPAS test.   **Root Cause:** EB students revert to their native language without being redirected to using English during instruction. Language of the day is not followed with fidelity.

Problem Statement 3 (Prioritized): 42% of 4th grade students performed at Meets Grade Level on the 2024 STAAR RLA Test.   **Root Cause:** Interrupted tier 1 instruction since 2021 due to teacher turnover. Targeted small group instruction has been inconsistent to address the individual needs of students.

Problem Statement 4 (Prioritized): 14% of 5th grade students performed at Meets Grade Level on the 2024 STAAR Science Test.   **Root Cause:** Tier 1 Science instruction did not align to the rigor of the STAAR test.

School Processes & Programs

School Processes & Programs Summary

Caldwell utilizes strong recruitment and retainment strategies to ensure high quality staff is hired to increase the effectiveness of our team. Teams are utilized to hire high quality staff that is also a good fit for our team. We have VERY low teacher turn over because of the systems in place to support our staff. Teachers work together weekly and their opinions are valued and utilized. Several of the systems that are in place that support teachers are mentoring programs as well as weekly PLC's and instructional planning for each grading cycle.

School Processes & Programs Strengths

- Consistent dyslexia program.
- One to one technology devices.
- Caldwell staff participates in weekly progress monitoring during PLCs.
- Caldwell utilizes administrative programs to analyze assessment data and determine areas of strength and weakness among grade level classes.
- Caldwell teachers will teach using TEKS and district curriculum and supports to increase student engagement.
- Caldwell staff uses assessment data for technology learning experiences and progress monitoring.
- Caldwell participates in weekly PLC'S to develop powerful tier one instruction.
- Caldwell lesson plans are research-based, student-centered and address the standards outlined in the TEKS, CCRS, and ELPS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Rigorous instruction in Science was not consistent within PK-5th grade level; only 11% of 5th grades performed at meets or higher level according to preliminary results. **Root Cause:** Sufficient instructional planning time was not allotted for Science in all grade levels.

Problem Statement 2: 35% of teachers are inconsistently implementing targeted small group instruction to target the needs of all students in PK-5th grade. **Root Cause:** Training for teachers in small group instruction and planning small group targeted instruction time was not allotted.

Problem Statement 3: 60% of staff members, feel that PLC model and communication lacked consistency and clarity. **Root Cause:** Inconsistency with PLC model to differentiate or allow time for planning and data analysis meetings.

Perceptions

Perceptions Summary

We have a positive climate at Caldwell where staff feels valued and welcome. Staff are expected to participate in the development and implementation of campus decisions, programs and committees. We have begun the process of increasing parent engagement in decision making, but we still have a long way to go. Parents currently report that they believe communication has been appropriate from administrations and staff. According to campus survey, over 90% of families feel there are no barriers to engage in their child's education. 70% of the staff feel like they belong, are engaged, and have positive staff - leadership relationships and over 80% of staff responded they feel happy and hopeful at work.

Perceptions Strengths

- 93% of parents who replied to the 2023-24 Panoramic survey, strongly agree they feel welcomed at Caldwell.
- 95% of the parents who replied to the 2023-24 feel a sense of belonging at Caldwell.
- According to the TEA campus attendance report, all demographics were above 95% of attendance for 2023-24 school year.
- The 2023-24 school year only 41 incidents were reported in Review 360.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to Review 360 data, 90% of incidents reported occurred in the gymnasium and recess.   **Root Cause:** Lack of consistent behavior plan for gym and inconsistent supervision by staff members during recess; lack of clearly defined expectations for both areas.

Problem Statement 2: According to the Family Panorama Survey, there was a 27% favorable response to "How often does your child read for fun?"   **Root Cause:** A large % of our parents do not read for fun themselves, and do not encourage reading at home for fun due to external influences such as work, an inability to read fluently, and the lack of knowledge about school and community resources that encourage and increase reading, such as free library cards and reading programs. Internal issues such as language acquisition may also play a role.

Priority Problem Statements

Problem Statement 1: 40% of 4th grade students performed at Meets Grade Level on the 2024 STAAR Math Test.

Root Cause 1: Academic vocabulary acquisition and required academic vocabulary output are not aligned. Students have not received an adequate amount of vocabulary acquisition supports to increase their academic language proficiency in 4th grade math.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 82% of all Emergent Bilingual Learners performed at the beginner or Intermediate level in the 2024 TELPAS test.

Root Cause 2: EB students revert to their native language without being redirected to using English during instruction. Language of the day is not followed with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 42% of 4th grade students performed at Meets Grade Level on the 2024 STAAR RLA Test.

Root Cause 3: Interrupted tier 1 instruction since 2021 due to teacher turnover. Targeted small group instruction has been inconsistent to address the individual needs of students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 14% of 5th grade students performed at Meets Grade Level on the 2024 STAAR Science Test.

Root Cause 4: Tier 1 Science instruction did not align to the rigor of the STAAR test.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

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

Performance Objective 1: Percent of students in grade 3-5 demonstrating Approaches Grade Level performance on STAAR Reading will increase from 61% to 70% in 2025.

Percent of students in grade 3-5 demonstrating Meets Grade Level performance on STAAR Reading will increase from 24% to 48% in 2025.

Percent of students in grade 3-5 demonstrating Masters Grade Level performance on STAAR Reading will increase from 11% to 20% in 2025.

HB3 Goal

Evaluation Data Sources: Spring STAAR administration 2021 and EOY MAP-%ile High Average -reach goal for each grade level

Strategy 1 Details			Reviews		
Strategy 1: All K-5 ELAR teachers will provide quality Tier 1 instruction following district required instructional minutes and curriculum. Teachers will implement balanced literacy strategies, including whole group, read aloud and modeling, as well small differentiated instruction.			**Formative**		**Summative**
			Nov	**Feb**	**Apr**	**June**
Student progress will be monitored through formal and informal assessments, as well as MAP projected proficiency targets.						
Strategy's Expected Result/Impact: MAP %ile Hi Avg- measure for STAAR campus goals						
Staff Responsible for Monitoring: Administration and Grade Level leads						
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction						

Strategy 2 Details	Reviews			
Strategy 2: To meet basic individual student classroom materials for our highly mobile/at-risk students, Title One, Special Education, and bilingual funds will be used to purchase supplies and manipulatives to enhance learning in grades Pk-5th in Reading, Math, and Science (Ex. binders, pencils, white boards and markers, head phones, posters, anchor charts, etc) that will fill in the material gaps for identified at-risk students, personalize their learning, and help creating a print rich environment for all learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Intentional, meaningful and purposeful teaching occurs consistently, and content and language objectives are clearly supported by lesson delivery utilizing basic classroom materials to support teaching and learning to improve academic performance on MAP and STAAR

Staff Responsible for Monitoring: Administration and Grade level chairs

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Funding Sources: Classroom Learning materials-Supplies and materials for at risk students $2790---$500 ITeam - 199 - PIC 24 State Comp Ed Funds - 63999 - $5,155, Classroom learning materials, Anchor Charts, Print Rich Environment for all learners - 6300 Supplies and Materials- Title I Funds - 63999 - $8,800, Classroom supplies and materials - 199 - PIC 23 SPED State Allotment Funds - 63999 - $1,208, Subs - attend observations/trainings/planning - 199 - PIC 24 State Comp Ed Funds - 61120 - $1,800 | | | | |

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development opportunities for teachers in the areas of reading, writing, math, and science in grades K-5th to improve academic performance and enrich tier 1 instruction. Teachers will attend local conferences that will support grade level and content TEKS and address current gaps in the area of reading, writing, math, and science in grades k-5th.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Intentional, purposeful and meaningful teaching occurs consistently and content and language objectives are clearly supported by lesson delivery utilizing, professional development strategies to support teaching and learning to improve academic performance on MAP and STAAR. **Staff Responsible for Monitoring:** Administration, coaches, lead teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Registration fees to attend conferences and professional development trainings - 6200 Contracted Services/Registration- Title I Fun - 6200 - $8,000, Substitutes for classroom teachers to attend training - AESOP94 - 6100 Payroll- Title I Funds - 61120 - $5,000				

Strategy 4 Details	Reviews			
Strategy 4: Establish PLC timelines and additional planning days both during the Fall and Spring for instructional planning and data analysis to respond to PK-5 campus reading, math, and science performance trends based on monitoring data checkpoints and determined next steps for designing, delivering and providing data-driven support, including lesson rehearsal, alignment of activities to the rigor of the TEKS.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math -				

Strategy 5 Details	Reviews			
Strategy 5: To meet the needs of a highly mobile student population, Caldwell leadership team (CLT) and teachers will ensure	**Formative**			**Summative**
effective teaching practices of planning, organization and instructional delivery by meeting every 3 weeks to collaboratively monitor academic improvement and set next steps for academic strategies. Teachers will have opportunity for planning to close achievement gaps of all students and ensure unpacking of the TEKS for instructional alignment. **Strategy's Expected Result/Impact:** Meet STAAR Reading scores are at % in the Performance Objective **Staff Responsible for Monitoring:** Administration and Campus Leadership Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Subs for teachers - Planning Days/Paid T planning kronos code 801 - 6100 Payroll- Title I Funds - 61120 Code 94 AESOP - $10,000	**Nov**	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: K-2 will utilize mClass throughout the year to monitor reading skills and student progress in order to provide	**Formative**			**Summative**
targeted and individualized student support during small group instruction. **Strategy's Expected Result/Impact:** Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration, Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**Apr**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Students will increase reading comprehension and writing by utilizing comprehension strategies, such as structured note-taking, annotations, one pagers, and learning logs in their binders. Students will write daily and create a writing portfolio.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase reading comprehension and writing on Telpas and STAAR 3rd-5th				
Staff Responsible for Monitoring: teachers, admin, support coaches,				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Funding Sources: Supplies for all students - 6300 Supplies and Materials- Title I Funds - 63999 - $6,000				

Strategy 8 Details	Reviews			
Strategy 8: Students will be provided with real-world experiences to connect learning. Fourth grade students will travel to Austin on Education in Action's "Proud to be Texan" program and explore the Bob Bullock Texas State History Museum and the Texas State Capitol. Students will learn about Texas history and government with a focus on early explorers, the Texas Revolution, and the legislative process.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experiences; (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and (E) use standard grammar, spelling, sentence structure, and punctuation.				
Staff Responsible for Monitoring: Admin and Teachers				
Title I: 2.4, 2.5 - **ESF Levers:** Lever 5: Effective Instruction				
Funding Sources: Austin travel and fees - 6400 Healthy Snacks/Bus/Travel - Title I Funds - $9,000				

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, post-secondary readiness, and equity in student management.

Performance Objective 2: Percent of EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 34% to 49% by 2025.

HB3 Goal

Evaluation Data Sources: ELL measures on TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Integrate sheltered instruction methodology with approaches to literacy acceleration efforts to ensure Emergent Bilinguals (EBs) have full opportunity to demonstrate mastery in grade-level content learning while simultaneously acquiring English proficiency (use Reading A-Z-independent readers for home and Generation Genius).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet TELPAS rates of proficiency **Staff Responsible for Monitoring:** Administration/LPAC Teacher **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** Readers for home and science and math teaching resources - 199 - PIC 25 Bil../ESL State Allotment Funds - $3,400, Payroll for after school tutoring for newcomers - 6100 Payroll- Title I Funds - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide Fall and Spring Parent Engagement programs for ELL parents to ensure that families understand TELPAS learning standards and progress measures.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved TELPAS Results **Staff Responsible for Monitoring:** Administration/LPAC Teacher **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture				

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, post-secondary readiness, and equity in student management.

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding as measured by STAAR Science, will increase from:

Percent of students in grade 5 demonstrating Approaches Grade Level performance on STAAR Science will increase from 56% to 60% in 2025.

Percent of students in grade 5 demonstrating Meets Grade Level performance on STAAR Reading will increase from 14% to 40% in 2025.

Percent of students in grade 5 demonstrating Masters Grade Level performance on STAAR Reading will increase from 2% to 15% in 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: Implement the required minutes daily schedule of Science PK-5 utilizing the district curriculum, supplemental materials and software.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet STAAR goal for 3rd, 4th, and 5th grade also an increase of science knowledge in grades Pk-2nd. **Staff Responsible for Monitoring:** Administration/Teachers/ISTs **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Sirius Software and other Science Materials - 6300 Supplies and Materials- Title I Funds - $8,000	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize common assessments (district and campus) and monitor progress using a data tracker to drive instructional lesson planning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved STAAR Science Results **Staff Responsible for Monitoring:** Administration/ISTs/Interventionists/Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: 5th grade students will participate in 2 off-site real world TEKS based learning opportunities.	Formative			Summative
Strategy's Expected Result/Impact: Improvement in Science understanding and STAAR Meets goal.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, Science teachers, ISTs **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Transportation for Field Trips - 6400 Healthy Snacks/Bus/Travel - Title I Funds - $2,000				

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, post-secondary readiness, and equity in student management.

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance in grades 3 Math STAAR will increase from 36% in 2024 to 48% by 2025.

Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance in grades 4 Math STAAR will increase from 40% in 2024 to 45% by 2025.

Percent of students in grade 5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math, will increase from 50% in 2024 to 55% by 2025.

HB3 Goal

Evaluation Data Sources: STAAR Mathematics

Strategy 1 Details		Reviews		
Strategy 1: Ensure that K-5 Daily Schedule includes at least the require 120 daily minutes of math instruction to meet the required Structured Mathematics instruction block, to include small-group guided math instruction and use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which include activities using Think Up books to provide a well-rounded education.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Establish targeted PLC time-lines and additional planning days both in the Fall and Spring for lesson planning and processes to aggressively analyze, monitor and respond to K-5 campus mathematics performance trends and provide targeted PD related to Math goal setting and instructional strategies	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration/ISTs/Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Ensure district curriculum use and focus on data-driven instructional practices, formative feedback protocols and building grade level capacity and culturally responsive collaboration for targeted and personalized instruction during the structured mathematics instructional block. Interventionist will review data and push-in to ensure differentiated and targeted instruction to address the needs and current student gaps.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration/ISTs/Interventionists **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue
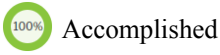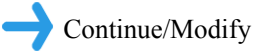
Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, post-secondary readiness, and equity in student management.

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center (AEC)] was 10% for 2023-24 and will remain at less than 15% by 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: Discipline data will be analyzed by staff quarterly (Campus Improvement Team) who will recommend next steps for students in need of behavioral intervention discussed while teachers implement PBIS campus-wide structures and expectations to promote safe and positive student behavior and academic readiness. Ex. Social Contracts posted in each room -Equitable Culture and Climate -Arrival and Dismissal greeters and -Attendance Matters Everyday incentives) and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care and restorative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in exclusionary consequences **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided guidance and support by counseling services, teacher directed social emotional learning lessons, SRO, nurse, and specials teachers. Ex. of topics-Weekly meetings, Circles, bullying, human growth and maturing, safety, and participating in wellness activities and be provided the following programs:	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] b. conflict resolution programs [TEC 11.252(3)(B)(ii)] c. violence prevention programs [TEC 11.252(3)(B)(iii)] d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] e. Dropout reduction [TEC 11.252(a)(3)(C)] **Strategy's Expected Result/Impact:** Improved SEL culture and climate **Staff Responsible for Monitoring:** Administration and Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Prioritize campus development of PBIS culture plans, including teacher reflection, planning, student orientation, campus-wide culture, clear systems for student management, emphasis on high student engagement in the classroom and meeting all expectations in common areas . Develop common expectations and post for campus-wide routines and procedures. Celebrations will be implemented every grading cycle for meeting behavioral expectations. Supplies will be purchased and created for all common areas and classrooms for behavioral visual reminders. **Strategy's Expected Result/Impact:** Decrease in classroom discipline incidents and exclusionary consequences. **Staff Responsible for Monitoring:** Administration/Teachers/Counselor **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies and materials for campus-wide visuals (posters, lamination of posters, ink, etc) - 6300 Supplies and Materials- Title I Funds - $5,000	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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, post-secondary readiness, and equity in student management.

Performance Objective 6: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2024 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Reading Academic Achievement will increase from 34% in 2024 to 46% in 2025.
All Students: Mathematics Academic Achievement will increase from 41% in 2024 to 49% in 2025.
All Students: Student Success (D1 STAAR Component) from 62 in 2024 to 72 in 2025.
5th Grade Level performance on STAAR Science, will increase from 14% in 2024 to 45% in 2025.

High Priority

Evaluation Data Sources: STAAR data results

Strategy 1 Details		Reviews			
Strategy 1: Using the Target Improvement Process, all teachers and retired teachers will provide targeted STAAR accelerated instruction in math, science, writing and ELA in grades 3rd - 5th (push in) by providing small group instruction in a culturally responsive learning environment during after school boot-camps. Students will understand and relate cultural perspective and incorporate strategies learned to succeed in STAAR.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration, ISTs, Interventionist, CLT, Teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional supplies and materials including workbooks for math, science, writing, and ELA. - 6300 Supplies and Materials- Title I Funds - 63999 - $1,835, Payroll afterschool tutoring - 6100 Payroll- Title I Funds - $15,000					
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, post-secondary readiness, and equity in student management.

Performance Objective 7: STATE ACCOUNTABILITY (D Domain Rating): Due to a 2024 accountability rating of C in the following domain(s), STAAR student performance in the corresponding areas need to increase to meet the domain performance targets:

Student Achievement Domain performance will increase from STAAR Component score of 62 to STAAR Component Score of 72.

High Priority

Evaluation Data Sources: 2024-25 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Implement system during instructional planning to develop, monitor, and consistently refine know/show charts, aligned learning objective (LOs) and demonstration of learning (DOLs) -particularly in STAAR tested subjects (5.1 objective-driven lesson plans with formative assessments)(Lesson Planning-IPC twice in Fall and once in Spring) to ensure Standard and Rigorous Routines and Procedures for lesson delivery	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet STAAR Goals **Staff Responsible for Monitoring:** Administration/ISTs/Teachers **TEA Priorities:** Improve low-performing schools - **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, post-secondary readiness, and equity in student management.

Performance Objective 8: To support overall student achievement, Caldwell will provide families with learning opportunities and resources that will enable them to
become more involved in their child's educational success by increasing parental participation in student academics, educating parents on academic requirements and strengthen the home school connection by providing learning materials to parents to enable them to follow-up with tools to help their children at home.

High Priority

Evaluation Data Sources: Improved parental engagement

Strategy 1 Details		Reviews			
Strategy 1: Teachers will communicate with parents using DOJO, weekly SMORE, grade level newsletter, or other communication platforms, and will hold parent conference as needed.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Positive relationship with parents, clear communication
    Staff Responsible for Monitoring: Administration/Counselor/Teachers
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture					

Strategy 2 Details		Reviews			
Strategy 2: Parent training will be provided on how to help their child be successful at school, TELPAS, Skyward Access, and ELAR/MATH teaching and learning. Ex. Using STAAR resources, Amplify Boost, and books to support and extend home learning opportunities. Parents can monitor student progress by checking grades on Skyward.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Improved relationships with parents
    Staff Responsible for Monitoring: Administration
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Funding Sources: Payroll for staff to train parents on resources. - 6100 Parent Inv. Payroll T1 - $1,406					

Strategy 3 Details	Reviews			
Strategy 3: Transition activities will be provided to incoming PreK/K students and outgoing 5th graders. Support school readiness for incoming PK/K through school transition meeting for families of incoming students where information about PreK/K readiness will be reviewed. 5th Graders will attend Middle School recruitment activities, attend GCTC for college and career readiness planning and planning in the Spring of 5th grade where information on graduation plans, and college and career readiness will be reviewed.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved transition for PRE K and Grade 5 students **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Middle School and GRCTC Travel and Snacks for Transition events/activities - 6400 Healthy Snacks/Bus/Travel - Title I Funds - $1,000				

Strategy 4 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Build parent capacity in supporting the campus academic goals and needs. Student will show academic growth in all grade levels. **Staff Responsible for Monitoring:** Administration, Counselor, and Parents **Title I:** 2.4, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**				

Strategy 5 Details	Reviews			
Strategy 5: 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 compact will be made available at no cost.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Create clear understanding of learning expectations among parents, students , and staff. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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, post-secondary readiness, and equity in student management.

Performance Objective 9: By June 2025, the staff turnover rate at Caldwell Elementary will be reduced from 15% to 10%.

High Priority

Evaluation Data Sources: Staffing report from HR.

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's Expected Result/Impact: Reduce teacher turnover and familiarize all staff with campus and district expectations. **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

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**
Strategy's Expected Result/Impact: Hire highly qualified teachers that understand campus needs and vision for at-risk students. **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing				

Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing opportunities for professional development for all staff through PLCs, lesson rehearsal/ planning experiences, the Elementary Teacher Enrichment Program, and a consistent walkthrough/coaching/feedback cycle.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Professional development opportunities for all teachers to continue developing their growth and school capacity. **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	8	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.

Title I Personnel

Name	Position	Program	FTE
Rita McMillen	Intervention Specialist	Title I, Part A	1.0

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Classroom supplies and materials	63999	$1,208.00
				Sub-Total	$1,208.00
				Budgeted Fund Source Amount	$1,208.00
				+/- Difference	$0.00

199 - PIC 24 State Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Subs - attend observations/trainings/planning	61120	$1,800.00
1	1	2	Classroom Learning materials-Supplies and materials for at risk students $2790---$500 ITeam	63999	$5,155.00
				Sub-Total	$6,955.00
				Budgeted Fund Source Amount	$6,955.00
				+/- Difference	$0.00

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Readers for home and science and math teaching resources		$3,400.00
				Sub-Total	$3,400.00
				Budgeted Fund Source Amount	$7,195.00
				+/- Difference	$3,795.00

6100 Payroll- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitutes for classroom teachers to attend training - AESOP94	61120	$5,000.00
1	1	5	Subs for teachers - Planning Days/Paid T planning kronos code 801	61120 Code 94 AESOP	$10,000.00
1	2	1	Payroll for after school tutoring for newcomers		$1,000.00
1	6	1	Payroll afterschool tutoring		$15,000.00
				Sub-Total	$31,000.00
				Budgeted Fund Source Amount	$48,000.00
				+/- Difference	$17,000.00

6100 Parent Inv. Payroll T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2	Payroll for staff to train parents on resources.		$1,406.00
				Sub-Total	$1,406.00
				Budgeted Fund Source Amount	$1,406.00
				+/- Difference	$0.00

6200 Contracted Services/Registration- Title I Fun

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Registration fees to attend conferences and professional development trainings	6200	$8,000.00
				Sub-Total	$8,000.00
				Budgeted Fund Source Amount	$8,000.00
				+/- Difference	$0.00

6200 Parent Involvement. Contracted Services/Reg -

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Classroom learning materials, Anchor Charts, Print Rich Environment for all learners	63999	$8,800.00
1	1	7	Supplies for all students	63999	$6,000.00
1	3	1	Sirius Software and other Science Materials		$8,000.00
1	5	3	Supplies and materials for campus-wide visuals (posters, lamination of posters, ink, etc)		$5,000.00
1	6	1	Instructional supplies and materials including workbooks for math, science, writing, and ELA.	63999	$1,835.00
				Sub-Total	$29,635.00
				Budgeted Fund Source Amount	$29,635.00
				+/- Difference	$0.00

6300 Parent Involvement. Supplies T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$1,000.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Austin travel and fees		$9,000.00
1	3	3	Transportation for Field Trips		$2,000.00
1	8	3	Middle School and GRCTC Travel and Snacks for Transition events/activities		$1,000.00
				Sub-Total	$12,000.00
				Budgeted Fund Source Amount	$12,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$115,399.00
				Grand Total Spent	$93,604.00
				+/- Difference	$21,795.00

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