

Garland Independent School District
Club Hill STEM Elementary
2024-2025 Campus Improvement Plan





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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 ALL students in grades 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading will Percent of ALL students in grades 3-5 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will be 46%,

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Reading small groups daily through the use of iReady Teacher Toolbox lessons, teacher guides, and other resources with an intentional focus on student needs identified by curriculum checkpoints and progress monitoring data.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Interventionists, teachers, and paraprofessionals will provide instructional support in small groups for students performing below grade level to build a foundation in reading and math.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a bi-weekly system of Weekly Data Meetings (WDMs) that includes analyzing student work, identifying the learning gap, and planning/practicing the reteach.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 2: The percentage of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicators on the Texas English Language Proficiency Assessment System (TELPAS), will increase to 55% by 2027.

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development to all content teachers on effective strategies to support EL students in listening, speaking, and writing.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Based on parent surveys and input, students and parents will be provided with instructional resources and training to support their learning at home.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities, English learners, and other diverse student groups. When students do not meet instructional targets, the LPAC and MTSS teams will meet to determine individualized resources and support 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>				





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: The percentage of students in grade 5 demonstrating scientific understanding, as measured by Meets Grade Level performance on STAAR Science, will increase to 45% by 2025.

Strategy 1 Details	Reviews			
Strategy 1: Teachers in PK-5 will implement science instruction with fidelity, ensuring all hands-on learning is accompanied by a formative assessment (based on the SE's taught) to connect the concrete to the abstract; with an intentional focus on AA, HISP, ECDIS subgroups, and their shared areas of opportunity as identified by Domain 3.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will have protected collaboration time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of struggling learners and learners needing acceleration. Walkthroughs, agendas, and coaching cycles will be utilized to ensure implementation.	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>				





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Performance Objective 4: Percentage of ALL students in grades 3-5 demonstrating OGL (on-grade level) mastery, as measured by Meets Grade Level performance on STAAR Math, will be 46% by 2025.

Strategy 1 Details	Reviews			
Strategy 1: All staff is engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All staff will engage in instructional walkthroughs to promote a culture of collaboration around best instructional practices, delivery of curriculum, and structured small groups.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will implement targeted Math small groups daily through teacher guides and other resources with an intentional focus on student needs identified by curriculum checkpoints. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.	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 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In-School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will not exceed the goal of 35% by 2025. (SY24-25 interim goal = 15%)

Strategy 1 Details	Reviews			
Strategy 1: All staff and students understand a system of rewards and consequences, including PBIS/CHAMPS, and consistently implement the system with fidelity. Students and their families are provided with support services (e.g., counseling, mentoring, external service referrals-CIS) that address their needs.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 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
<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>				

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