Garland Independent School District

Cooper Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Every student will be equipped for life-long learning and responsible citizenship.

Vision

The Cooper staff, parents and community are unified in our commitment to a quality education in a way that:

- meets the challenge of educating our diverse and changing student population by ongoing staff development.
- instills the joy and value of learning in order to promote responsible, independent students.
- provides a safe, secure environment to foster open lines of communication.
- strives for excellence and intrinsic motivation in all aspects of student achievement.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

- Focus on African-American and Special Education subpopulations.
- Special Education (includes our dyslexia students along with ABC and LD students)
- Focus on Economically Disadvantage students as they are not progressing in domain 1 achievement in reading and math.
- Overall, 2nd grade students moving into 3rd grade were the lowest academically. Focus on this grade level with support.
- Science - Made great improvements this year; however, we still have lots of growth to do. Only 7% meets/masters.
- Reading Spanish - Focus on 4th graders moving into 5th grade (48% were DNM).

Demographics

Demographics Strengths

Our campus has a culturally diverse population.

Our campus has diverse programs to serve students who have special needs

Our campus has a large dual language program to serve our Spanish speakers

Our campus has a culturally diverse staff to represent our student population

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a large inconsistency with student behavioral expectations from classroom to classroom, as well as teacher follow through and implementation of expectations. **Root Cause:** From administration down, everyone needs to know systems and expectations. All staff needs to be committed to reinforce all campus expectations with fidelity and consistency.

Problem Statement 2: Students regularly miss class. We have habitually absenteeism, with little to no repercussions. **Root Cause:** Students and parents do not take attendance seriously.

Student Learning

Student Learning Strengths

MAP Math data shows projected growth met or exceeded in K-4 from BOY to EOY
MAP Reading data shows projected growth met or exceeded in grades 1-4 from BOY to EOY, K & 5th missed by a nominal margin
5th grade Asian students outperformed peers by a considerable margin on STAAR math, reading, and science. Reading M/M- 80%, Math M/M- 60%, and Science-50% M/M
1st grade Spanish MAP data shows growth was 14 points above projected growth goal. Projected grwoth was 14.6 and actual growth was 28.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): African-American students are performing at "Does Not Meet" on STAAR with 59.4% in reading and 56.6% in math in grades 3-5.   **Root Cause:** Coming to us with low achievement; just enough students to be over the 25 minimum size group on STAAR - meaning every student counts heavily.

Problem Statement 2 (Prioritized): Special Education students are performing at "Does Not Meet" on STAAR with 78.9% in reading and 74% in math in grades 3-5.   **Root Cause:** Not performing on grade level to equal out to STAAR required standards; all instructional minutes become essential to fill instructional gaps.

School Processes & Programs

School Processes & Programs Strengths

Teachers like how the master schedule is organized now.
No interruptions of whole group instruction time.
Teachers have built in additional planning time each week

Perceptions

Perceptions Strengths

Grit
Growth Mindset
Domain III: Learning Environment
Dimension 1.2 Data & Assessment
Dimension 1.23 Knowledge of Students
Welcoming Walkthrough - Sensory Room
Welcoming Walkthrough - bulletin boards display of student work

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students are encountering difficulty maintaining composure in demanding circumstances.   **Root Cause:** Lack of self-regulation skills and communication skills.

Problem Statement 2: Students are encountering challenges in cultivating self-confidence when faced with complex academic concepts.   **Root Cause:** Afraid of taking risks, other students judging them if they are wrong.

Problem Statement 3 (Prioritized): Teachers are not persisting with the lesson and addressing student errors promptly during lessons.   **Root Cause:** Lack of experience; daily consistency of aggressive monitoring. (Dimension 2.1 Achieving Expectations T-Tess Rubric)

Problem Statement 4 (Prioritized): Teachers need to adjust and monitor instruction to keep student engagement in order for mastery of the TEK.   **Root Cause:** Missing signs of disengagement; lack of experience; daily consistency of aggressive monitoring. (Dimension 2.5 Monitor & Adjust T-Tess Rubric)

Priority Problem Statements

Problem Statement 1: There is a large inconsistency with student behavioral expectations from classroom to classroom, as well as teacher follow through and implementation of expectations.

Root Cause 1: From administration down, everyone needs to know systems and expectations. All staff needs to be committed to reinforce all campus expectations with fidelity and consistency.

Problem Statement 1 Areas: Demographics

Problem Statement 2: African-American students are performing at "Does Not Meet" on STAAR with 59.4% in reading and 56.6% in math in grades 3-5.

Root Cause 2: Coming to us with low achievement; just enough students to be over the 25 minimum size group on STAAR - meaning every student counts heavily.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Special Education students are performing at "Does Not Meet" on STAAR with 78.9% in reading and 74% in math in grades 3-5.

Root Cause 3: Not performing on grade level to equal out to STAAR required standards; all instructional minutes become essential to fill instructional gaps.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers are not persisting with the lesson and addressing student errors promptly during lessons.

Root Cause 4: Lack of experience; daily consistency of aggressive monitoring. (Dimension 2.1 Achieving Expectations T-Tess Rubric)

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Teachers need to adjust and monitor instruction to keep student engagement in order for mastery of the TEK.

Root Cause 5: Missing signs of disengagement; lack of experience; daily consistency of aggressive monitoring. (Dimension 2.5 Monitor & Adjust T-Tess Rubric)

Problem Statement 5 Areas: Perceptions

Goals

Revised/Approved: July 22, 2024

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

Performance Objective 1: Percent of students demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 33% to 40% in 3rd grade, from 25% to 32% in 4th grade, and 49% to 55% in 5th grade by 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, MAP, mClass

Strategy 1 Details	Reviews			
Strategy 1: The campus will collaborate in professional learning communities utilizing collaborative planning (IPC), data analysis, and common goals.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 2nd through 5th grade reading students will increase overall projected proficiency summary for meets and masters (together) by EOY to: 2nd - 25%; 3rd - 25%; 4th - 50%; & 5th - 30%. **Staff Responsible for Monitoring:** Principal, Asst. Prinicipal, IST's, LPAC Lead **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Subs for STAAR Planning - 6100 Payroll- Title I Funds - $5,000, Supplemental Pay for Tutoring - 6100 Payroll- Title I Funds - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Teachers implement small group instruction instead of whole group instruction with differentiation a minimum of four days a week with technology for both general education and bilingual classrooms.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 85% of kindergarten through 2nd grade will be at grade level reading expectations measured by mClass data. **Staff Responsible for Monitoring:** Principal, Asst. Principal, IST's, LPAC Lead **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Achieve 3000 - 6300 Supplies and Materials- Title I Funds - $11,000, Flocabulary - 6300 Supplies and Materials- Title I Funds - $3,950, Chart Paper - 6300 Supplies and Materials- Title I Funds - $500, Copy Paper - 6300 Supplies and Materials- Title I Funds - $4,500, Ink for Classrooms - 6300 Supplies and Materials- Title I Funds - $2,000, Librarian Subs for TLA Conference - 6100 Payroll- Title I Funds - $260, Achieve 3000 PD Training - 6200 Contracted Services/Registration- Title I Fun - $3,500, ECSE (Hollingsworth) Region 10 Training - 6100 Payroll- Title I Funds - $660, Sub for Small Group 1st & 2nd Grade Target Students for Reading (Double dose of small group pull-out) - 6100 Payroll- Title I Funds - $5,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide a small group intervention for tier 3 students with master teacher in reading and math.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease number of students in tier 3 from BOY to EOY. **Staff Responsible for Monitoring:** Principal & Interventionist **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Engage parents & students in campus literacy event to build community with literacy knowledge in order to support students at home (parent engagement).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 2nd through 5th grade reading students will increase overall projected proficiency summary for meets and masters (together) by EOY to: 2nd - 25%; 3rd - 25%; 4th - 50%; & 5th - 30%. 85% of kindergarten through 2nd grade will be at grade level reading expectations measured by mClass data. **Staff Responsible for Monitoring:** Principal, Librarian (Family Engagement Campus Coordinator), Asst. Principal, & IST's **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Cultural Literacy Night - 6100 Parent Inv. Payroll T1 - $1,905, Cultural Literacy Night - parent events - 6300 Parent Involvement. Supplies T1 - $500				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: African-American students are performing at "Does Not Meet" on STAAR with 59.4% in reading and 56.6% in math in grades 3-5. **Root Cause**: Coming to us with low achievement; just enough students to be over the 25 minimum size group on STAAR - meaning every student counts heavily.
Problem Statement 2: Special Education students are performing at "Does Not Meet" on STAAR with 78.9% in reading and 74% in math in grades 3-5. **Root Cause**: Not performing on grade level to equal out to STAAR required standards; all instructional minutes become essential to fill instructional gaps.

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.
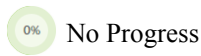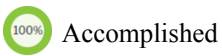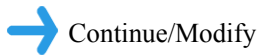
Performance Objective 2: Percent of students demonstrating mathematical proficiency, as measured by Meets grade level performance on STAAR math, will increase from 33% to 40% in 3rd grade, 32% to 40% in 4th grade, and 42% to 50% in 5th grade by 2025.

High Priority

Evaluation Data Sources: STAAR, MAP

Strategy 1 Details	Reviews			
Strategy 1: The campus will collaborate in professional learning communities utilizing collaborative planning (IPC), data analysis, and common goals.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 2nd through 5th grade math students will increase overall projected proficiency summary for meets and masters (together) by EOY to: 2nd - 25%; 3rd - 30%; 4th - 33%; & 5th - 33%. **Staff Responsible for Monitoring:** Principal, IST's **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 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Subs for STAAR Prep - 6100 Payroll- Title I Funds - $4,000, PearDeck - 6300 Supplies and Materials- Title I Funds - $1,200				

Strategy 2 Details	Reviews			
Strategy 2: Teachers implement small group instruction instead of whole group instruction with differentiation a minimum of four days a week with technology for both general education and bilingual classrooms.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase number of students at the 61% or above on MAP by achievement in each grade level: Kindergarten - 45% 1st Grade - 45% 2nd Grade - 50% 3rd Grade - 35% 4th Grade - 50% 5th Grade - 45% **Staff Responsible for Monitoring:** Principal, IST's **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 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 3, 4 **Funding Sources:** Card Stock for Math Walls - 6300 Supplies and Materials- Title I Funds - $1,000, Student White Boards & Dry Erase Markers for small group - 6300 Supplies and Materials- Title I Funds - $2,500, Math Manipulatives - 6300 Supplies and Materials- Title I Funds - $1,000, HB 1416 Students Small Group Pullout with Retired Teacher - 6100 Payroll- Title I Funds - $5,000				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: African-American students are performing at "Does Not Meet" on STAAR with 59.4% in reading and 56.6% in math in grades 3-5.   **Root Cause**: Coming to us with low achievement; just enough students to be over the 25 minimum size group on STAAR - meaning every student counts heavily.
Problem Statement 2: Special Education students are performing at "Does Not Meet" on STAAR with 78.9% in reading and 74% in math in grades 3-5.   **Root Cause**: Not performing on grade level to equal out to STAAR required standards; all instructional minutes become essential to fill instructional gaps.
Perceptions
Problem Statement 3: Teachers are not persisting with the lesson and addressing student errors promptly during lessons.   **Root Cause**: Lack of experience; daily consistency of aggressive monitoring. (Dimension 2.1 Achieving Expectations T-Tess Rubric)

Perceptions

Problem Statement 4: Teachers need to adjust and monitor instruction to keep student engagement in order for mastery of the TEK.   **Root Cause**: Missing signs of disengagement; lack of experience; daily consistency of aggressive monitoring. (Dimension 2.5 Monitor & Adjust T-Tess Rubric)

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 5th Grade demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 7% to 20% by 2025.

> **High Priority**

> **Evaluation Data Sources:** STAAR, MAP

Strategy 1 Details	Reviews			
Strategy 1: The campus will collaborate in professional learning communities utilizing collaborative planning (IPC), data analysis, and common goals.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Fifth grade science will increase "meets/masters" on MAP projected proficiency at EOY from 31% to 40%. **Staff Responsible for Monitoring:** Principal, IST's, & Interventionist **Title I:** 2.4, 2.5, 2.6 - **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 **Problem Statements:** Perceptions 3, 4 **Funding Sources:** iReady Science Teacher Toolbox - 6300 Supplies and Materials- Title I Funds - $1,500, Subs for Science STAAR Small groups - 6100 Payroll- Title I Funds - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide real-world hands-on experiences for all students in science.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased results for all students on science district assessments.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Title I Field Trips - 6400 Healthy Snacks/Bus/Travel - Title I Funds - $2,600, Science Lab Materials for Hands-on activities - 6300 Supplies and Materials- Title I Funds - $2,000				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: Teachers are not persisting with the lesson and addressing student errors promptly during lessons.   **Root Cause**: Lack of experience; daily consistency of aggressive monitoring. (Dimension 2.1 Achieving Expectations T-Tess Rubric)
Problem Statement 4: Teachers need to adjust and monitor instruction to keep student engagement in order for mastery of the TEK.   **Root Cause**: Missing signs of disengagement; lack of experience; daily consistency of aggressive monitoring. (Dimension 2.5 Monitor & Adjust T-Tess Rubric)

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 EB students demonstrating English language acquisition, as measured by learning yearly progress indicator on the Texas English Language Proficiency Assessment system (TELPAS), will increase from 44% to 50% by 2025.

High Priority

Evaluation Data Sources: TELPAS Spring Administration testing Data file

Strategy 1 Details	Reviews			
Strategy 1: Implement balanced literacy components within the dual language model (Kindergarten through 5th grade) to increase home language development.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase composite score of TELPAS with one year's proficiency level growth. **Staff Responsible for Monitoring:** Principal & Asst. Principal **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:** Headphones with mic for TELPAS in in class practice - 6300 Supplies and Materials- Title I Funds - $3,000, Kindergarten & 1st grade writing journals - 6300 Supplies and Materials- Title I Funds - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide parent and student training on a TELPAS preparation course in the 2024-2025 school year to engage our bilingual/ESL families in understanding TELPAS components.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Offer one fall parent/student training to engage bilingual/ESL families in understanding TELPAS components/results. **Staff Responsible for Monitoring:** Asst. Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and 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 decrease from 11% (26 occurrences) to 7% by 2024.

> **High Priority**

> **Evaluation Data Sources:** Review 360 Incident Summary Report - Total 228 incidents for 2023-2024 with 26 occurrences that included exclusionary consequences for 2023-2024. Goal is to overall decrease total incidents by 50% (114 total).

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives for students who do not have a discipline referral each nine weeks by rewarding students at Cooper celebrations each nine weeks to promote a positive behavior school environment and SEL on campus.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Reduce the number of discipline incidents that occur in the classroom. **Staff Responsible for Monitoring:** Asst. Principal **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** School Store Incentives - 6300 Supplies and Materials- Title I Funds - $2,126, Attendance Incentives - 6300 Supplies and Materials- Title I Funds - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Engage students in consistent SEL curriculum daily to provide a safe, learning environment that balances their social, emotional health.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce the number of discipline incidents that occur in the classroom. **Staff Responsible for Monitoring:** Asst. Principal & Counselor **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** 7 Mindsets SEL Curriculum - 6300 Supplies and Materials- Title I Funds - $3,700, Sensory Room Replacement and Additions - 6300 Supplies and Materials- Title I Funds - $2,000	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement the house system at Cooper to assist in motivating students to build school culture supporting a positive behavior philosophy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in discipline referrals and increase student engagement/rigor. **Staff Responsible for Monitoring:** Principal & Asst. Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Positive Incentives - 6300 Supplies and Materials- Title I Funds - $750	**Nov**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Teachers will assist students in transition from 5th to 6th grade by exposing them to educational/fine arts opportunities; PreK to Kindergarten transition; and 5th grade choice of school.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase enrollment and positive culture on campus. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** Buses for transitions to middle school - 6400 Healthy Snacks/Bus/Travel - Title I Funds - $400				

Strategy 5 Details	Reviews			
Strategy 5: 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: Collaborate with parents in the development of the PFE policy. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture				

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is a large inconsistency with student behavioral expectations from classroom to classroom, as well as teacher follow through and implementation of expectations. **Root Cause**: From administration down, everyone needs to know systems and expectations. All staff needs to be committed to reinforce all campus expectations with fidelity and consistency.

Campus Funding Summary

6100 Payroll- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Pay for Tutoring		$10,000.00
1	1	1	Subs for STAAR Planning		$5,000.00
1	1	2	ECSE (Hollingsworth) Region 10 Training		$660.00
1	1	2	Sub for Small Group 1st & 2nd Grade Target Students for Reading (Double dose of small group pull-out)		$5,000.00
1	1	2	Librarian Subs for TLA Conference		$260.00
1	2	1	Subs for STAAR Prep		$4,000.00
1	2	2	HB 1416 Students Small Group Pullout with Retired Teacher		$5,000.00
1	3	1	Subs for Science STAAR Small groups		$2,000.00
				Sub-Total	$31,920.00
				Budgeted Fund Source Amount	$31,920.00
				+/- Difference	$0.00

6100 Parent Inv. Payroll T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Cultural Literacy Night		$1,905.00
				Sub-Total	$1,905.00
				Budgeted Fund Source Amount	$1,905.00
				+/- Difference	$0.00

6200 Contracted Services/Registration- Title I Fun

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Achieve 3000 PD Training		$3,500.00
				Sub-Total	$3,500.00
				Budgeted Fund Source Amount	$3,500.00
				+/- Difference	$0.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Ink for Classrooms		$2,000.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Achieve 3000		$11,000.00
1	1	2	Flocabulary		$3,950.00
1	1	2	Copy Paper		$4,500.00
1	1	2	Chart Paper		$500.00
1	2	1	PearDeck		$1,200.00
1	2	2	Student White Boards & Dry Erase Markers for small group		$2,500.00
1	2	2	Card Stock for Math Walls		$1,000.00
1	2	2	Math Manipulatives		$1,000.00
1	3	1	iReady Science Teacher Toolbox		$1,500.00
1	3	2	Science Lab Materials for Hands-on activities		$2,000.00
1	4	1	Headphones with mic for TELPAS in in class practice		$3,000.00
1	4	1	Kindergarten & 1st grade writing journals		$1,000.00
1	5	1	School Store Incentives		$2,126.00
1	5	1	Attendance Incentives		$2,000.00
1	5	2	7 Mindsets SEL Curriculum		$3,700.00
1	5	2	Sensory Room Replacement and Additions		$2,000.00
1	5	3	Positive Incentives		$750.00
				Sub-Total	$45,726.00
				Budgeted Fund Source Amount	$46,226.00
				+/- Difference	$500.00

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Cultural Literacy Night - parent events		$500.00
				Sub-Total	$500.00
				Budgeted Fund Source Amount	$500.00
				+/- Difference	$0.00

6400 Healthy Snacks/Bus/Travel - Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Title I Field Trips		$2,600.00
1	5	4	Buses for transitions to middle school		$400.00

6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$87,051.00
				Grand Total Spent	$86,551.00
				+/- Difference	$500.00

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