Garland Independent School District

Daugherty Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Daugherty Elementary is committed to the continued pursuit of academic excellence and to developing in each student the knowledge, academic skills, self-esteem, and self-discipline to be successful in school and life.

Vision

Daugherty will be a campus that exhibits a positive atmosphere where teamwork, including staff, students, parents, and community members, is the focal point for creating motivated individuals. High expectations will be held in the areas of academic achievement, self-discipline, and respect for all members of the Daugherty community

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Daugherty Elementary is a Kindergarten through 5th grade elementary school in Garland ISD. There are approximately 800 students. There are six classrooms in grades K-4 and five classrooms in 5th grade. Of the six classrooms in grades K-4, four are bilingual in Spanish. There are three bilingual classrooms in 5th. We are a true neighborhood school where 97.04% of students are economically disadvantaged. All staff are highly qualified. In addition to the traditional classroom teachers, we also have three self-contained special education classrooms and three special education teachers who provide content mastery. We have two bilingual intervention teachers and 1 for general education. Special classes are provided through art, music, physical education, and the library.

Student Demographics

Gender:

- Female - 46.67%
- Male - 53.33%

Ethnicity:

- Hispanic/Latino 91.51%

Race:

- American Indian - Alaskan Native | 0.51%
- Asian | 0.39%
- Black - African American | 3.09%
- White | 3.99%
- Two - or - more 0.51%

Dyslexia 6.43% (50 students), Special Education 15.57% (121 students), Speech Therapy 34.71%, Resource 32.23%, Autism (40 students) 40.50%, Self Contained 23.97% (29 students), Gifted and Talented 0.51%

Emergent Bilingual (EB) 79.28%, ESL 11.07%, Immigrant 8.49%, At Risk 88.42%

Demographics Strengths

All staff except for three general education and two bilingual classrooms are fully certified. Ninety percent of bilingual classrooms are staffed with bilingual teachers.

Three bilingual teacher interns will work with teachers and directly with students in 2nd, 3rd, and 4th grades.

Students live in the neighborhood, and most are able to walk; otherwise, they are dropped off by caregivers.

Students often stay at Daugherty for multiple years, which allows families to build relationships with teachers and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to Skyward report on May 2024, 79.28% of students are emergent bilinguals. Vocabulary and real-world experiences are an area of concern.   **Root Cause:** Vocabulary instruction

Problem Statement 2 (Prioritized): According to 2024 PEIMS data, 97.04% of students are Economically Disadvantaged, and 88.42% are At-Risk.   **Root Cause:** lack of background knowledge

Problem Statement 3: According to EOY demographics 40.50% of our SPED students are diagnosed with Autism.   **Root Cause:** Limited verbal skills, social skills, and ability to respond or interact with others appropriate for age.

Problem Statement 4: According to EOY demographics 42.15% of our SPED students are diagnosed with a speech impairment.   **Root Cause:** Lack of early diagnosis and limited or no access to speech therapy.

Student Learning

Student Learning Summary

Based on the Spring 2023-2024 PRELIMINARY STAAR exam (May 2024):

STAAR Scores

All Subjects: 64% of students scored at or above Approaches, 37% scored at Meets or above

Reading Language Arts: 62.6% of students scored at or above Approaches, 39% scored at Meets or above

Math: 63.39% of students scored at or above Approaches, 42% scored at Meets or above

Science: 19% scored at Meets

Student Learning Strengths

- Kinder through 5th grade all met their grade-level growth projection for math

- 78% of 3rd grade Spanish RLA students met their growth projection

- 57% of 4th grade Spanish RLA students met their growth projection

- 60% of 2nd grade Spanish RLA students met their growth projection

- 78% of 5th grade Science students met their growth projection

- 58.4% of 2nd - 5th graders scored approaches or higher in projected proficiency in EOY Math MAP.

- 55.1% of 2nd - 5th graders scored approaches or higher in projected proficiency in EOY English RLA MAP.

- 75.3% of 2nd - 5th grades scored approaches or higher in projected proficiency in EOY Spanish RLA MAP.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 48% of kindergarten students met their ELAR/SLAR growth projection on 23-24 MAP EOY   **Root Cause:** Tier 1 instruction, New Curriculum, Excessive Testing

Problem Statement 2 (Prioritized): 28% of 1st-grade students met their ELAR/SLAR growth projection on 23-24 EOY MAP   **Root Cause:** Tier I instruction, New Curriculum, Excessive Testing

Problem Statement 3 (Prioritized): 16.3% of 2nd - 5th grade students meet math projected proficiency on 23-24 MOY MAP   **Root Cause:** Tier 1 Instruction, New Curriculum, Excessive Testing

Problem Statement 4 (Prioritized): 28.8% of 2nd - 5th grade students meet ELAR/SLAR-Reading projected proficiency on 23-24 MOY MAP   **Root Cause:** Tier 1 instruction, New Curriculum, Excessive Testing

Problem Statement 5 (Prioritized): 8.8% of 5th-grade students meet Science projected proficiency on 23-24 MOY MAP   **Root Cause:** Limited exposure to hands-on science activities from kinder - 5th grades, excessive testing

Problem Statement 6 (Prioritized): 19% of 5th-grade students scored at the meets level on Spring 2024 Science STAAR.   **Root Cause:** Limited exposure to hands-on science activities from kinder - 5th grades, excessive testing.

Problem Statement 7 (Prioritized): 38.6% of 3rd-5th grade students scored at the meets level on Spring 2024 RLA STAAR.   **Root Cause:** Tier 1 instruction, lack of Small Group Instruction, Excessive Testing.

Problem Statement 8 (Prioritized): 40.5% of 3rd-5th grade students scored at the meets level on Spring 2024 Math STAAR.   **Root Cause:** Tier 1 Instruction, exposure to math manipulatives, lack of small group instruction, excessive testing.

Problem Statement 9 (Prioritized): 1% of EB Students in grades K-5 scored Advanced High on the 23-24 Speaking TELPAS.   **Root Cause:** Lack of opportunities for students to practice speaking in academic settings.

Problem Statement 10 (Prioritized): 3% of EB Students in grades K-5 scored Advanced High on the 23-24 Writing TELPAS.   **Root Cause:** Lack of opportunities to practice writing in academic settings.

School Processes & Programs

School Processes & Programs Summary

Daugherty follows the district-adopted curriculum. Student needs are met through special education services, bilingual education, ESL, Gifted and talented, and Dyslexia services.

Staff members are recognized for success, and staff development and training are provided regularly.

We have a school-wide behavior matrix that defines behavior in each area of the building. Daugherty is a Positive Behavior Intervention Strategies (PBIS) campus. Students are in departmentalized classrooms in grades 3-5. Learning time is protected with minimal interruptions.

Each classroom has presentation stations. Each grade level also has iPads or Chromebooks assigned to each student. We have two computer labs to assist with learning.

School Processes & Programs Strengths

Kindergarten teachers offer an in-depth session at the beginning of the school year that describes the guidelines, routines, and procedures to help students transition from Pre-K to Kindergarten. Students in fifth grade meet with counselors to explain transitioning to middle school. This process covers class selection in middle school. Daugherty has processes and systems to track students' growth, such as data trackers, instruction adjustments based on student's needs, and teacher support during lesson internalization.   During MTSS meetings, counselors, dyslexia teachers, administrators, and classroom teachers meet to review student progress and determine the next step when progress is not moving in the right direction. Positive Behavior Intervention Systems are implemented to maximize instruction, ensure students' safety, and improve their experience at Daugherty. Small group instruction is taught four times per week in reading, math, and science classes. Tutoring is offered twice per week to students who need extra support to master reading or math concepts. Students are recognized frequently for meeting academic, behavioral, attendance, and social-emotional goals. Teachers meet weekly during PLCs to do data-driven instructional planning as well as to analyze assessment data. School events are scheduled at night to minimize interruption of instructional minutes and to encourage parent involvement. Coaching sessions are incorporated into the classroom observation protocol to support teachers in enhancing instructional practices that promote students' academic growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 97.04 % of Daugherty students are economically disadvantaged. School Staff and Parent partnerships encourage students to continue growing academically, socially, and emotionally.   **Root Cause:** School guidance to help students at home with homework and organization (AVID).

Problem Statement 2 (Prioritized): 7% of 176 classroom incidents resulted in in-school suspensions.   **Root Cause:** Inconsistent implementation of SEL and PBIS strategies.

Perceptions

Perceptions Summary

96% of parents appreciate the sharing of new ideas by our school and other parents.

96% of parents feel welcome at our school.

89% of parents agree that our school provides materials and training to help parents work with their children to improve student achievement.

98% of parents agree that expectations for student behavior in classrooms and common areas are communicated to students and parents.

95% of parents received a copy of the School-Parent, and the school explained it to parents.

94% of parents received a copy of the written Parental Involvement Policy, which the school explained to them during the annual Title I meeting.

Perceptions Strengths

The office staff is welcoming and assists parents, students, and teachers.

The office staff is Bilingual.

The phone is answered rapidly in a friendly and professional manner.

All communication is provided to parents in English and Spanish.

Loss of special privileges is the #1 disciplinary placement instead of out-of-school suspension.

According to Risk Factors 2024, Daugherty has a 16.7% teacher turnover. Teachers stay at Daugherty unless they retire, move out of the state, or move into other positions in the district. 31.3% of teachers had missed eleven or more days through personal/state leave.

12.5% of teachers have 0-2 years of experience.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Class disruption is the #1 reason for disciplinary referrals. **Root Cause:** Inconsistency of social-emotional learning activities as well as PBIS strategies.

Problem Statement 2 (Prioritized): According to the 23-24 Family Engagement Survey, 47% of parents feel their students are easily distracted while working on school activities at home. **Root Cause:** Parents lack training and understanding of how to help students with school work at home.

Problem Statement 3 (Prioritized): According to the 23-24 Family Engagement Survey, 63% of parents are encouraged to be involved in activities at this school and are actively recruited to serve on campus or district committees. **Root Cause:** Parents are unaware of volunteer opportunities or feel they are not welcome at school.

Problem Statement 4: According to the Spring 2024 Panorama Survey, 65% of students felt valued members of the school community (sense of belonging). **Root Cause:** Inconsistent SEL activities during the school day.

Priority Problem Statements

Problem Statement 1: Class disruption is the #1 reason for disciplinary referrals.

Root Cause 1: Inconsistency of social-emotional learning activities as well as PBIS strategies.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: 97.04 % of Daugherty students are economically disadvantaged. School Staff and Parent partnerships encourage students to continue growing academically, socially, and emotionally.

Root Cause 2: School guidance to help students at home with homework and organization (AVID).

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: According to the 23-24 Family Engagement Survey, 47% of parents feel their students are easily distracted while working on school activities at home.

Root Cause 3: Parents lack training and understanding of how to help students with school work at home.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: 48% of kindergarten students met their ELAR/SLAR growth projection on 23-24 MAP EOY

Root Cause 4: Tier 1 instruction, New Curriculum, Excessive Testing

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 28% of 1st-grade students met their ELAR/SLAR growth projection on 23-24 EOY MAP

Root Cause 5: Tier I instruction, New Curriculum, Excessive Testing

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 16.3% of 2nd - 5th grade students meet math projected proficiency on 23-24 MOY MAP

Root Cause 6: Tier 1 Instruction, New Curriculum, Excessive Testing

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 28.8% of 2nd - 5th grade students meet ELAR/SLAR-Reading projected proficiency on 23-24 MOY MAP

Root Cause 7: Tier 1 instruction, New Curriculum, Excessive Testing

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 8.8% of 5th-grade students meet Science projected proficiency on 23-24 MOY MAP

Root Cause 8: Limited exposure to hands-on science activities from kinder - 5th grades, excessive testing

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 19% of 5th-grade students scored at the meets level on Spring 2024 Science STAAR.

Root Cause 9: Limited exposure to hands-on science activities from kinder - 5th grades, excessive testing.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: According to Skyward report on May 2024, 79.28% of students are emergent bilinguals. Vocabulary and real-world experiences are an area of concern.

Root Cause 10: Vocabulary instruction

Problem Statement 10 Areas: Demographics

Problem Statement 11: According to 2024 PEIMS data, 97.04% of students are Economically Disadvantaged, and 88.42% are At-Risk.

Root Cause 11: lack of background knowledge

Problem Statement 11 Areas: Demographics

Problem Statement 12: 7% of 176 classroom incidents resulted in in-school suspensions.

Root Cause 12: Inconsistent implementation of SEL and PBIS strategies.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: According to the 23-24 Family Engagement Survey, 63% of parents are encouraged to be involved in activities at this school and are actively recruited to serve on campus or district committees.

Root Cause 13: Parents are unaware of volunteer opportunities or feel they are not welcome at school.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: 38.6% of 3rd-5th grade students scored at the meets level on Spring 2024 RLA STAAR.

Root Cause 14: Tier 1 instruction, lack of Small Group Instruction, Excessive Testing.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: 40.5% of 3rd-5th grade students scored at the meets level on Spring 2024 Math STAAR.

Root Cause 15: Tier 1 Instruction, exposure to math manipulatives, lack of small group instruction, excessive testing.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: 1% of EB Students in grades K-5 scored Advanced High on the 23-24 Speaking TELPAS.

Root Cause 16: Lack of opportunities for students to practice speaking in academic settings.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: 3% of EB Students in grades K-5 scored Advanced High on the 23-24 Writing TELPAS.
Root Cause 17: Lack of opportunities to practice writing in academic settings.
Problem Statement 17 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 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
- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

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: Based on preliminary data, the percentage of students in grades 3 through 5 demonstrating literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase from 39 % in 2024 to 55 % by 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Preliminary STAAR spring administration

Strategy 1 Details			Reviews	
Strategy 1: K-5 grade teachers will plan small group and whole classroom instruction to address academic vocabulary in context through hands on-experiences, visuals, and applications that include all subject areas while discussing, writing, and illustrating focusing on the Academic Achievement Status of all students in addition to SPED, African American, Continuously Enrolled and Non Continuously Enrolled in relation to Closing the Gaps domain targets.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will meet proficiency standards on curriculum assessments. Internalization Plans on Google docs mCLASS assessments Lead4ward Planning Guide MAP assessments Improve technology skills **Staff Responsible for Monitoring:** Administrators and Academic Leaders **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2, 7, 9, 10 **Funding Sources:** Instructional Supplies (Die cut machine-Cut Out Maker and Poster Maker to create vocabulary lists, graphic organizers, word walls and unit bulletin boards).) - 6300 Supplies and Materials- Title I Funds - $21,000				

Strategy 2 Details	Reviews			
Strategy 2: K-5 teachers will plan small group and whole classroom instruction to implement academic language frames and leveled questions weekly during student collaboration along with writing activities (SCR, ECR) to increase the percentage of Masters Grade Level focusing on the Academic Achievement Status of all students, in addition to SPED, African American, Continuously Enrolled and Non Continuously Enrolled relative to Closing the Gaps domain targets. **Title I:** 2.4 **Problem Statements:** Student Learning 7, 10 **Funding Sources:** All in Learning Software - 6300 Supplies and Materials- Title I Funds - $4,500	**Formative**			**Summative**
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement components of reading language arts concentrating on small group teacher-led instruction to target and support individual student needs during classroom instruction and intervention block focusing on the performance of all students relative to Closing the Gaps domain targets. Priority attention to African American, SPED, Continuously Enrolled and Non Continuously Enrolled students. **Strategy's Expected Result/Impact:** Weekly Internalization Plans, Walkthrough data will indicate small group instruction **Staff Responsible for Monitoring:** Administrators, ISTs and Classroom Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 7 **Funding Sources:** Substitutes to work with students during small group instruction and substitutes to support teachers during mCLASS testing - 6100 Payroll- Title I Funds - $63,270, Achieve3000 - 6300 Supplies and Materials- Title I Funds - $19,200	**Formative**			**Summative**
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will plan aligned, rigorous instruction by unpacking TEKS, creating daily learning objectives (LO), demonstration of learning (DOL) while developing teacher and student exemplars that address the academic needs of all students at risk.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Internalization Plans Walkthroughs PLCs **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4, 7				

Strategy 5 Details	Reviews			
Strategy 5: All students will receive targeted intervention in reading and math 4 times per week by classroom teachers, interventionist and bilingual paraprofessional interventionists.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Internalization Plans Walkthroughs Data Trackers **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 4, 7				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: According to 2024 PEIMS data, 97.04% of students are Economically Disadvantaged, and 88.42% are At-Risk. **Root Cause**: lack of background knowledge

Student Learning

Problem Statement 1: 48% of kindergarten students met their ELAR/SLAR growth projection on 23-24 MAP EOY **Root Cause**: Tier 1 instruction, New Curriculum, Excessive Testing

Problem Statement 2: 28% of 1st-grade students met their ELAR/SLAR growth projection on 23-24 EOY MAP **Root Cause**: Tier I instruction, New Curriculum, Excessive Testing

Problem Statement 4: 28.8% of 2nd - 5th grade students meet ELAR/SLAR-Reading projected proficiency on 23-24 MOY MAP **Root Cause**: Tier 1 instruction, New Curriculum, Excessive Testing

Problem Statement 7: 38.6% of 3rd-5th grade students scored at the meets level on Spring 2024 RLA STAAR. **Root Cause**: Tier 1 instruction, lack of Small Group Instruction, Excessive Testing.

Problem Statement 9: 1% of EB Students in grades K-5 scored Advanced High on the 23-24 Speaking TELPAS. **Root Cause**: Lack of opportunities for students to practice speaking in academic settings.

Problem Statement 10: 3% of EB Students in grades K-5 scored Advanced High on the 23-24 Writing TELPAS. **Root Cause**: Lack of opportunities to practice writing in academic settings.

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: Based on preliminary data, the percentage of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 43% in 2023 to 55% by 2025.

High Priority

Evaluation Data Sources: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement ELPS and sheltered instruction strategies into their daily instruction to make content comprehensible and develop academic language ensuring Emergent Bilinguals obtain the mastery of required academic content along with language development.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Students will show one year growth according to TELPAS assessment. -Internalization plans will show at least two sheltered instruction strategies per nine weeks cycle. -Sheltered Instruction Strategies in Internalization Plans **Staff Responsible for Monitoring:** Administrators ELST and Curriculum Support Teacher **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 9, 10				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement sentence stem activities during writing and reading instruction to increase writing, reading, speaking and listening skills of all Emergent Bilinguals as measured by TELPAS assessments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Students will show one year of growth according to the TELPAS assessment. -Internalization plans will show at least two sheltered instruction strategies per nine-week cycle **Staff Responsible for Monitoring:** Administrators ELST and Curriculum Support Teacher **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 9, 10				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: According to Skyward report on May 2024, 79.28% of students are emergent bilinguals. Vocabulary and real-world experiences are an area of concern. **Root Cause**: Vocabulary instruction
Student Learning
Problem Statement 9: 1% of EB Students in grades K-5 scored Advanced High on the 23-24 Speaking TELPAS. **Root Cause**: Lack of opportunities for students to practice speaking in academic settings.
Problem Statement 10: 3% of EB Students in grades K-5 scored Advanced High on the 23-24 Writing TELPAS. **Root Cause**: Lack of opportunities to practice writing in academic settings.

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: Based on preliminary data, the percentage of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 19 % in 2024 to 40% by 2025.

> **High Priority**

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group and whole classroom instruction to teach academic science vocabulary in context through hands-on experiences, using visuals and applications that include discussing, writing, and illustrating, focusing on the Academic Achievement Status of all students, in addition to Hispanic, SPED, and Emergent Bilinguals.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will meet proficiency standards on curriculum assessments. **Staff Responsible for Monitoring:** Administrators and Academic Leaders **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 5, 6				

Strategy 2 Details	Reviews			
Strategy 2: K-5 teachers will implement small group and whole classroom instruction to teach science with fidelity, ensuring all hands-on learning is accompanied by formative assessments (based on the student expectation taught in the lab) to connect concrete to the abstract knowledge focusing on the Academic Achievement Status of all students in addition to SPED, Emergent Bilinguals, and noncontinuous enrolled populations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration and Academic Leaders **Strategy's Expected Result/Impact:** Students will meet proficiency standards on curriculum assessments. **Staff Responsible for Monitoring:** Administrators and Academic Leaders ISTs Classroom Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5, 6 **Funding Sources:** Substitutes to help in the classroom during small group instruction - 6100 Payroll- Title I Funds - $5,000				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use science STAAR formatted questions to support all students as they move from concrete to abstract concepts in 3rd through 5th grade.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Internalization Plans Walkthroughs Curriculum Assessments **Staff Responsible for Monitoring:** Administrators Teachers ISTs **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 6				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 5: 8.8% of 5th-grade students meet Science projected proficiency on 23-24 MOY MAP **Root Cause**: Limited exposure to hands-on science activities from kinder - 5th grades, excessive testing
Problem Statement 6: 19% of 5th-grade students scored at the meets level on Spring 2024 Science STAAR. **Root Cause**: Limited exposure to hands-on science activities from kinder - 5th grades, excessive testing.

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: Based on preliminary data, the percentage of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grades 3 through 5 on STAAR, will increase from 42% in 2024 to 55% by 2025.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: K-5 grade teachers will implement small group instruction four times per week to teach academic math vocabulary in context through hands-on experiences, visuals, and applications that include discussing, writing, and illustrating focusing on the Academic Achievement Status of all students, in addition to Hispanic, SPED and Non Continuously enrolled relative to Closing the Gaps domain targets.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will meet proficiency standards on curriculum assessments. Internalization Plans on Google Docs Walkthroughs **Staff Responsible for Monitoring:** Administrators Academic Leaders ISTs **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 8, 9, 10				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will model multiple strategies to all students for problem-solving, including model drawing as well as the use of manipulatives and pictorial models that allow students to share multiple strategies when solving word problems. Priority is to be given to the Academic Achievement Status of all students in addition to Hispanic, SPED, and non-continuously enrolled populations relative to Closing the Gaps domain targets.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Internalization plans will include learning objectives, demonstration of learning, Lead4ward, and Sheltered Instruction Strategies. -Students will meet projected growth as measured by MAP by at least 5% compared with last school year. **Staff Responsible for Monitoring:** Administrators and Academic Leaders and ISTs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 8				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will plan aligned, rigorous instruction by unpacking TEKS, creating daily and aligned learning objectives (LO), demonstration of learning (DOL), systematic monitoring, as well as developing teacher and student exemplars.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Internalization Plans Instructional Planning Calendars PLCs **Staff Responsible for Monitoring:** Administrators Teachers ELST and CST **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 8 **Funding Sources:** Substitutes to support instructional planning and small group instruction - 6100 Payroll- Title I Funds - $41,580				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will disaggregate math data from MAP, curriculum assessments, and other formative assessments during PLCs to plan targeted reteaching for spiraled review and small group activities focusing on all at-risk students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Internalization Plans Increase Meets Grade Level on CBAs results Walkthroughs observations Instructional Planning Calendars **Staff Responsible for Monitoring:** Administrators, ISTs **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 8				

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: 16.3% of 2nd - 5th grade students meet math projected proficiency on 23-24 MOY MAP   **Root Cause**: Tier 1 Instruction, New Curriculum, Excessive Testing
Problem Statement 8: 40.5% of 3rd-5th grade students scored at the meets level on Spring 2024 Math STAAR.   **Root Cause**: Tier 1 Instruction, exposure to math manipulatives, lack of small group instruction, excessive testing.
Problem Statement 9: 1% of EB Students in grades K-5 scored Advanced High on the 23-24 Speaking TELPAS.   **Root Cause**: Lack of opportunities for students to practice speaking in academic settings.
Problem Statement 10: 3% of EB Students in grades K-5 scored Advanced High on the 23-24 Writing TELPAS.   **Root Cause**: Lack of opportunities to practice writing in academic settings.

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 24.7 % in 2024 to 18% by 2025.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will teach clearly defined school wide expectations for behavior during the first three weeks of school and implement additional Positive Behavior Interventions and Supports in the classroom as well as campus wide throughout the school year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decreased number of discipline incidents reported in Review360. CHAMP-Routines and Procedures in place Fidelity of PBIS implementation Positive Phone Calls Log **Staff Responsible for Monitoring:** Teachers Administrators and Counselors **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

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 school-parent compact will be made available at no cost.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Fidelity of PBIS implementation Decreased number of discipline incidents in Review 360 **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 4.1 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1 - Perceptions 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: Campus will communicate the Campus Students Management Plan to parents through a variety of methods such as newsletters, parent conferences, and student parent-teacher compacts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Fidelity of SEL Strategies and PBIS Implementation Decreased number of discipline incidents in Review 360 Positive Phone Calls Log documented in Branching Minds **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 2 - Perceptions 2				

Strategy 4 Details	Reviews			
Strategy 4: Counselor will facilitate guidance lessons throughout the 2024 - 2025 school year focusing on anti bullying activities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Keystone Guidance Lesson Plans Guidance Lesson Calendar Decreased the number of bullying reports **Staff Responsible for Monitoring:** Counselor Administrators Teachers **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 2				

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

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: 97.04 % of Daugherty students are economically disadvantaged. School Staff and Parent partnerships encourage students to continue growing academically, socially, and emotionally.   **Root Cause**: School guidance to help students at home with homework and organization (AVID).
Problem Statement 2: 7% of 176 classroom incidents resulted in in-school suspensions.   **Root Cause**: Inconsistent implementation of SEL and PBIS strategies.

Perceptions
Problem Statement 1: Class disruption is the #1 reason for disciplinary referrals.   **Root Cause**: Inconsistency of social-emotional learning activities as well as PBIS strategies.
Problem Statement 2: According to the 23-24 Family Engagement Survey, 47% of parents feel their students are easily distracted while working on school activities at home.   **Root Cause**: Parents lack training and understanding of how to help students with school work at home.
Problem Statement 3: According to the 23-24 Family Engagement Survey, 63% of parents are encouraged to be involved in activities at this school and are actively recruited to serve on campus or district committees.   **Root Cause**: Parents are unaware of volunteer opportunities or feel they are not welcome at school.

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: We will encourage parental involvement by hosting at least four parent-involvement activities. Parents will be invited to assist students with school-related activities.

Evaluation Data Sources: Maintain record of parent involvement and activities.
Meet The Teacher Night, Parent Conferences, Family Night, Multicultural Night, Field Day, Performance Nights
Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will host an interactive family literacy night and one science family night to increase awareness of at-home strategies to support learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Exit Tickets Sign in Sheets Parent Workshop sign in sheets Literacy Night Sign in sheet Parent Conferences Sign in Sheet Parent Survey **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Parents and students will be invited to participate in two family learning events such as reading and science nights. Teachers will help parents and students during reading and science activities to promote STEAM awareness.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Sign in sheets Pictures Exit Tickets Parent Survey **Staff Responsible for Monitoring:** Administrators Teachers **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Perceptions 3 **Funding Sources:** Math and reading Instructional resources to take home. - 6300 Parent Involvement. Supplies T1 - $2,405				

Strategy 3 Details	Reviews			
Strategy 3: Support school readiness for incoming Kindergarten through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will be aware of the Kindergarten academic and SEL expectations. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** School Processes & Programs 1 - Perceptions 3				

Strategy 4 Details	Reviews			
Strategy 4: Support transition for middle school for 5th graders moving to 6th grade by holding transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Parents will be aware of middle school academic and SEL expectations. **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** School Processes & Programs 1 - Perceptions 3				

Strategy 5 Details	Reviews			
Strategy 5: 100% of families who attend fall Parent-Teacher conferences will have an opportunity to review and provide feedback on the School-Parent Compact and Parent Involvement Policy.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Parents will be aware of student, parent and teacher responsibilities. Teachers will send homework activities that can be done at home Parent Survey **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 4.1 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				

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

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: 97.04 % of Daugherty students are economically disadvantaged. School Staff and Parent partnerships encourage students to continue growing academically, socially, and emotionally.   **Root Cause**: School guidance to help students at home with homework and organization (AVID).
Perceptions
Problem Statement 3: According to the 23-24 Family Engagement Survey, 63% of parents are encouraged to be involved in activities at this school and are actively recruited to serve on campus or district committees.   **Root Cause**: Parents are unaware of volunteer opportunities or feel they are not welcome at school.

State Compensatory

Budget for Daugherty Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0.3
Brief Description of SCE Services and/or Programs

Personnel for Daugherty Elementary School

Name	Position	FTE
Celenne Hernandez	Bilingual Interventionist	0.1
Jennifer Ramos	Bilingual Interventionist	0.1
Shalanda Wilson	Interventionist	0.1

Title I Personnel

Name	Position	Program	FTE
Celenne Hernandez	Teacher Intervention Specialist	Title I, Part A	1.0
Erin L Schrock	Teacher Interventionist Specialist	Title I, Part A	1.0
Rosalva Atala	Bilingual Aide	Title I, Part A	1.0

2024-2025 Campus Improvement Team

Committee Role	Name	Position
District Level Professional	Ashley Jackson	Facilitator Technology Digital Learning
Non-classroom Professional	Hazel Novas Diego	CTA
Classroom Teacher	Urania Agreda	1st grade
Business Representative	Ricky McNeal	Business Representative
Community Representative	Sarah Wyatt	Community Rep.
Classroom Teacher	Nahelys Hernandez	Interventionist
Classroom Teacher	Mariah Aouidat	SPED/ABC Teacher
Classroom Teacher	Edray Orozco	Art Teacher
Classroom Teacher	Miguel Espinoza	5th Grade Bilingual Teacher
Classroom Teacher	David Cortez	4th Grade Teacher
Classroom Teacher	William Vela	3rd Grade Teacher
Classroom Teacher	Ricardo Lujan	2nd Grade Bilingual Teacher
Classroom Teacher	Ana Alvarado	Kindergarten Bilingual Teacher
Parent	Alba Hernandez	parent
Parent	Priscilla Pineda	parent
Community Representative	Jill Wideman	Community Representative
Community Representative	Janet Vincent	Community Representative
Administrator	Jacqueline Rhymes	Principal

Campus Funding Summary

			6100 Payroll- Title I Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Substitutes to work with students during small group instruction and substitutes to support teachers during mCLASS testing		$63,270.00
1	3	2	Substitutes to help in the classroom during small group instruction		$5,000.00
1	4	3	Substitutes to support instructional planning and small group instruction		$41,580.00
				Sub-Total	$109,850.00
				Budgeted Fund Source Amount	$109,850.00
				+/- Difference	$0.00
			6300 Supplies and Materials- Title I Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Supplies (Die cut machine-Cut Out Maker and Poster Maker to create vocabulary lists, graphic organizers, word walls and unit bulletin boards).)		$21,000.00
1	1	2	All in Learning Software		$4,500.00
1	1	3	Achieve3000		$19,200.00
				Sub-Total	$44,700.00
				Budgeted Fund Source Amount	$44,700.00
				+/- Difference	$0.00
			6300 Parent Involvement. Supplies T1		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	Math and reading Instructional resources to take home.		$2,405.00
				Sub-Total	$2,405.00
				Budgeted Fund Source Amount	$2,405.00
				+/- Difference	$0.00
			6400 Healthy Snacks/Bus/Travel - Title I Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$156,955.00
				Grand Total Spent	$156,955.00
				+/- 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

Addendums

GARLAND INDEPENDENT SCHOOL DISTRICT

Title I, Part A Progam Staff Development Plan
School Year: 2022 - 2023

BRIEF DESCRIPTION OF SESSION	DISTRICT PERFORMANCE OBJECTIVE(S)		DATES	RESOURCES
Staff will: • engage in team building activities. • review campus handbook, grading procedures, routines/procedures, and schedules. • prepare classrooms for students.	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J		08/01/22	☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
Staff will: • develop plans for our three initiatives: Enrichment, Fellowship, Leadership. • celebrate and analyze accountability data. • review specific campus expections. • welcome parents and students to the new school through phone contact.	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J		08/02/22	☐ Campus Funds ☐ Title I Allotment ☐ Grants ☐ Other _____
Staff will engage in district-level training in all content areas.	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J		08/03/22	☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
Staff will: • enjoy District Convocation. • prepare classrooms for students. • engage with families at our Back to School Beach Bash!	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☒H ☐I ☐J		08/04/22	☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
Staff will: • set up Class Dojo as our primary communication tool. • meet in teams to plan instruction for the first few weeks of school.	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☒H ☐I ☐J		08/05/22	☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
District exchange day	☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H ☐I ☐J		09/02/22	☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____

Staff will learn to "extend and enrich students" in a training provided by Jessica Gitzinger with Regio 10.	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J	11/04/22	☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
Staff will review and revise school-wide instructional expectations in reading, writing, math, and science through vertical and horizontal team meetings.	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J	01/03/23	☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
Staff will engage in district-level training in all content areas.	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J	01/04/23	☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
Staff will engage in district-level training in all content areas.	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J	02/20/23	☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
Staff will revise school-wide instructional expectations in reading, writing, math, and science through vertical and horizontal team meetings.	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J	04/10/23	☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
	☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H ☐I ☐J		☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
	☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H ☐I ☐J		☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____