

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

Mission Statement

Diverse Community, Shared Vision, Exceptional Education

Davis Mission:

Davis Elementary will provide a safe and engaging environment to build strong foundations in order to create independent, lifelong learners supported by home and community.

AVID Mission:

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Davis Dragons Motto:

Lifelong learning begins today!

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2024

Demographics

Demographics Summary

A.R. Davis Elementary is at 1621 McCallum Drive, Garland, TX 75042. Davis Elementary was named after one of Garland's early residents, Alan Ripley Davis, 1876-1967. A.R. Davis Elementary opened its doors to students in 1972. The school was renovated in 2005, which included additional classrooms and a new computer lab. Don Blevins was the first principal and remained at Davis until 1979. The current principal is Rosalyn Roberson-Betz. Mrs. Betz has been the principal since 2022. Student enrollment is 477, with 89.3% of students identified as economically disadvantaged, 65.2% English Language Learners, and 21.4% receiving special education services. The average teaching experience is nine years.

Mission Statement: Davis Elementary will provide a safe and engaging environment to build strong foundations to create independent, lifelong learners supported by home and community.

Davis Elementary, a Gold SEL and Gold Community Partnership campus, provides special programs that align with the needs and desires of our students, parents, and community. We provide services to students labeled as gifted/talented, bilingual/ESL, and those with special education needs. We are a Title 1 school and use supplemental funds to assist in meeting student's educational and social-emotional goals. Students at Davis participate in extracurricular educational opportunities such as NEHS, SOAR PBIS Club, and Athletics Club to expose them to the skills they need to succeed. We also have an Honor choir program. Our music teacher ensures that students have access to quality music education daily.

Demographics Strengths

- PBIS campus that prioritizes restorative practices and social-emotional supports
- Recognized Gold Family and Community campus
- Recognized Gold Social Emotional Learning campus
- Technology Distribution 1 to 1
- Average teaching experience (9.1 years)
- 63.1% of staff are minorities, which mirrors the student population closely
- 31.6% of the staff has 11 years or more of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, 52.9% of in-school suspensions were for our special education population. **Root Cause:** There are minimal proactive social-emotional supports in place.

Problem Statement 2 (Prioritized): During the 2023-2024 school year, 14.9% of the student population was African American; however, 44.4% of discipline incidents involved African American students. **Root Cause:** There is a lack of teacher and staff capacity for our campus-wide behavior tier interventions as they align with GISD expectations.

Student Learning

Student Learning Summary

Student Performance: 2023 Overall

According to current projections for the 2023-2024 accountability rating summary, Davis scored 82, a B overall.

Student Performance: 2024 Overall

STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)

- **All Subjects:** 44% Campus, 39% AA, 39% Hispanic, 50% White, No Data American Indian, 63% Asian, No Data Pacific Islander, 0% Two or More Races, 42% Econ Disadvantaged, 14% Special Ed
- **Reading:** 42% Campus, 46% AA, 36% Hispanic, 70% White, No Data American Indian, 59% Asian, No Data Pacific Islander, 100% Two or More Races, 41% Econ Disadvantaged, 13% Special Ed
- **Math:** 50% Campus, 36% AA, 47% Hispanic, 60% White, No Data American Indian, 71% Asian, No Data Pacific Islander, 0% Two or More Races, 47% Econ Disadvantaged, 15% Special Ed
- **Science:** 32% Campus, 27% AA, 26% Hispanic, 50% White, No Data American Indian, 53% Asian, No Data Pacific Islander, No Data Two or More Races, 29% Econ Disadvantaged, 20% Special Ed

EOY MAP 2024 Percentage of Students Who Met Their Growth Projection

- Math: K: 68%, 1st: 69%, 2nd: 58%, 3rd: 68%, 4th: 49%, 5th: 70%
- Reading: K: 58%, 1st: 39%, 2nd: 73%, 3rd: 38%, 4th: 33%, 5th: 79%
- Reading Spanish: K: 65%, 1st: 56%, 2nd: 30%, 3rd: 78%, 4th: 43%, 5th: 66%
- Science: 2nd: 57%, 3rd: 60%, 4th: 53%, 5th: 89%

Student Performance: 2023 Overall

STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)

- **All Subjects:** 44% Campus, 32% AA, 37% Hispanic, 68% White, No Data American Indian, 72% Asian, No Data Pacific Islander, 100% Two or More Races, 42% Econ Disadvantaged, Special Ed 19%
- **Reading:** 45% Campus, 39% AA, 37% Hispanic, 73% White, No Data American Indian, 72% Asian, No Data Pacific Islander, 100% Two or More Races, 43% Econ Disadvantaged, Special Ed 14%
- **Math:** 50% Campus, 30% AA, 44% Hispanic, 67% White, No Data American Indian, 77% Asian, No Data Pacific Islander, 100% Two or More Races, 48% Econ Disadvantaged, Special Ed 47%
- **Science:** 28% Campus, 20% AA, 16% Hispanic, 60% White, No Data American Indian, 61% Asian, No Data Pacific Islander, No Data Two or More Races,

27% Econ Disadvantaged, Special Ed 17%

EOY MAP 2023 Percentage of Students Who Met Their Growth Projection

- Math: K: 33%, 1st: 26%, 2nd: 29%, 3rd: 71%, 4th: 23%, 5th: 57%
- Reading: K: 46%, 1st: 8%, 2nd: 43%, 3rd: 63%, 4th: 29%, 5th: 54%
- Reading Spanish: K: 11%, 1st: 32%, 2nd: 20%, 3rd: 78%, 4th: 55%, 5th: 67%
- Science: 2nd: 33%, 3rd: 47%, 4th: 32%, 5th: 80%

*In grade K-2 report grades, MAP data, and mClass data reveal similar areas of strength and areas of growth for individual students and grade levels.

*We continue to provide tutoring on Tuesdays and Wednesdays, intervention, and small groups daily for students who are absent or at risk.

Student Learning Strengths

2024

- 80% of African American students in 2nd grade performed at Meets and Masters on MAP Reading.
- 57.6% of Hispano/Latino students in 5th grade performed at Meets and Masters on MAP Spanish Reading.
- 80% of Asian students in 2nd to 5th grade performed at Approaches or above on MAP Math
- 69% of first grade students met their projected growth goal on EOY Spanish Reading MAP
- 63% of third grade students met their projected growth goal on EOY Spanish Reading MAP
- 54% of fourth grade students met their projected growth goal on EOY Spanish Reading MAP
- 42% of second grade students met their projected growth goal on EOY MAP Reading
- 49% of third grade students met their projected growth goal on EOY MAP Reading
- 79% of fifth grade students met their projected growth goal on EOY MAP Reading
- 56% of third grade students met their projected growth goal on EOY MAP Math
- 49% of fourth grade students met their projected growth goal on EOY MAP Math
- 63% of fifth grade students met their projected growth goal on EOY MAP Math

2023

- 71% of 3rd grade students met their project growth goal on EOY MAP Math
- 57% of 5th grade students met their project growth goal on EOY MAP Math
- 63% of 3rd grade students met their project growth goal on EOY MAP Reading
- 78% of 3rd grade students met their project growth goal on EOY MAP Reading Spanish
- 67% of 5th grade students met their project growth goal on EOY MAP Reading Spanish
- 80% of 5th grade students met their project growth goal on EOY MAP Science
- 13% increase from 2019 to 2022 of kindergarten students at 61%ile Hi/Avg+ on MAP Reading
- 4% increase from 2019 to 2022 on 1st grade students at 61%ile Hi/Avg+ on MAP Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, 36% of 3rd grade students performed at Meets on STAAR Reading. **Root Cause:** There is a high incidence of non-certified teachers without prior educational experience.

Problem Statement 2 (Prioritized): 40% of second graders met the projected growth goal in Math for the 2023-2024 school year. **Root Cause:** Inconsistent differentiated small group instruction with the inclusion of hands-on manipulatives.

Problem Statement 3 (Prioritized): 31% of first grade students met their growth goal on MAP Reading for the 2023-2024 school year. **Root Cause:** Inconsistent implementation of personalized learning instructional framework.

Problem Statement 4 (Prioritized): During the 2023-2024 school year, 10% (2/21) of 3rd-grade students performed at Meets on STAAR Reading Spanish. **Root Cause:** There is a high incidence of non-certified teachers without prior educational experience.

Problem Statement 5: 40% of 2nd grade students met the projected growth goal on Spanish Reading MAP for the 2023-2024 school year. **Root Cause:** Inconsistent differentiated small group instruction with the inclusion of hands-on manipulatives

Problem Statement 6 (Prioritized): During the 2023-2024, 32% of our 5th grade students performed at Meets on STAAR Science. **Root Cause:** There is a lack of vertical alignment in Science instruction beyond 5th grade.

School Processes & Programs

School Processes & Programs Summary

Teachers have opportunities to become instructional leaders on our campus, such as DEIC representatives, SOAR site team, Campus Improvement Team, mentors, LPAC Committee, GT Liaison, I3 Representative, LPAC Committee, Leadership Teams, and leading and creating PD for teachers. There is also 1 LPAC teacher and 1 CST on our campus. PLCs are designed for further teacher development where collaboration is encouraged, and growth strategies are developed, as well as a time to review data to inform instruction. Roles and responsibilities are communicated, and there are opportunities for collaboration. Aspiring administrators are given opportunities to collaborate with the administrative team and leadership tasks and responsibilities throughout the year. This year, our aspiring administrators were able to engage in collaborative classroom walkthroughs and planning meetings.

As a transformative elementary school, we implement the Plan-Do-Study model. During leadership team meetings, CIT meetings, data meetings, and PLCs, stakeholders review schoolwide data (MAP, STAAR, CBA, Interim Assessment, TELPAS, & Review 360) and devise a **PLAN** to address areas of need. After creating the plan, classroom teachers execute the plan (**DO**) by delivering whole-group and small-group instruction using research-based strategies. Teachers and campus leaders **STUDY** campus data throughout the year and take corrective **ACTION** to address the academic gaps. MAP data is studied at BOY, MOY, and EOY, and this data, along with the learning continuum, is used to assist teachers in grouping students based on academic needs. Teachers provide academic support during designated intervention times and weekly tutoring. Classroom walkthroughs and observation data are also used to determine the level of support needed for teachers identified as needing improvement in one or more domains.

Programs operating at Davis that provide opportunities for student growth and success include 504, RTI, Counseling Services, SEL, and Honor Choir. All our programs focus on providing a safe and engaging environment so that we can build a strong foundation for creating independent, lifelong learners supported by home and community.

Classroom teachers administer and analyze local assessments, including CBAs, MAP, TELPAS, mClass, I-Ready/Intervention Time, SEL, and Interim STAAR data, to determine areas of need. Students are provided with additional support through tier 2 and tier 3 intervention, tutoring, dyslexia therapy, special education inclusion and resource support, and speech therapy.

Davis is a 1:1 technology campus where all students have access to a variety information with his or her own iPad or Chromebook. Having access to technology allows students to prepare for their future and use software programs such as Flocabulary, BrainPOP, Flipgrid, Progress Learning, Canvas, Seesaw, ST Math, Zearn, Amplify Reading, MyOn, I-Ready (Math), STEMscopes, Coding Program and Class Dojo.

Actions to support powerful teaching and learning include campus and district-wide professional development opportunities. The AVID Site Team provides professional development throughout the year to ensure research-based best practices are occurring within each classroom to enhance and enrich learning opportunities. Weekly PLCs and Grade-Level Team meetings are used to discuss curriculum, lesson planning, TEKS, and assessment data. The district's curriculum scope and sequence are aligned to the TEKS and used as a foundation along with additional resources to meet the needs of each student. Progress of powerful teaching and learning is monitored with campus and T-TESS classroom walkthroughs.

Our lesson internalization process is routinely completed based on district curriculum and functions as a blueprint for teachers. Teachers use real-time student data to adjust lesson plans to ensure that they are meeting the needs of their students. Teachers use instructional components when planning lessons, and this format includes critical writing, inquiry, collaboration, organization of thinking, and critical reading. Walkthrough data is used to monitor and observe the all different elements incorporated into the classroom teaching/learning experience. Elements like writing, inquiry, collaboration, differentiation, small groups, power zone, and use of technology are observed to be implemented. This snapshot period allows the administrator to observe and document the application of these effective classroom practices.

Technology integration is embedded in the district curriculum, and teachers have used it as a foundation in the past. We use technology integration for exit tickets,

SEL check-ins, guided practice, typing practice, videos, fluency practice, Math Readers, Nearpod, Boddle, and Class Dojo. Teachers use technology as an instructional resource and a tool to collect data and track student performance.

As Davis is a SOAR elementary campus, we have systems in place to prepare all students for middle school, high school, and college. The SOAR system supports students as they transition to each grade level. For example, they utilize note-taking, journal entries, graphic organizers such as one-pagers, and correct headings.

Based on data from Review 360, there are 44 incidents reported. Of these reports, several document repeated behaviors from the same students. Most teachers make effective use of classroom management techniques. In the classroom, teachers model and promote positive behaviors with positive reinforcements as Donut Fridays, Class Dojos points, behavior charts, lunch bunch and leadership roles and responsibilities throughout the campus. Also, our Davis Depot school store continues to provide additional incentives for students. Students earn college cash that can be used to purchase items at the Dojo store. Teachers use positive phone calls/texts and Class Dojo messages to parents to encourage and promote positive behaviors. Teachers and administrators use parent teacher conferences/ student conferences to address behavior when needed.

School Processes & Programs Strengths

- 75% of new teachers were induction certified through Project Goal.
- Two or more races are less than 5% of incidents reported through Review360.
- Kindergarten had 2.2% of the incidents reported on Review360 within the school year.
- The number of incidents on the campus decreased from 2023 to 2024, from 49 to 45 this past year.
- Teachers use AVID to maximize student learning and success through WICOR.
- Teachers use the NWEA MAP Learning Continuum to target learning deficits that may be present in the classroom.
- Teachers analyze and interpret data to identify specific students who require intervention and small group instruction to help them reach their grade-level goals.
- GISD provides a Project Goal Mentor Program and a First-year Teacher Mentor Program throughout the district. These programs provide students with a mentor to help and guide them through any circumstances that may arise.
- Teachers use technology in a wide range of ways to improve instruction, meet the needs of all students in a fun and engaging way, and communicate with parents and the
- Ongoing professional development throughout the year
- 1:1 Technology Distribution (Chromebook or iPad)
- Teachers provided a variety of leadership opportunities throughout the year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 40% of teachers were at Developing or lower on TTESS Dimension 2.5 Monitoring and Adjusting during the 2023-2024 school year. **Root Cause:** Scaffolding questioning and minimal student input during lessons

Problem Statement 2 (Prioritized): During the 2023-2024 school year, 14.9% of the student population was African American; however, 44.4% of discipline incidents involved African American students. **Root Cause:** There is a lack of teacher and staff capacity for our campus-wide behavior tier interventions as they align with GISD expectations.

Problem Statement 3: 29% of student incidents reported were disorderly conduct in the 2023-2024 school year. **Root Cause:** Our campus started a new PBIS program this year and it is in its beginning phases as teachers are starting to implement with fidelity and consistency.

Perceptions

Perceptions Summary

Data reports reflect an average attendance rate of 94.3% for the 2023-24 school year.

From August 2023 to May 2024, there were 44 incidents. Of these, 17 were created for the Special Education population.

44 were discipline incidents and 3 were reported as bullying; with 1 for SPED only. There was 1 full-day suspension, 12 full-day reassignments, and 5 half-day reassignments. There were 50 conferences with students, 3 detentions, 38 parent conferences, 4 referred to the counselor, 19 timeouts, and 3 SPED timeouts. 17 total in-school suspensions were made up 41% African American, 35% Hispanic, 17% White, and 1% Asian.

- Incidents by Ethnicity: 11.1% Asian, 44.4% African American, 33.3% Hispanic, 6.7% White
- Incidents by Grade: 2.2% Kinder, 15.6% 1st grade, 22.2% 2nd grade, 13.3% 3rd grade, 33.3% 4th grade, 13.3% 5th grade

Discipline incidents increased in frequency with each grading period to 7 by the final grading cycle.

More than 60% of students describes their school and learning environment as positive according to the Panorama Environment Spring 2023 Survey in the areas of engagement, school climate, and sense of belonging. The student-teacher relationship scored the highest at 69%.

Staff turnover rate changes each year based on retirements, promotions, and staff relocating to districts or campuses closer to home. Staff retention for 2022-2023 school year was approximately 86%. Of the staff included in the 14% turnover, 75% were promotions, retirements, or resignations, 25% seeking GISD schools closer to their homes. We currently do not collect any campus mentoring data. This is something we will consider in the future. We do have a mentor assigned to any staff member that is new to Davis.

During the 2023-2024 school year, 100% staff agrees that they are trusted to work in the way they think is best and 78% agrees of positivity in the working environment. Programs and processes such as Project Goal, Goal settings with administration, TTESS and SEL support are in place to promote success with students. 100% agrees that they matter and have a sense of belongingness.

Family engagement is measured via our family engagement survey. 2023-2024 survey results indicate that 91% of parents agree that teachers encourage their child to do their best. 89% agree that teachers provide their child with help on classroom work and assignments. 87% agree that expectations for student behavior are communicated to students and parents. 90% agree that teachers welcome and support concerns about their child. 74% agree they received a copy of the School-Parent Compact AND the school explained it to them. 87% agree that they understand the types of state and local tests my student takes (for example: MAP, STAAR, etc.).

91% agree that teachers show respect to all students at this campus. 91.8% agree that students are respectful to teachers and school administrators. 77% agree that parents are encouraged to be involved in activities at this school. 90% agree they feel welcome at this school.

Some of the possible barriers that prevent parents from participating as often as they would like are work hours/schedule, other family commitments, uncomfortable at school because of limited language skills or previous negative experiences at school with their child or when they were a student.

Parents receive information via our campus social media, email, weekly call-outs, notices in the Thursday folders, campus website, online apps such as Class Dojo and Remind101, report cards, progress reports, family nights, and parent meetings/conferences.

90% agree they feel welcome at this school, 90% agree this campus is a safe place for their child, and 86% agree their child likes going to school.

Fall and Spring parent conferences are times when families can sit and speak with their student's teachers to get in detail information about their students. They can also learn more about student progress through Skyward, ARD meetings, 504s, and open houses. Communication between the parents and teachers also helps build an understanding, which is done on a regular basis through things like Remind101, Seesaw, ClassDojo, and texts/calls.

Campus PD was provided throughout the year to address areas of concern and prepare staff for upcoming events or issues. Teachers had opportunities during PD to speak and work with other staff and their grade-level teams. Mentoring was also provided to first—and second-year teachers to support them.

Perceptions Strengths

- Staff Well-Being Survey states that 91% of staff at Davis ES value staff-leadership relationships.
- According to the Family-School Relationships Survey, 89% of families responded that there are low barriers to engagement with school.
- Teachers are supported through a variety of professional development to support and improve their professional and technical skills.
- Increase in Community Family Engagement
- According to the family survey, 91% of parents agree that teachers encourage their children to do their best.
- Attendance increased by 0.2% from 2022-2023 to 2023-2024.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, 52.9% of in-school suspensions were for our special education population. **Root Cause:** There are minimal proactive social-emotional supports in place.

Problem Statement 2: According to the 2024 staff well-being survey, 69% of staff members feel a sense of belonging (57% feel understood and 57% connected) within the school community. **Root Cause:** Shift in the district instructional expectations.

Problem Statement 3 (Prioritized): According to the Family-School Relationship Survey, 25% of our students read for fun at home. **Root Cause:** Lack of resources beyond the campus.

Priority Problem Statements

Problem Statement 1: During the 2023-2024 school year, 36% of 3rd grade students performed at Meets on STAAR Reading.

Root Cause 1: There is a high incidence of non-certified teachers without prior educational experience.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: During the 2023-2024 school year, 14.9% of the student population was African American; however, 44.4% of discipline incidents involved African American students.

Root Cause 2: There is a lack of teacher and staff capacity for our campus-wide behavior tier interventions as they align with GISD expectations.

Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: 40% of second graders met the projected growth goal in Math for the 2023-2024 school year.

Root Cause 3: Inconsistent differentiated small group instruction with the inclusion of hands-on manipulatives.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the 2023-2024 school year, 52.9% of in-school suspensions were for our special education population.

Root Cause 4: There are minimal proactive social-emotional supports in place.

Problem Statement 4 Areas: Demographics - Perceptions

Problem Statement 5: 31% of first grade students met their growth goal on MAP Reading for the 2023-2024 school year.

Root Cause 5: Inconsistent implementation of personalized learning instructional framework.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: During the 2023-2024 school year, 10% (2/21) of 3rd-grade students performed at Meets on STAAR Reading Spanish.

Root Cause 6: There is a high incidence of non-certified teachers without prior educational experience.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 40% of teachers were at Developing or lower on TTESS Dimension 2.5 Monitoring and Adjusting during the 2023-2024 school year.

Root Cause 7: Scaffolding questioning and minimal student input during lessons

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: According to the Family-School Relationship Survey, 25% of our students read for fun at home.

Root Cause 8: Lack of resources beyond the campus.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: During the 2023-2024, 32% of our 5th grade students performed at Meets on STAAR Science.

Root Cause 9: There is a lack of vertical alignment in Science instruction beyond 5th grade.

Problem Statement 9 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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





Performance Objective 1: The percentage of students demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading in grades 3-5, will increase from 46% in 2024 to 55% by 2025.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in small group, teacher-led instruction and stations utilizing instructional supplies and materials and software instructional programs. Teachers will support individual student needs with attention to the performance of all students, including Asian, gifted and talented (G/T), and special education student groups.</p> <p>Strategy's Expected Result/Impact: 68% of 3rd--5th grade students will perform at the Meets level on STAAR Reading; 60% of Kindergarten, 60% of 1st-grade, and 64% of 2nd-grade students will meet their expected growth on MAP Reading.</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers CST</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3, 4 - School Processes & Programs 1</p> <p>Funding Sources: Software- Reading Progress Learning for at risk (Flocabulary, Lexia, & IXL) - 6300 Supplies and Materials- Title I Funds - 63915 - \$25,000, Software- Progress Learning Math, Reading, and Science - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will disaggregate data from local, district, and state assessments during PLC meetings and designated planning days to determine how and which concepts are appropriate to target and spiral into future lessons and activities while responding to data collected.</p> <p>Strategy's Expected Result/Impact: 68% of 3rd-5th grade students will perform at the Meets level on STAAR Reading; 60% of Kindergarten, 60% of 1st-grade, and 64% of 2nd-grade students will meet their expected growth on MAP Reading.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Support Staff (CST, LPAC Teacher)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3, 4</p> <p>Funding Sources: Substitutes for planning, modeling, coteaching, and small group - 6100 Payroll- Title I Funds - 61120 - \$55,741</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Our campus will host a campus-wide literacy night for staff and families to engage in literacy activities that may be implemented at home.</p> <p>Strategy's Expected Result/Impact: We will expose students and their families to high-quality literacy content.</p> <p>Staff Responsible for Monitoring: Administrators ELST Librarian Support Staff (CST, LPAC Teacher)</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: At Home Reading Kits (Books) - 199 - PIC 24 State Comp Ed Funds - \$900</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in campus, district, and regional professional development and co-teaching/modeling cycles to learn and further develop high-quality tier 1 instructional practices and best practices.</p> <p>Strategy's Expected Result/Impact: 68% of 3rd-5th grade students will perform at the Meets level on STAAR Reading; 60% of Kindergarten, 60% of 1st-grade, and 64% of 2nd-grade students will meet their expected growth on MAP Reading.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Support Staff (CST, LPAC Teacher)</p> <p>Problem Statements: Student Learning 1, 3, 4 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Instructional learning frameworks will be clarified using high-quality learning objectives (LOs) and demonstrations of learning (DOLs) visible in all classrooms.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Reading and Math scores.</p> <p>Staff Responsible for Monitoring: Administrators ELST Support Staff (CST, LPAC Teacher)</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 6 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Create and provide students with real-life experiences to build their background knowledge.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Reading and Math scores.</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teacher Support Staff (IST, LPAC Teacher)</p> <p>Problem Statements: Student Learning 1, 3, 4</p> <p>Funding Sources: Field trip transportation - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$6,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: During the 2023-2024 school year, 36% of 3rd grade students performed at Meets on STAAR Reading. **Root Cause:** There is a high incidence of non-certified teachers without prior educational experience.

Problem Statement 2: 40% of second graders met the projected growth goal in Math for the 2023-2024 school year. **Root Cause:** Inconsistent differentiated small group instruction with the inclusion of hands-on manipulatives.

Problem Statement 3: 31% of first grade students met their growth goal on MAP Reading for the 2023-2024 school year. **Root Cause:** Inconsistent implementation of personalized learning instructional framework.

Problem Statement 4: During the 2023-2024 school year, 10% (2/21) of 3rd-grade students performed at Meets on STAAR Reading Spanish. **Root Cause:** There is a high incidence of non-certified teachers without prior educational experience.

Problem Statement 6: During the 2023-2024, 32% of our 5th grade students performed at Meets on STAAR Science. **Root Cause:** There is a lack of vertical alignment in Science instruction beyond 5th grade.

School Processes & Programs

Problem Statement 1: 40% of teachers were at Developing or lower on TTESS Dimension 2.5 Monitoring and Adjusting during the 2023-2024 school year. **Root Cause:** Scaffolding questioning and minimal student input during lessons

Perceptions

Problem Statement 3: According to the Family-School Relationship Survey, 25% of our students read for fun at home. **Root Cause:** Lack of resources beyond the campus.





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

Performance Objective 2: The percentage of ELL students who progressed to one or more proficiency levels, as measured by earning a yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 36% in 2024 to 50% by 2025.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide linguistic and instructional accommodations as determined by the LPAC. (i.e. Initial LPAC, Assessment LPAC, Monitoring Intervention LPAC, EOY LPAC)</p> <p>Strategy's Expected Result/Impact: 51% of EB students demonstrate one year's growth on TELPAS.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1</p> <p>Funding Sources: Instructional materials for BIL/ESL Classrooms - 199 - PIC 25 Bil../ESL State Allotment Funds - 63910 - \$2,077.52</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The English Language Proficiency Standards (ELPS) will be implemented into instruction daily to make content comprehensible and develop academic language ensuring EBs obtain the mastery of required academic content along with language development</p> <p>Strategy's Expected Result/Impact: 51% of EB students demonstrate one year's growth on TELPAS.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 4, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will teach academic vocabulary in content through real-life experiences, visuals, graphic organizers, and applications that include discussion, writing, and illustrating.</p> <p>Strategy's Expected Result/Impact: 51% of EB students demonstrate one year's growth on TELPAS</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will be provided educational curriculum resources and supplies that may be used to differentiate instruction for Emergent Bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: 51% of EB students demonstrate one year's growth on TELPAS</p> <p>Staff Responsible for Monitoring: Administrators Teacher Support Staff (IST, LPAC Teacher)</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: During the 2023-2024 school year, 36% of 3rd grade students performed at Meets on STAAR Reading. Root Cause: There is a high incidence of non-certified teachers without prior educational experience.</p>
<p>Problem Statement 2: 40% of second graders met the projected growth goal in Math for the 2023-2024 school year. Root Cause: Inconsistent differentiated small group instruction with the inclusion of hands-on manipulatives.</p>
<p>Problem Statement 3: 31% of first grade students met their growth goal on MAP Reading for the 2023-2024 school year. Root Cause: Inconsistent implementation of personalized learning instructional framework.</p>
<p>Problem Statement 4: During the 2023-2024 school year, 10% (2/21) of 3rd-grade students performed at Meets on STAAR Reading Spanish. Root Cause: There is a high incidence of non-certified teachers without prior educational experience.</p>
<p>Problem Statement 6: During the 2023-2024, 32% of our 5th grade students performed at Meets on STAAR Science. Root Cause: There is a lack of vertical alignment in Science instruction beyond 5th grade.</p>

School Processes & Programs

Problem Statement 1: 40% of teachers were at Developing or lower on TTESS Dimension 2.5 Monitoring and Adjusting during the 2023-2024 school year. **Root Cause:** Scaffolding questioning and minimal student input during lessons

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

Performance Objective 3: The percentage of grade 5 students demonstrating scientific understanding, as measured by Meets Grade Level performance on STAAR Science, will increase from 31% in 2024 to 42% by 2025.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will disaggregate data from CBAs and Interim assessments during PLCs and weekly data meetings (WDM), designated planning days to determine appropriate concepts to target and spiral into future lessons and activities with attention on the performance of All, Asian, GT, Econ Dis., At-Risk, EB, and special education student groups.</p> <p>Strategy's Expected Result/Impact: 47.7% of students will perform at Meets Grade Level performance on STAAR science.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Support Staff (IST, LPAC Teacher)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will teach academic vocabulary and concepts to students in grades K-5 through hands-on experiences, visuals, and applications, including discussion, writing, and illustration.</p> <p>Strategy's Expected Result/Impact: 54% of students will perform at Meets Grade Level performance on STAAR science.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Support Staff (IST, LPAC Teacher)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 4, 6</p> <p>Funding Sources: McGraw Hill Science Investigations Resources - 199 - PIC 24 State Comp Ed Funds - \$1,985, Cross curricular instructional materials - 6300 Supplies and Materials- Title I Funds - \$8,000</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: During the 2023-2024 school year, 36% of 3rd grade students performed at Meets on STAAR Reading. **Root Cause:** There is a high incidence of non-certified teachers without prior educational experience.

Problem Statement 4: During the 2023-2024 school year, 10% (2/21) of 3rd-grade students performed at Meets on STAAR Reading Spanish. **Root Cause:** There is a high incidence of non-certified teachers without prior educational experience.

Problem Statement 6: During the 2023-2024, 32% of our 5th grade students performed at Meets on STAAR Science. **Root Cause:** There is a lack of vertical alignment in Science instruction beyond 5th grade.

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

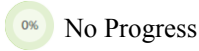
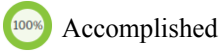
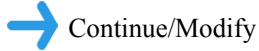

Performance Objective 4: The percentage of students demonstrating mathematical proficiency, measured by Meets Grade Level performance on Math STAAR, will increase from 50% in 2024 to 60% by 2025.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in small group instruction and instructional stations facilitated by the classroom teacher and a substitute. These activities will specifically target and meet STAAR standards and support individual student needs, focusing on the performance of all Asian, GT, and special education student groups.</p> <p>Strategy's Expected Result/Impact: 68% of 3rd-5th grade students will perform at the Meets level on STAAR Math; 75% of Kindergarten, 76% of 1st grade, and 66% of 2nd grade students will meet their expected growth on MAP Math.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Support Staff (IST, LPAC Teacher)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Small group instructional materials and student work stations - 6300 Supplies and Materials- Title I Funds - \$8,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will disaggregate data from MAP, Curriculum Based Assessments, and STAAR Interim data during PLCs, grade level team meetings, and designated planning days to determine appropriate concepts to target and spiral into future lessons and activities.</p> <p>Strategy's Expected Result/Impact: 68% of 3rd-5th grade students will perform at the Meets level on STAAR Math; 75% of Kindergarten, 76% of 1st grade, and 66% of 2nd grade students will meet their expected growth on MAP Math.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Support Staff (IST, LPAC Teacher)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 2: 40% of second graders met the projected growth goal in Math for the 2023-2024 school year. Root Cause: Inconsistent differentiated small group instruction with the inclusion of hands-on manipulatives.</p>
<p>Problem Statement 6: During the 2023-2024, 32% of our 5th grade students performed at Meets on STAAR Science. Root Cause: There is a lack of vertical alignment in Science instruction beyond 5th grade.</p>

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

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center (AEC)] will decrease from 29% in 2023-2024 to 25% by 2024-2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus Behavior Support Team (PBIS Team) will meet at least twice a semester to analyze and assess progress toward the goals of the PBIS team and revise as needed. The PBIS will discuss how to maintain our current guidelines for success and the positive reinforcement system of Dojo Points throughout the campus.</p> <p>Strategy's Expected Result/Impact: The total amount of exclusionary consequences for Discipline Incidents will be below 25% of overall consequences.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Campus Behavior Support Team</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Positive behavior system incentives for students - 199 - PIC 24 State Comp Ed Funds - \$1,000, SOAR Student Team Supplies for Campus Implementation - 6300 Supplies and Materials- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom Teachers will incorporate SEL time and resources into daily schedules. The SEL implementation will include Welcoming Rituals, Optimistic Closures, Cool Down kits, and Energizers to specifically target and support student needs with attention to the discipline rate of our African American student group.</p> <p>Strategy's Expected Result/Impact: The total amount of exclusionary consequences for Discipline Incidents will be below 20%.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Campus Behavior Support Team</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Classroom SEL Kits - 6300 Supplies and Materials- Title I Funds - \$5,000, SEL Curriculum - 6300 Supplies and Materials- Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The PBIS Team will review behavioral data and develop common procedures and expectations for the campus. Campus expectations and procedures will be clearly posted around campus to ensure pertinent information is communicated to all stakeholders on campus. Every grade level team will implement the positive reinforcement Dojo points system.</p> <p>Strategy's Expected Result/Impact: The total amount of exclusionary consequences for Discipline Incidents will be below 20%.</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Visual PBIS signage - 199 - PIC 24 State Comp Ed Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students with Autism, ADHD, and other behavioral challenges will utilize sensory cushions, wobble chairs, and other flexible sitting in small group settings to help them focus and concentrate in class.</p> <p>Strategy's Expected Result/Impact: Out of School Suspension (OSS) and In School Suspension (ISS) will decrease from 20.3% in 2021-2022 to 16% by EOY 2022-2023.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Furniture and Flexible Seating for self-contained SPED classes and Resources - 199 - PIC 23 SPED State Allotment Funds - 63999 - \$1,177.85, Self-contained classroom instructional materials - 6300 Supplies and Materials- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will organize and invite students to participate in extracurricular activities and clubs beyond the school day based on their shared interests.</p> <p>Strategy's Expected Result/Impact: The total amount of exclusionary consequences for Discipline Incidents will be below 20%.</p> <p>Staff Responsible for Monitoring: Administrators Specials Teachers</p> <p>Funding Sources: Supplemental pay for paraprofessional staff - 6100 Parent Inv. Payroll T1 - \$2,405</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 6: Ensure a safe, secure, and nurturing school environment for families and students during the instructional day and during family engagement events.

Evaluation Data Sources: Family and student survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership team will evaluate and redesign campus procedures, including arrival, dismissal, common area usage, transitions, scheduling, equipment usage, parent communication, and staff assignments to maximize student, staff, and family safety.</p> <p>Strategy's Expected Result/Impact: Schoolwide systems will improve the effectiveness and efficiency of schoolwide safety procedures.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families.</p> <p>Strategy's Expected Result/Impact: Increase family engagement in student achievement</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselor</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Host a campus-wide family fit night for staff and families to engage in activities focused on academics and social emotional health balance.</p> <p>Strategy's Expected Result/Impact: Increase family engagement to improve student achievement</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselor ELST CST</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Host two transitional activities for pre-k and kindergarten students to develop well-balanced home-school connections as students transition into our campus</p> <p>Strategy's Expected Result/Impact: Bridge gaps between grade level transitions</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Host two transitional activities for 5th-grade students to develop well-balanced home-school connections as they ascend to middle school from our campus</p> <p>Strategy's Expected Result/Impact: Bridge gaps between grade level transitions into middle school</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Develop jointly with, and distribute to parents a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the compact will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Clear expectations of how parents and teachers will work together to make sure all students reach or exceed grade-level standard</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p>	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 equity in student management.

Performance Objective 7: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2019 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:





Asian Students: Reading Academic Achievement from 48 (2019) to at least 74 (min target)

Asian Students: Mathematics Academic Achievement from 58 (2019) to at least 82 (min target)

Asian Students: Student Success (D1 STAAR Component) from 55 (2019) to at least 73 (min target)

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: At least once a grading period, we will host MTSS meetings utilizing the learning continuum, mClass data, and/or CBA data to develop intervention plans for students who are not progressing, with increased attention to the Asian student group.</p> <p>Strategy's Expected Result/Impact: Asian Students: Reading Academic Achievement from 48 (2019) to at least 74 (min target) Asian Students: Mathematics Academic Achievement from 58 (2019) to at least 82 (min target)</p> <p>Staff Responsible for Monitoring: Classroom Teachers ELST CST Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement one new Sheltered Instruction strategy every grading period in every classroom to support instruction for all students, with increased attention to the Asian student group.</p> <p>Strategy's Expected Result/Impact: Asian Students: Student Success (D1 STAAR Component) from 55 (2019) to at least 73 (min target)</p> <p>Staff Responsible for Monitoring: Classroom Teachers ELST Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Include listening, speaking, reading, and writing tasks in daily instruction and all subjects to support language acquisition for all students, with increased attention to the Asian student group.</p> <p>Strategy's Expected Result/Impact: Asian Students: Reading Academic Achievement at least 74 (min target) Asian Students: Mathematics Academic Achievement at least 82 (min target) Asian Students: Student Success (D1 STAAR Component) at least 73 (min target)</p> <p>Staff Responsible for Monitoring: Classroom Teachers ELST CST Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pilar del Carmen Villarreal De Schaefer	Intervention Specialist	Title I, Part A	1.0

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4	Furniture and Flexible Seating for self-contained SPED classes and Resources	63999	\$1,177.85
Sub-Total					\$1,177.85
Budgeted Fund Source Amount					\$1,177.85
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	At Home Reading Kits (Books)		\$900.00
1	3	2	McGraw Hill Science Investigations Resources		\$1,985.00
1	5	1	Positive behavior system incentives for students		\$1,000.00
1	5	3	Visual PBIS signage		\$3,000.00
Sub-Total					\$6,885.00
Budgeted Fund Source Amount					\$6,885.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software- Progress Learning Math, Reading, and Science		\$5,000.00
1	2	1	Instructional materials for BIL/ESL Classrooms	63910	\$2,077.52
Sub-Total					\$7,077.52
Budgeted Fund Source Amount					\$7,077.52
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes for planning, modeling, coteaching, and small group	61120	\$55,741.00
Sub-Total					\$55,741.00
Budgeted Fund Source Amount					\$55,741.00
+/- Difference					\$0.00

6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	Supplemental pay for paraprofessional staff		\$2,405.00
Sub-Total					\$2,405.00
Budgeted Fund Source Amount					\$2,405.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software- Reading Progress Learning for at risk (Flocabulary, Lexia, & IXL)	63915	\$25,000.00
1	3	2	Cross curricular instructional materials		\$8,000.00
1	4	1	Small group instructional materials and student work stations		\$8,000.00
1	5	1	SOAR Student Team Supplies for Campus Implementation		\$2,500.00
1	5	2	Classroom SEL Kits		\$5,000.00
1	5	2	SEL Curriculum		\$10,000.00
1	5	4	Self-contained classroom instructional materials		\$5,000.00
Sub-Total					\$63,500.00
Budgeted Fund Source Amount					\$63,500.00
+/- Difference					\$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Field trip transportation		\$6,500.00
Sub-Total					\$6,500.00
Budgeted Fund Source Amount					\$6,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$143,286.37
Grand Total Spent					\$143,286.37
+/- 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