

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

Mission Statement

Dorsey Elementary along with GISD will provide a quality education for all students

In a way that:

- *Continually increases expectations for and achievement of every student
- * Develops self motivation and strong work habits in all students
- * Ensures a safe and well maintained, technologically equipped environment
- * Successfully educates a culturally and economically diverse student population
- * Stimulates continuous professional growth which ensures effective, research based classroom instruction, and
- * Engages families and the community as active and equal partners in education,

So that:

Every student will be equipped for life-long learning, responsible citizenship, and productive employment in a rapidly changing and diverse society.

Vision

Norma Dorsey Elementary accepts the responsibility to empower students to be successful learners. Our purpose is to model a positive attitude towards learning, which incorporates active listening skills, appropriate behavior, and responsibility in an organized, pleasant, and inviting environment. Norma Dorsey students will eagerly participate in the journey of life long learning, developing into respectful and resourceful citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to PEIMS data for 24/24:

Total enrollment 573: American Indian; .70%; Asian 11.34%; Black 17.98%; Hispanic 43.46%; White 21.99%; Two or more 4.54%

Special Education (71 students) 12.39%

Gifted and Talented (30 students) 5.24%

EB/EL (156 students) 28.62%

Economically Disadvantaged (337 students) 58.81%

At Risk (286) 49.91%

Dyslexia (53 students) 9.25%

Demographics Strengths

Demographic Strengths: Procedures are in place to evaluate student needs and provide appropriate instruction. All but 4 teachers certified but taking tests. Dorsey has created multiple ways for students and families to be involved. Dorsey uses a school wide communication platform (ClassDojo) to keep families informed.

Student Learning

Student Learning Summary

Grades 4 increase ELAR & Math STAAR scores in 23-24. 5th grade RLA only decreased by 3 percentage points.

Student Learning Strengths

TELPAS results exceeded the 2024 expectations for the district.

46% of 3rd grade students demonstrated math proficiency as demonstrated by Meets Grade Level on STAAR 23-24.

53% of 3rd grade students demonstrated reading proficiency as demonstrated by Meets Grade Level on STAAR 23-24.

60% of 4th grade students demonstrated math proficiency as demonstrated by Meets Grade Level on STAAR 23-24.

62% of 4th grade students demonstrated reading proficiency as demonstrated by Meets Grade Level on STAAR 23-24.

43% of 5th grade students demonstrated math proficiency as demonstrated by Meets Grade Level on STAAR 23-24.

56% of 5th grade students demonstrated reading proficiency as demonstrated by Meets Grade Level on STAAR 23-24.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on the 2024 STAAR Science assessments, 0% of our African American students scored at the Meets Grade Level standard compared to 16% of all students. **Root Cause:** Vocabulary, lesson connections/multiples exposures/visuals, scientific application, real world experiences, scaffolding of prior years learning to 5th grade rigor and expectations, test questions wording/format, reduced instructional block time, inability to articulate using science academic vocabulary

Problem Statement 2 (Prioritized): Based on the 2024 TELPAS data, 31% of our Emergent Bilingual students showed one year or more growth. **Root Cause:** Vocabulary, lesson connections/multiples exposures/visuals, real world experiences, scaffolding of prior years learning, test questions wording/format

Problem Statement 3 (Prioritized): Based on the 2024 STAAR Math and Reading assessments, 37% and 28% of special education students scored at the Meets Grade Level standard compared to 58% of all students in reading and 51% of all students in math. **Root Cause:** visuals, manipulatives, exposure, scaffolding

School Processes & Programs

School Processes & Programs Summary

Dorsey had multiple programs in place to support student success: Dyslexia, 504, RTI, SPED, TELPAS, Sheltered Instruction, tutorials, intervention, Pride Council, Honor Choir, Drum Circle, PTA Reflections, field trips, Watch Dogs, Therapy Dog, Monthly Guidance Counseling Lessons Awards Assemblies, Free Meals for all students. A safe environment and high expectations are the foundation of each group.

School Processes & Programs Strengths

Dorsey has an extensive list of programs in the classroom, both digital and extracurricular.

Access to a wide variety of high-quality digital software.

Decisions for instruction and intervention are data-driven and based on TEKS.

1-to-1 device use for students.

More than 90% of staff were retained for the 2022-2023 school year

Perceptions

Perceptions Summary

Staff retention remains high. Parent surveys indicate overall satisfaction.

Perceptions Strengths

According to the 23-24 Family Engagement Survey:

97% of families say they feel their students are safe at school.

100% of parents felt welcome at Dorsey

100% of parents say that the school uses a variety of ways to communicate

100% of parents felt that their child likes going to Dorsey

Priority Problem Statements

Problem Statement 1: Based on the 2024 STAAR Science assessments, 0% of our African American students scored at the Meets Grade Level standard compared to 16% of all students.

Root Cause 1: Vocabulary, lesson connections/multiples exposures/visuals, scientific application, real world experiences, scaffolding of prior years learning to 5th grade rigor and expectations, test questions wording/format, reduced instructional block time, inability to articulate using science academic vocabulary

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on the 2024 TELPAS data, 31% of our Emergent Bilingual students showed one year or more growth.

Root Cause 2: Vocabulary, lesson connections/multiples exposures/visuals, real world experiences, scaffolding of prior years learning, test questions wording/format

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on the 2024 STAAR Math and Reading assessments, 37% and 28% of special education students scored at the Meets Grade Level standard compared to 58% of all students in reading and 51% of all students in math.

Root Cause 3: visuals, manipulatives, exposure, scaffolding

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: October 1, 2024

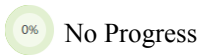
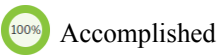
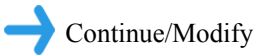

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 1: STAAR Reading will increase Meets Grade Level performance in all grade levels as follows: in grade 3 from 53% to 90% by 2025 (interim goal for 23-24 is 65%), in grade 4 from 62% to 90% (interim goal for 23-24 is 65%), and in grade 5 from 56% to 90% (interim goal for 23-24 is 65%).

Evaluation Data Sources: 2025 STAAR spring results-all students

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom Reading/Writing teachers will participate in PLC's weekly and learning meetings, that include, creating and implementing Reading instructional agreements, and the use of protocols for lesson internalization and rehearsals, and analysis of student work and CBA data.</p> <p>Strategy's Expected Result/Impact: 1. MAP quadrant reports after MOY & EOY showing 75% of students in quadrants #1 or 2 (high growth/high achiever and/or high growth/low achiever) 2. MAP MOY reports showing 75% of students meeting their Reading goal. 3. Formative assessment data and unit assessment data that shows improvement from the previous assessment.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and intervention specialists will use differentiated and responsive instruction and conduct small reading groups to increase fluency, vocabulary, and reading comprehension. An additional emphasis will be placed on EB, Special Education, At-risk, Economically Disadvantaged, and 504.</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, mClass, report card grades in reading/writing). 2. Classroom walkthrough data showing effective use of small group instruction including opportunities for students to use one-to-one technology resources for lesson differentiation.</p> <p>Staff Responsible for Monitoring: Administration Intervention specialists Teachers Counselor Dyslexia Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - 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: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 3: Based on the 2024 STAAR Math and Reading assessments, 37% and 28% of special education students scored at the Meets Grade Level standard compared to 58% of all students in reading and 51% of all students in math. Root Cause: visuals, manipulatives, exposure, scaffolding</p>

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

Performance Objective 2: Percent of Emergent Bilingual (EB) students demonstrating English Language Acquisition, as measured by Learning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 31% to 76% by 2025 (interim goal for 24-25 is 35%).

Evaluation Data Sources: TELPAS spring administration testing data -all students

Strategy 1 Details	Reviews			
<p>Strategy 1: Interventionist, ESL/Bilingual certified classroom teachers, special education staff, and Emergent Bilingual instructional aide will focus on the development of academic language proficiency level descriptions for listening, speaking, reading, and writing by using content-based instruction strategies across content areas.</p> <p>Strategy's Expected Result/Impact: Increased composite scores of TELPAS with one year's proficiency level growth. Increased student achievement levels according to MAP, mClass, CBAs, report cards, etc</p> <p>Staff Responsible for Monitoring: Administrators Teachers Interventionist EB Aide</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional - 199 - PIC 25 Bil./ESL State Allotment Funds - \$250</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a TELPAS for Parents workshop to increase the knowledge, skills and capabilities of emergent bilingual families so that they can better support their students at home.</p> <p>Strategy's Expected Result/Impact: Offer parent/student trainings throughout school year to engage bilingual/ESL families in understanding TELPAS components/results.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.4, 4.2</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplies for Parent Involvement Night - 6300 Parent Involvement. Supplies 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>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Based on the 2024 TELPAS data, 31% of our Emergent Bilingual students showed one year or more growth. Root Cause: Vocabulary, lesson connections/multiples exposures/visuals, real world experiences, scaffolding of prior years learning, test questions wording/format</p>

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

Performance Objective 3: Percent of students in K-5 demonstrating Scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 15% to 80% by 2025 (interim goal for 24-25 is 25%).

Evaluation Data Sources: 2025 STAAR spring results-all students

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will frontload science instruction with on grade level vocabulary and provide real-world hands-on experiences in science.</p> <p>Strategy's Expected Result/Impact: Increased results for all students on science district assessments.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Vocabulary Support - 199 - PIC 24 State Comp Ed Funds - \$5,064</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Based on the 2024 STAAR Science assessments, 0% of our African American students scored at the Meets Grade Level standard compared to 16% of all students. Root Cause: Vocabulary, lesson connections/multiples exposures/visuals, scientific application, real world experiences, scaffolding of prior years learning to 5th grade rigor and expectations, test questions wording/format, reduced instructional block time, inability to articulate using science academic vocabulary</p>

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: STAAR Math will increase Meets Grade Level performance in all grade levels as follows: in grade 3 from 46% to 90% by 2025 (interim goal for 24-25 is 55%), in grade 4 from 60% to 90% (interim goal for 24-25 is 61%), and in grade 5 from 43% to 90% (interim goal for 24-25 is 65%)

Evaluation Data Sources: 2025 STAAR spring results-all students

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom Math teachers will participate in PLC's weekly and learning meetings that include, analysis of MAP data and Unit assessments to monitor EB learners, SPED, Hispanic, and Economically Disadvantaged special populations and determine appropriate concepts to spiral into future lessons and activities and to plan for reteach.</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, IL, report card grades in Mathematics). 2. Classroom walkthrough data showing effective use of small group instruction</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional - 199 - PIC 23 SPED State Allotment Funds - \$1,351</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: K-5th grade teachers will guide 100% of students in setting academic math goals based on their own individual level of performance on MAP.</p> <p>Strategy's Expected Result/Impact: 1. Student data tracking sheets showing steady gains from one assessment to the next. 2. Student assessment data showing improvements from grading cycle to grading cycle (STAAR, MAP, iReady)</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 3: Based on the 2024 STAAR Math and Reading assessments, 37% and 28% of special education students scored at the Meets Grade Level standard compared to 58% of all students in reading and 51% of all students in math. **Root Cause:** visuals, manipulatives, exposure, scaffolding





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: Student discipline incidents resulting in exclusionary consequences will decrease from 20% to less than 35% by 2026.

Evaluation Data Sources: 2023 Review 360 EOY Incident Summary Report + Skyward Consequence Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish and implement a recognition program for students who demonstrate the "Wildcat Way" each nine weeks in order to promote a positive behavior school environment.</p> <p>Strategy's Expected Result/Impact: Reduce the number of discipline referrals that occur in the classroom.</p> <p>Staff Responsible for Monitoring: Administration Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop jointly with, and distribute to parents/families, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p>Strategy's Expected Result/Impact: Home and school will be more aligned on our collective goals for students.</p> <p>Staff Responsible for Monitoring: Administration Parents Teachers Counselor</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and teachers will provide transitional activities for kindergarten to lay the foundation and build positive partnerships with families as they begin their school journey and 5th grade students as they prepare for and transition to middle school.</p> <p>Strategy's Expected Result/Impact: Provide support with scheduling and communication of events. Students will be more confident and better prepared to transition to middle school.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop jointly with, and distribute to parents a written Parent Family Engagement policy that describes how the school will inform families of the school's participation in the Title I, Part A program, and strategies that the school will use to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be available at no cost.</p> <p>Strategy's Expected Result/Impact: Home and school will be more aligned on our collective goals for students. Collaborate with parents in the development of a PFE policy.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Fall and Spring Parent-Teacher conferences will be offered to all families to further facilitate and promote a strong connection between home and school. Individual student success will be discussed and documented, as well as the Student/Parent Compact.</p> <p>Strategy's Expected Result/Impact: Parent sign in Individual student documentation Parent Survey</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math</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 graduation rates, and decreasing student management incidences.

Performance Objective 6: The total percent of parents who participate in the GISD Family Engagement Survey will increase from ----% in spring 2024 to 35% by 2026. (SY2024 interim goal = 25% for district)

Evaluation Data Sources: Participation %

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be provided time at night events to complete the survey and additional paper copies will be sent home for completion.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</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>				

State Compensatory

Budget for Dorsey Elementary School

Total SCE Funds: \$5,145.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Isara	Intervention Specialist	Title I, Part A	1.0

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Paraprofessional	Deepti Mistry	Aide
Special Education Representative	Kathy Kirk	SPED Rep
Counselor/Pupil Services	Kim Gregory	Counselor
Classroom Teacher	Alyssa Guzman	5th Grade
Classroom Teacher	Caitlin Dona	4th Grade
Classroom Teacher	Christine Varghese	3rd Grade
Classroom Teacher	Kim Kelgard	2nd Grade
Classroom Teacher	Amy Blackwell	Kindergarten
Classroom Teacher	Peggy Cook	1st Grade
Administrator	Jessica Garza	Assistant Principal
Administrator	Andrea Kleckner	Principal
Parent	Priscilla Leon	Parent
Community Representative	Ashley Martin	Business owner
Community Representative	Roderick Sample	Volunteer
Parent	Jennifer Vinson	Volunteer
Business Representative	Dr. Phillip Anderson	Director of Space Science
Business Representative	Gayle Anderson	CFO

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Instructional		\$1,351.00
Sub-Total					\$1,351.00
Budgeted Fund Source Amount					\$1,351.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Vocabulary Support		\$5,064.00
Sub-Total					\$5,064.00
Budgeted Fund Source Amount					\$5,064.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional		\$250.00
Sub-Total					\$250.00
Budgeted Fund Source Amount					\$250.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Supplies for Parent Involvement Night		\$2,405.00
Sub-Total					\$2,405.00
Budgeted Fund Source Amount					\$2,405.00
+/- Difference					\$0.00
Grand Total Budgeted					\$9,070.00
Grand Total Spent					\$9,070.00
+/- 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