Garland Independent School District

Ethridge Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

"At Ethridge, we are committed to providing quality programs, setting high expectations and using positive reinforcement so that all children can learn and be successful." - Mission Statement, 2007

Vision

To empower our school community to meet every child where they are academically while supporting their social and emotional needs. Together we are Destined to Success!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethridge Elementary School is a uniquely large school with a diverse staff and student count. We house 651 scholars which include:

<u>Hispanic/ Latino Ethnicity -427</u>

- Females - 201
- Males - 226

<u>Black or African American - 83</u>

- Females - 30
- Males - 53

<u>White - 42</u>

- Females - 21
- Males - 21

<u>Asian - 78</u>

- Females - 43
- Males -35

<u> Multi-Racial - 20</u>

- Females - 12
- Males - 8

<u>Native Hawaiian or Other Pacific Islander - 0 </u>

<u>American Indian or Alaskan Native - 1</u>

- Male - 1

We offer GT-trained teachers, an AVID campus, a variety of afterschool activities including soccer, basketball, student council, and cheerleading, an active PTA, and PTA-sponsored events in the evenings.

Students: 647 *Race / Ethnicity* Hispanic-Latino - **65.07%** American Indian - Alaskan Native - **0.15%** Asian - **12.06%** Black - African American - **12.98%** Native

Hawaiian - Pacific Islander - **0.00%** White - **6.49%** Two-or-More - **3.25%**

Economic Disadvantage Total 559 86.40% English as a Second Language (ESL) 111 17.16% Emergent Bilingual (EB) 380 58.73% Bilingual 250 38.64% Special Education (SPED) 74 11.44% Title 1 Schoolwide Program 647 100.00% Title I Homeless 0 0.00% Homeless Status Total 9 1.39% Migrant 0 0.00% Gifted and Talented 7 1.08% At-Risk 500 77.28% Economic Disadvantage: The majority of students (86.40%) come from economically disadvantaged backgrounds. This indicates a significant socioeconomic challenge within the community served by the school. English as a Second Language (ESL): A notable portion of students (17.16%) are identified as having English as a Second Language, suggesting a diverse linguistic background within the student population. Emergent Bilingual (EB): A significant portion of students (58.73%) are classified as Emergent Bilingual, indicating a need for language support services to facilitate their academic progress. Bilingual: A considerable proportion (38.64%) of students are classified as Bilingual, further highlighting the linguistic diversity within the student body. Special Education (SPED): A smaller but still significant portion (11.44%) of students require special education services, indicating the presence of diverse learning needs within the student population. Title 1 Schoolwide Program: All students (100.00%) in the school are part of the Title 1 Schoolwide Program, suggesting a high level of need for additional educational resources and support due to socioeconomic factors. Title I Homeless and Migrant: There are no students reported as Title I Homeless or Migrant, indicating that these particular challenges may not be prevalent within the student population or are not adequately identified. Gifted and Talented: A small proportion (1.08%) of students are identified as Gifted and Talented, indicating a need for specialized educational programs to cater to their advanced abilities. At-Risk: A significant majority (77.28%) of students are classified as At-Risk, indicating factors that may hinder their academic success or overall well-being, such as poverty, academic challenges, or other social factors.

At-Risk: A significant majority (77.28%) of students are classified as At-Risk, indicating factors that may hinder their academic success or overall well-being, such as poverty, academic challenges, or other social factors. Overall, we have a diverse student population with varying educational needs, including language support, special education services, and additional resources to address socioeconomic challenges and support academic success. These insights can inform educational policies, resource allocation, and intervention strategies to better support the needs of all students within the school or educational system.

Demographics Strengths

Staff years of experience and a low turnover rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase attendance rate from 93% to above 95%   **Root Cause:** Unexcused absences peak in November and January

Problem Statement 2: Classroom disruption makes up 57.7% of all disruptions that happen at Ethridge.   **Root Cause:** A root cause for this problem is lack of encouragement during lessons.

Problem Statement 3: Our Hispanic students represent more than half of our student body, while our Hispanic staff is only at 40%.   **Root Cause:** A root cause for this problem is a lack of Hispanic hires available.

Problem Statement 4: Balance demographics of students receiving out-of-school suspension and in-school suspension (OSS v ISS).   **Root Cause:** Repeat offenders may skew ethnicity portrayal.

Problem Statement 5: Ethridge has a high population of At-Risk students.   **Root Cause:** Factors include poverty, academic challenges, or other social factors.

Student Learning

Student Learning Summary

From 2022 to 2023, there has been a consistent student achievement trend of students who have mastered the STAAR test across all grade levels and content areas. All but two areas have seen an increase except one area decreasing and the other staying the same. From 2022 to 2023, Ethridge has shown overall growth on the STAAR test across all content areas and grade levels.

- **Reading**: Approaches from 65% to 69% Meets from 37% to 41% Masters from 18% to 19%
- **Math**: Approaches from 60% to 69% Meets from 32% to 41% Masters from 11% to 17%
- **Science**: Approaches from 32% to 53% Meets from 9% to 21% Masters from 1% to 3%
- **School Progress (annual growth)**: Reading 2023: 56% Math 2023: 72%

PENDING STAAR 2024

MAP DATA PROGRESS

For the 23-24 school year, MAP scores have met or exceeded projected growth in Math K-5, Reading 1-5, and Science 2-5.

Math 2024: On average 60% of students met growth projections in Math in grades K-5 which is an **increase of 9%** from Spring 2023(51%)

READING: On average 51% of students met growth projections in the areas of Reading(English/Spanish combined) which is a **2% increase** from Spring 2023(49%).

SCIENCE: On average 59% of students(grades 2-5) met growth projections in the area of Science which is a 10% increase from Spring 2023(49%)

Our student performance on benchmarks does not align with student report cards. The report card shows a higher grade than the benchmarks. Student performance on state assessment and local benchmarks are below district levels. Viewing last year's data compared to the district we were behind our overall growth but as a campus, we showed growth. Academic Growth score in 2022 is 76. This year we showed tremendous growth compared to the district. No School Report Card was issued for the 22-23 school year at this time. No Distinction Designations for achievement due to no School Report Card.

We don't have a campus system to address reteaching for absent students. We do require teachers to reteach and catch students up when absent as well as provide tutoring and intervention for at-risk or failing students. Students are offered after-school tutorials twice per week. Students can get a reteach during this time. ALL teachers are required to provide small group instruction for Math and Reading for areas of need based on data.

Student Learning Strengths

1. Growth in Math MAP: 60% of students met or exceeded projections BOY to EOY
2. Growth in Science MAP: 59% of students(2-5) met or exceed projections BOY to EOY
3. STAAR Reading increases number of students at meets level or above from 37% to 41%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Science needs to be a focus and taught daily with hands-on learning from Kindergarten through 5th grade due to data showing less than 25% of students receiving Meets on 5th grade Science STAAR test. **Root Cause:** This school year science lessons were decreased from 5 days to 3 days/wk. Difficulty finding time to prep science investigations for students.

Problem Statement 2: AA subgroup needs to receive targeted small-group instruction in math, reading, and science due to scoring 25%, 29%, and 0% (respectively) on STAAR in 2023. **Root Cause:** Disengagement across content areas; Personal family trauma; Disconnect between family/school.

Problem Statement 3: Kindergarten, 1st, and 3rd-grade students need consistent tier 1 instruction and targeted small group instruction in Reading due to low achievement and low growth on MAP Reading. **Root Cause:** Unusually high levels of challenging behaviors/improper placement restricted kindergarten teachers from consistently meeting with small groups.

Problem Statement 4: 5th-grade students need consistent tier 1 instruction in math and targeted small group instruction due to low achievement on MAP Math and low growth on EOY Math MAP. **Root Cause:** Change from previous instructional strategies to current instructional strategies. Limited exposure to higher-order thinking skills.

Problem Statement 5: Kindergarten bilingual students show low growth on EOY MAP Reading(Spanish). **Root Cause:** Small-group targeted instruction was not utilized.

School Processes & Programs

School Processes & Programs Summary

We have a job fair, sign-on bonuses, and retention stipends for teachers. Teachers are placed where needed and at times they can request or suggest a move to another grade level. While we work on our CNA plan for the following year, we can make adjustments, and bring up concerns. Yes, we have a system where our stakeholders are aware of concerns brought up by teachers and staff. We should meet regularly throughout the year to make changes if we need to early in the year before it's too late.

The district develops professional development for teachers, and engagement in the school setting ex: committees. Roles are clear because teachers sign up for what they are interested in. The school calendar, Paw print (staff), Dojo (schoolwide), Group me (staff), morning announcements, duties, student council, art/soccer/choir club/science club. Yes, we focus on high expectations that align with our vision and mission statement. The school counseling program aligns with our school vision and mission to empower all students to achieve their fullest educational potential by focusing on the whole child and promoting positive academic and social, emotional needs.

Intervention, Whole group instruction for all students, small group, online programs for practice, STAAR Saturday school, Inclusion and Resource room for SPED students, Speech Therapy Services. Make the minutes count, tutoring for our students with targeted areas of deficit. Subs hired for extra support.

Chromebooks are available for grades 3-5 & iPads are available for grades K-2 within each respective classroom. Staff is provided with HD TVs, and dual monitors to dock laptops to support the learning environment. Personalized and blended learning experiences that are supported by this technology are supported through Canvas (assignments), iReady & Math (Data collection); and supportive educational sites provided by the district (e.g. typing.com and music-QuaverEd).

Increase the amount of parent engagement across the board for the whole school, professional development for teachers to help with new learning and new strategies to use in the classroom. We do have a system where we have a curriculum that aligns with our TEKS for each grade level.

We use the GISD curriculum provided by the district where we make itemized lesson plans for easy use in the classroom. However, formative assessments are provided by the district and we use our resources for intervention.

iPads and Chromebooks are used daily for instruction. Different programs are accessible to students and administrators to further their learning. Not only are these programs available during school hours, but many programs can also be utilized at home to continue the student's education.

Correct behavior, productive student, action, and consequences. Be more responsible with their behavior. Accountability. As they get older their actions have greater consequences. The school counselor program supports students during transitions from elementary to Middle school. Some of the procedures are career assessments, selection of choice of schools, selection of honors/general classes, and electives.

We provide Daily SEL lessons from the 7 Mindset curriculum for our students every morning, each classroom is provided a cool down kit and a calming corner, and we have additional support from admin, other teachers, and counselors who can push IN to work with students rather than removing them from the class. In addition, teachers make counseling referrals to meet the student's needs and collaborate with school counselors to support students.

School Processes & Programs Strengths

1. A lot of inclusion programs for 4-5
2. announcements for all/school-wide communication
3. parent communication Dojo/Avid folders

4. after-school parent engagement events

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Ongoing behaviors year after year in the lower grade levels.   **Root Cause:** Placement timeline, discipline, classroom management.

Problem Statement 2: We will hold parent training during Meet the Teacher night to make sure they know how to use and sign up for the correct DOJO groups.   **Root Cause:** Parents need training to make sure they know how to sign up for the class DOJO and for the schoolwide DOJO.

Problem Statement 3: To build a close community/family environment, pair up classes to work together a few times a year.   **Root Cause:** Students need to feel like they are all part of the school community.

Problem Statement 4: Need a behavior incentive program across all grade levels and specials to motivate positive behaviors around the school.   **Root Cause:** Behaviors are escalating across all grade levels and affecting instructional time.

Perceptions

Perceptions Summary

According to the Review 360 incidents by ethnicity report for the 23-24 school year, 137 of the incidents out of 221 were for African American students which makes up 62%. The next highest number of incidents were reported for Hispanic/Latino students, 50 making up 22.6% of the incidents.

From the 22-23 going to the 23-24 school year, 70.45 % of teachers were retained. From the 21-22 to 22-23 64.44% of teachers were retained. The Project Goal mentor/mentee program is in place at Ethridge. Mentors meet with mentees and record their meetings on a Google survey. Ms. Green meets with the first-year teachers. 93 % of respondents know what is expected of them at work, this high percentage shows that teachers understand the academic expectations in place.

According to the survey, 87 % of teacher respondents feel like they belong at the school. 80 % of respondents said they have the materials and equipment they need to do their work right.

74 % of respondents believe there is trust between school leaders and faculty. 77 % of respondents had the opportunity to work, learn, and grow. Teachers plan together weekly and collaborate.

Parent/Family/Guardian/Community Engagement participation rates are measured by doing the panorama survey. We also have parents sign in on family engagement nights to track the number of people attending our after school events.

Based on the survey, 83 % of respondents (181) feel a sense of belonging with their child's school community.

Based on the survey 90% of parents responded that there are no barriers to prevent them from participating.

78 % of parents are aware of the curriculum by Class Dojo, email, and the smore. The teachers also host conferences in the fall and spring that parents are invited to attend, during these conferences teachers discuss specific expectations and progress.

Based on the survey 90% of parents feel welcome at the school. 82% of parents feel this school is safe for their child.

Perceptions Strengths

1. 92 % of parents receive information in their native language.
2. 86% of parents believe teachers and administrators are knowledgeable in content and subject areas.
3. 85 % of parents feel welcome, and feel that the school uses a variety of ways to contact them.
4. 90% Barriers to engagement: factors that can create challenges for families to interact with or become involved with their child's school.
5. 77% of staff report that staff and leadership relationships are positive.
6. 70.45% of our staff was retained for the '23-'24 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 15 % of families are concerned that if they raise concerns about school, their child will be treated differently. **Root Cause:** Lack of relationship-building opportunities between teachers and parents as well as administration and parents. Cultural differences and past experiences create divides.

Problem Statement 2: 39% of families stated that their children do not often read for fun.   **Root Cause:** The root cause of this may be that reading for fun is not heavily encouraged by staff and parents. For example, library books from the school are not being brought home by every student. Public library cards are also not held by most students. The curriculum that we follow for reading does not give a specific time for "reading for fun."

Problem Statement 3: 69% of parents stated that the school supports and appreciates the sharing of new ideas at school by parents.   **Root Cause:** There is a disconnect between PTA and parent involvement. PTA needs to increase outside parent involvement so that new ideas can be relayed to admin.

Problem Statement 4: When answering the question "During the past week, how often did you feel stressed out at work/how often did you feel overwhelmed at work?" 47% or 7 staff members chose almost always.   **Root Cause:** During the time this survey was taken at the end of the year, teachers had many tasks that needed to be completed as well as reviewing with their students to achieve success on important tests such as CBAs, MAP, and STAAR.

Priority Problem Statements

Goals

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

Performance Objective 1: Percent of students demonstrating literacy proficiency as measured by Meets Grade Level performance on STAAR Reading Language Arts assessments (grades 3-5) will increase from 40% in 2023 to 55% in 2025.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use and instruct using HQIM and will plan aligned and rigorous instruction by identifying focused TEKS and objectives, creating Learning Objectives, Demonstration of Learning(LOs/DOLs), and creating an Instructional Planning Calendar.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student performance in ELAR/SLAR **Staff Responsible for Monitoring:** Admin, IST's, and Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement small groups, intervention groups, enrichment-focused groups, and literacy stations across grade levels (K-5) and utilize small-group instruction to target and support individual needs during the Reading Language Arts instructional block with an added emphasis on African American and Special Education groups.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase reading performance, on MAP Reading goals, CBA's, and STAAR. **Staff Responsible for Monitoring:** Teachers, Administrators, IST, and Interventionists **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Supplies, materials, dry erase boards and markers, chart paper for anchor charts, colored copy paper - 6300 Supplies and Materials- Title I Funds - $30,000				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will disaggregate data every month from curriculum assessments, mCLASS, and MAP (Measures of Academic Progress) to determine intervention groups for all students with a focus on Emergent Bilinguals (EBs), SPED, and 504 students and adjust instruction accordingly.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase Reading meets the performance of at-risk students **Staff Responsible for Monitoring:** Administrators, Teachers, interventionists, IST **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: K-5 reading vertical team teachers will meet regularly to examine and align curriculum and instruction around students' needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase meets reading level performance. **Staff Responsible for Monitoring:** Administrators, IST, Interventionists, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

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

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

Performance Objective 2: Percent of students demonstrating English language acquisition as measured by the Yearly Progress Indicator on Texas English Language Proficiency Assessment System (TELPAS) assessments (grades K-5) will increase from 54% in 2023 to 60% in 2025.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Administrators and teachers will identify students' English Language Proficiency levels using ELLevation and determine students' level of language support needed based on the Proficiency Language Descriptors (PLDs).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in learning outcomes and years of growth in TELPAS reading. Increased student performance on District/ State assessments and benchmarks. **Staff Responsible for Monitoring:** Administration, LPAC teacher and teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will embed Sheltered Instruction strategies in all content areas for language needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in learning outcomes and years of growth in TELPAS reading. Increased student performance on District/ State assessments and benchmarks. **Staff Responsible for Monitoring:** Administration, LPAC teacher, and teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased proficiency levels on Spring 2025 TELPAS. **Staff Responsible for Monitoring:** Administrators, Teachers, Classroom Teachers, Bilingual Aide and LPAC teacher **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: The ELL paraprofessional will meet with newcomers daily(M-Th) to meet their language needs and monitor the use of the Rosetta Stone and Imagine Learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase language acquisition **Staff Responsible for Monitoring:** Administrators and ELL paraprofessionals **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: All students, with a specific focus on Emergent Bilinguals, will consistently utilize dictionaries, academic vocabulary in reading, focus note-taking, and visual aids, to ensure mastery of TEKS and utilize journals, and whiteboards.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase on meets expectations on STAAR Reading spring 2025 **Staff Responsible for Monitoring:** Administration, Teachers, Intervention teachers, IST and LPAC teacher. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

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 demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Mathematics assessments (grades 3-5) will increase from 36% in 2023 to 55% in 2025.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will use and instruct using HQIM and will plan aligned and rigorous instruction by identifying focused TEKS and objectives, creating Learning Objectives, Demonstration of Learning(LOs/DOLs), and creating an Instructional Planning Calendar.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student performance in Math **Staff Responsible for Monitoring:** Admin, IST **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Math teachers will use research-based curriculum strategies, STAAR practice (iReady toolbox), and higher-level thinking skills/extension materials, (Lowman Warm-ups).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase meets math level performance on math CBAs, and MAP reports. **Staff Responsible for Monitoring:** Teachers, administrators, and campus support **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details		Reviews			
Strategy 3: Math teachers will utilize math manipulatives and supplemental materials during small group instruction with a focus on moving from concrete models to abstract questions with attention to the Asian and SPED student groups' performance relative to the Closing the Gaps Domain targets.		Formative			Summative
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase meets percentage performance for 3-5 math STAAR. K - 5 students will meet the expected growth on EOY math MAP data. **Staff Responsible for Monitoring:** Teachers, administrators, and campus support **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**					

Strategy 4 Details		Reviews			
Strategy 4: The math vertical team will meet regularly to establish school-wide strategies addressing low-performing TEKS.		Formative			Summative
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in meets-level performance for grades 3 - 5 STAAR 2025. **Staff Responsible for Monitoring:** Teachers, administrators, and campus support. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction					

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

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

Performance Objective 4: Percent of students demonstrating scientific proficiency as measured by Meets Grade Level performance on STAAR Science assessments (grades 5) will increase from 8% in 2023 to 30% in 2025.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: 80% of science instruction will be hands-on science investigation including Science Perot Family Night.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in Meets expectations on science STAAR 2025. **Staff Responsible for Monitoring:** Teachers and administration. **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Science teachers will plan aligned and rigorous instruction by identifying focused TEKS and objectives, creating Learning Objectives, and Demonstration of learning\ (LOs/DOLs), and creating an Instructional Planning Calendar for 5th-grade science.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase learning for all students in science and STAAR Science. Increase students' Meet level on STAAR 2025. **Staff Responsible for Monitoring:** Administration, Teachers, Instructional Support. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details		Reviews			
Strategy 3: 5th-grade students will visit Skyranch Camp and delve into the Forces in Nature that shape our real-world environment.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase learning for all students in science and STAAR Science. Increase students' Meet level on STAAR. **Staff Responsible for Monitoring:** Administration, Teachers, Instructional Support. **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Outdoor Education Program for Science, busses (3) and lodging - 6400 Healthy Snacks/Bus/Travel - Title I Funds - $15,000					

Strategy 4 Details		Reviews			
Strategy 4: The science vertical team will meet regularly to establish school-wide strategies addressing low-performing science TEKS.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in meets-level performance for grades 3 - 5 STAAR 2025. **Staff Responsible for Monitoring:** Teachers, administrators, and campus support. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					

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

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

Performance Objective 5: Percent of discretionary exclusionary consequences* will decrease from 5% in 2023 to 3% in 2025. *defined as Exclusionary consequences: In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP), and Reassignment Rooms

Evaluation Data Sources: Review 360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will clearly define school-wide PBIS expectations for students based on strategies discussed at staff development to promote positive relationships and Social and Emotional learning with students of different populations in a school environment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: : Decrease student incident referrals, and increase the social and emotional wellbeing of all students.
    Staff Responsible for Monitoring: Administration, Teachers, Staff, Counselors
 	
    Title I:
2.5
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: The administrative team will analyze data monthly to monitor and assess our school-wide discipline plan PBIS system.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Decrease in student discipline referrals. Increase building relationships with students
    Staff Responsible for Monitoring: Administration, Teachers, Staff, Counselors
 	
    Title I:
2.5
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: All teachers at Ethridge will participate in PBIS training.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Stronger classroom management skills and classroom culture.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, teachers, and administrators. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Teachers and counselors will clearly define a calming/cool-off space in their classroom with sensory	**Formative**			**Summative**
manipulatives and items to promote positive behaviors and Social and Emotional learning with students of different populations in a school environment.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in office referrals and class incidents. **Staff Responsible for Monitoring:** Teachers, Counselors, and Admin. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Ethridge will host an SEL Training for Parents with a focus on creating a sensory room center to help de-	**Formative**			**Summative**
escalate and regulate student behaviors.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Stronger interpersonal skills, character strengths, and whole child development. **Staff Responsible for Monitoring:** Counselors, teachers, and administrators. **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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: FAMILY & COMMUNITY ENGAGEMENT: By the end of 2024-2025, 80% or more of parents will attend at least two parental involvement opportunities geared towards engaging parents in students' education and performance.

Evaluation Data Sources: GISD Family Engagement Survey and Sign-in sheets.

Strategy 1 Details				Reviews			
Strategy 1: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Promote parent involvement in the development of the PFE policy **Staff Responsible for Monitoring:** Administrators, teachers. **Title I:** 4.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture							

Strategy 2 Details				Reviews			
Strategy 2: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased parent involvement **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers **Title I:** 4.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction							

Strategy 3 Details	Reviews			
Strategy 3: Ethridge will host 7 parental involvement activities/events: Meet the Teacher Night, Literacy Night, Science Night, Math Night, TELPAS Workshop, College & Career Day, and STAAR & AVID workshops.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase parental involvement in students' academics. Promote cultural awareness and showcase students' culture. Increase parental involvement by promoting family literacy and math so parents are better prepared to help students and support education at home. **Staff Responsible for Monitoring:** Specials team, counselors, Teachers, and Administrators **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Teachers and counselors will support the transition to 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: Readiness to transition to middle school for all our 5th-grade students. **Staff Responsible for Monitoring:** Counselors, teachers, administrators. **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will support the transition into Kindergarten by holding transition meetings for families in collaboration with school admin and counselors.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Readiness to transition into the school from home, preschool, or daycare **Staff Responsible for Monitoring:** Kinder teachers, Admin, and Counselors **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

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

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

Performance Objective 7: By June 2025, the turnover rate at Ethridge Elementary will be reduced by 50%.

Strategy 1 Details		Reviews			
Strategy 1: Complete campus and district onboarding processes and maintain open communication with all employees through various channels, such as face-to-face meetings, classroom observations, staff newsletters, campus events, coaching conversations, etc.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student achievement across all grade levels and content. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction					

Strategy 2 Details		Reviews			
Strategy 2: Utilize best hiring practices, campus risk factor knowledge, and quality interview/selection processes on time to secure teachers and staff that meet all student needs.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student achievement across all grade levels and content. **Staff Responsible for Monitoring:** Admin. **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing opportunities for professional development for all staff through PLCs, lesson rehearsal/ planning experiences, and a consistent walkthrough/coaching/feedback cycle.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Student achievement across all grade levels and content. **Staff Responsible for Monitoring:** Admin **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

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

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	3	Math teachers will utilize math manipulatives and supplemental materials during small group instruction with a focus on moving from concrete models to abstract questions with attention to the Asian and SPED student groups' performance relative to the Closing the Gaps Domain targets.

Site Based Decision Making Committee

Committee Role	Name	Position
Admin	Fernando Garcia	Assistant Principal
Business Representative	Pricilla Delmar	Community Member
Community Representative	Vicky Schilling	Community Member
Community Representative	Rob Mauga	Community Member
Parent	Monse Ortiz-Cruz	Parent
Parent	Dulce Martinez	Parent
Counselor	Lariza Munoz	Counselor
Non-Classroom Professional	April Dodd	Interventionist
Non-Classroom Professional	Tralisha Strambler	IST
Paraprofessional	Pam Mauga	Secretary
Teacher	Rochelle Menendez	Librarian
Special Education	Kristi Griffin	CBSE
Teacher	Ryan Stuckey	5th Grade
Teacher	Lina Moyano	4th Grade
Teacher	Katonya Smith	3rd Grade
Teacher	Lushan Wang	2nd Grade
Teacher	Khizara Saipullai	1st grade
Teacher	Sonja Scott	Kinder
Paraprofessional	Leslie Gonzalez	EB Para
Admin	Cyndi Ortiz	Principal

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,406.00
				+/- Difference	$1,406.00

199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,385.00
				+/- Difference	$8,385.00

199 - PIC 25 Bil../ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,980.00
				+/- Difference	$7,980.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,837.00
				+/- Difference	$11,837.00

6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00

6100 Parent Inv. Payroll T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$2,406.00
				+/- Difference	$2,406.00
6300 Supplies and Materials- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Supplies, materials, dry erase boards and markers, chart paper for anchor charts, colored copy paper		$30,000.00
				Sub-Total	$30,000.00
				Budgeted Fund Source Amount	$30,000.00
				+/- Difference	$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3	Outdoor Education Program for Science, busses (3) and lodging		$15,000.00
				Sub-Total	$15,000.00
				Budgeted Fund Source Amount	$15,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$77,014.00
				Grand Total Spent	$45,000.00
				+/- Difference	$32,014.00

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