

**Garland Independent School District
Giddens-Steadham Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

Joyce Giddens-Steadham Elementary School nurtures the growth and development of every student by offering engaging instruction and supportive relationships. Every student will be empowered to become responsible citizens, reach their academic goals, and grow their social skills throughout their educational careers and in life.

Vision

Reaching and teaching every student, every day.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS:

Description of School

How do we describe our school? What is our story?

"Steadham Elementary is located at 6200 Danridge Rd. in Rowlett, Texas. We serve 456 students, ages 3 years old through 5th grade. Steadham was named in honor of Joyce Giddens-Steadham who taught 15 years in Garland ISD. She taught at Kimberlin and Back Elementary Schools. She was honored as ""Teacher of the Year"" by her co-workers at Back in both 1989-90 and in 1993-94. A crowning honor came to her when then first lady, Barbara Bush, presented her with the ""Thousand Points of Light"" award for teaching a student to read against all odds."

Do our special programs align with the needs and desires of our students, parents and community?

Our special programs align with the needs and desires of our students, parents, and community. Steadham offers Gifted & Talented, Bilingual/ESL, Special Education, ABC, PPCD, Dyslexia, Speech, and Free & Reduced Breakfast and Lunch for 100% of students.

School Environment Data

What are student behavior trends including discipline referrals, suspensions, and expulsions?

Discipline Referrals-118 Suspensions-14 In School and 6 Out of School Expulsions-0 Discipline issues affect students learning due obviously behaviors that become distracting. The highest percentage for referrals were conferencing with students 63.5%, and parent conference this year was 63.6% as well. When a student is sent to the office for behaviors cause students to miss valuable learning time, and peer to peer interactions as a whole. Learning gaps will continue to rise and student's will fall further and further behind due to the lack of instruction that they need in the classroom daily. Students need to be in class to gain the proper skills that are needed to help them close gaps, and begin to move towards mastering tests and retaining the skills that are being taught throughout the year. Some students look at the office referrals as awards, or a way to get away from what's being asked of them to complete or do at the moment and avoid the class punishment, which then leads to a repeated offense with those students. Students need to realize that going to the office should only be for good visits, or to sign the achievement board for passing their tests.

What are the attendance/tardy, truancy and drop-out/retention rates?

Steadham's attendance this year is shown here Period 1- 96.4% Period 2- 95.4% Period 3- 94.2% Period 4 92.9% Period 5-93.9% Period 6-96.9% and Cum=94.9%. The attendance starts off really well, and throughout the year it begins to drop, and then it moves back up towards the end. Data shows that the % rate for the students to be here has improved over the years going from 88%-94%, and even through it shows the 90's moving back and fourth it doesn't drop to the 80% again for the remaining of the years to come. The school does nest colors to give students parties and we promote attendance through the app if all students are here the class receives 40 points to get closer to the party. Students are recognized during awards ceremonies for being here everyday as well. The school uses Skyward to track students who are absent and tardy, if the students has an on going issue with coming to school the teachers and admin get involved to figure why the student is late, or absent. The administration will contact parents, and move towards a meeting to speak with parents on the seriousness of having the student here daily, which can lead to truancy for the parents.

Students Race/Ethnicity (7 groups)

How many students do we serve by race/ethnicity?

List the percentage of each group: African American, Asian, Hispanic, White, American Indian, Pacific Islander, Two-or-More Races. Steadham Elementary serves the following student population by ethnicities: African American 33.99%; Asian-5.01%; White-19.17%; Hispanic-37.91%; American Indian .65%; Mult-Racial-3.27%

How does this information differ from the previous 3-5 years? How does this information differ from the previous 3-5 years?

African American- 22-23 school year-31.08%; 20-21 school year-29.77%-The African American populatin has slowly increased over the last three years; Asian-22-23 school year 3.47%; 20-21 school year 4.40-The Asian population has slightly fluctuated over the past three years; White-22-23 school year-22.59%; 20-21 school year 19.71- The White population has slightly fluctuated over the past three years; Hispanic-22-23 school year 37.45%; 2021 school year 41.30%. The Hispanic population declined from the 20-21 school year, but has remained constant the last two years 2022-2024; American Indian-22-23 school year 0.39%; 20-21 school year 0.42%- The American Indian slightly declined in the 22-23 school year, but then rebounded in the 23-24 school year. Two or more races-20-21 school year 4.40%; 22-23 school year 0.39%- In two or more races the student population has fluctuated for the last three years. Overall, the student population has remained constant over all the last three years with slight fluctuations in all the student groups.

Student Groups

What Student Groups do we serve?

Steadham has a high number of Special Education students 17.8% (per TEA Performance Reporting: 2023 Campus comparison Group) Steadham is a Title I campus with a Free and Reduced Lunch population of 69.1%. 29.5 % African American, 41% Hispanic, 19.5 % White, 5% Asian, 0.4% American Indian/Pacific Islander and 4.6% multi-race." We serve American Indian-(2)-45%, Asian-(24)-5.36%, Black African American-(150)-33.48%, Hispanic/Latino-(167)-37.28%, White (90)20.09%,Two or More (15)3.35%, Emergent Bilingual (126)24.32%, Immigrant(4)0.89%, Economic Disadvantages(357)68.92%, Military Connected(10)2.23%, Foster Care(2)0.45%, Dyslexia(27)6.03%, Homeless(3)0.67%. Special Education (93)17.95%. "

What do we know about the needs of each of the groups of students we serve, especially those who are failing or at risk of failing?

""Based on Fall 2022 to Spring 2023 Reading MAP data only 55% of 4th grade students met growth projection. Root Cause: Lack of experienced (Teachers), New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 2: Based on Fall 2022 to Spring 2023 Reading MAP data only 52% of 3rd grade students met growth projection. Root Cause: New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 3: Based on Fall 2022 to Spring 2023 Math MAP data only 51% of 1st grade students met growth projection. Root Cause: New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 4 (Prioritized): Based on Fall 2022 to Spring 2023 Reading MAP data only 16% of 1st grade students met growth projection. Root Cause: New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 6 (Prioritized): Based on Fall 2022 to Spring 2023 Science MAP data only 38% of 4th grade students met growth projection. Root Cause: New curriculum was introduced and pacing was inadequate to cover all dimensions of the test." The students that are at an Economic Disadvantage are served the most in our school, these students are the ones with the biggest gaps and need the most assistance when it comes to food, counseling, and falls into the at risk category year after year. If students don't have what they need at home to be successful those students are the ones struggling and need extra love from teachers, and staff in order to have a productive year in closing gaps, feeling good about themselves, and working through any personal issues that may be occurring within the home. "

Staff Data

Steadham Elementary is made up of a total of 56 staff members (33 teachers, 7 professional support staff, 2 campus administrators, and 14 educational aids.) There are only 5 male staff members, while the rest of the staff is female. Our staff ethnicity is highly diverse, comprised of the following races: white, black, Hispanic, Asian, and American Indian. For the 2022-2023 School Year, Beginning Teachers comprised 14% of the staff, 1-5 Years of Experience comprised 8.4% of the staff, 6-10 Years of Experience comprised 25.1% of the staff, 11-20 Years of Experience comprised 35.8% of the staff, and over 20 Years of Experience comprised 16.8% of the staff. Our new campus administration represents two diverse races (Hispanic and Black) and has been actively involved in changing the culture of the school this year by being able to communicate with parents in both English and Spanish.

Demographics Strengths

Strengths

- Steadham has a diverse student population.
- Attendance has continued to rise at a higher percentage in school.
- Discipline rates have declined compared to previous years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Less office referrals According to Branching Minds, for the 2023-2024 school year, Steadham had 118 discipline incidents. **Root Cause:** Lack of structure in some classroom resulting in off task behaviors, such as, Disruptive/disrespectful behavior, physical confrontation, disorderly conduct, code of conduct violated

Problem Statement 2 (Prioritized): According to the Percentage In Attendance Report, for the 2023-24 school year, Steadham was below the district average 94.57% Campus, compared to 95.51% District. According to the Percentage In Attendance Report, for the 2022-23 school year, Steadham was below the district average 95.1% Campus, compared to 95.7% District. **Root Cause:** Attendance expectations not clearly communicated with families. Students absent for reasons other than illness or emergency situations

Problem Statement 3: Extra Curricular Activities Offer students more extra curricular activities to encourage student participation, extend team building and social skills. **Root Cause:** Limited staff involvement and no extra pay. Having the option of some before school activities/programs.

Problem Statement 4 (Prioritized): Lack of PTA Involvement, and parent involvement overall. Recruit more parent involvement for PTA **Root Cause:** Not enough emphasis on this during communication with parents and at campus events. Teachers have not personally asked for parent involvement.

Student Learning

Student Learning Summary

Student Achievement:

- **Reading STAAR:**
 - Hispanic students demonstrated significant improvement, with 45% achieving "meets" or higher, compared to 31% the previous year.
 - African American students also showed growth, with 64% demonstrating improvement in 2023.
- **Math STAAR:**
 - Hispanic students showed improvement, with 51% achieving "meets" or higher, compared to 41% in 2022.

School Progress:

- **Reading Performance:**
 - Third-grade reading saw growth in all demographic groups in the "approaches" category.
 - Fourth-grade reading showed an average increase of 11% in the "approaches" category, but declines in "meets" and "masters" sections, particularly noticeable among African American and Hispanic groups.
 - Fifth-grade reading showed significant growth across all demographics except for the White group.
- **Math Performance:**
 - Third-grade mathematics saw a decline across all demographic groups, sharper than the district's decline.
 - Fourth-grade mathematics showed declines in "approaches" and "meets" sections, with Steadham declining by 12%, lower than the district average.
 - Fifth-grade mathematics had mixed results, with growth in some demographic groups and declines in others.

Closing the Gaps:

- **Reading and Math Performance:**
 - Hispanic students showed growth in reading according to report cards but not in benchmark assessments.
 - Benchmark assessments indicated growth for White and 1% growth for African American students in math, but not for Hispanic students.

3rd GRADE STAAR 2024

CAMPUS	EDL AREA	MATH						READING LANGUAGE ARTS						ALL AS		
		N TESTS	% DNM	% APPROACHES+	% MEETS+	% MASTERS	D1 SCALE SCORE	N TESTS	% DNM	% APPROACHES+	% MEETS+	% MASTERS	D1 SCALE SCORE	N TESTS	% DNM	% AP
STEADHAM FL	WVDFRUE	67	54%	40%	21%	3%	50	67	43%	57%	18%	6%	53	134	49%	

4th GRADE STAAR 2024

CAMPUS	EDL AREA	MATH						READING LANGUAGE ARTS						ALL AS		
		N TESTS	% DNM	% APPROACHES+	% MEETS+	% MASTERS	D1 SCALE SCORE	N TESTS	% DNM	% APPROACHES+	% MEETS+	% MASTERS	D1 SCALE SCORE	N TESTS	% DNM	% AP

5th GRADE STAAR 2024

CAMPUS	EDL AREA	MATH					DI SCALE SCORE	READING LANGUAGE ARTS					DI SCALE SCORE	SCIENCE					DI SCALE SCORE		
		N TESTS	% ONM	% APPROACHES+	% MEETS+	% MASTERS		N TESTS	% ONM	% APPROACHES+	% MEETS+	% MASTERS		N TESTS	% ONM	% APPROACHES+	% MEETS+	% MASTERS			
STEADHAM EL	WOLFVILL	96	15%	83%	63%	24%	89	90	15%	83%	60%	32%	90	90	38%	63%	21%	11%	57	280	22

School Profile

Growth and Achievement Quadrant By Grade

STEADHAM ELEMENTARY | Math K-12

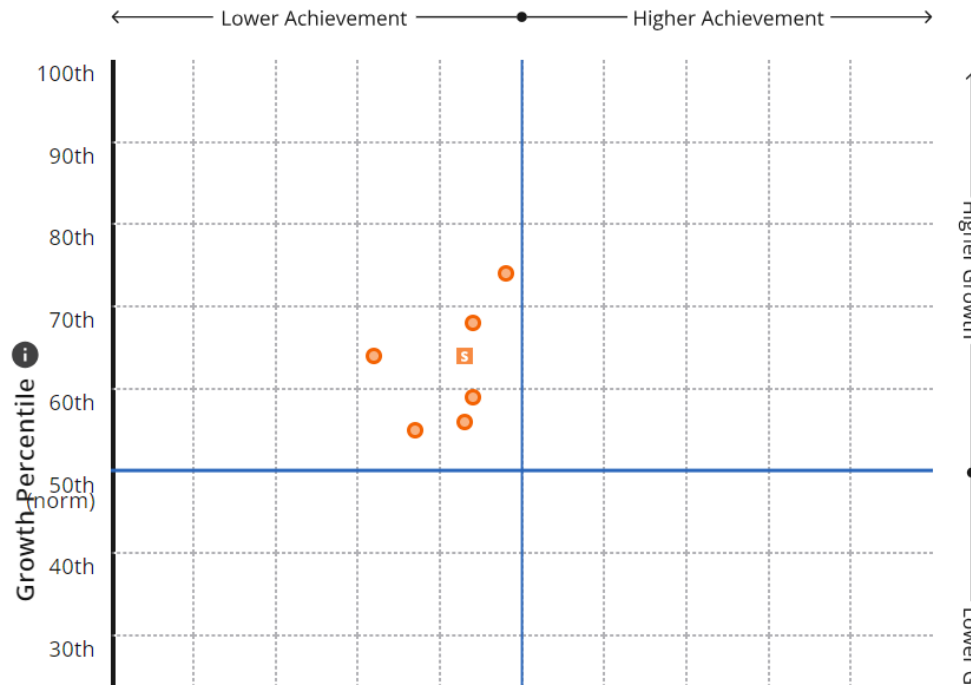


Chart achievement based on the following term

- Fall 2023-2024
- Spring 2023-2024

School Profile

Growth and Achievement Quadrant By Grade

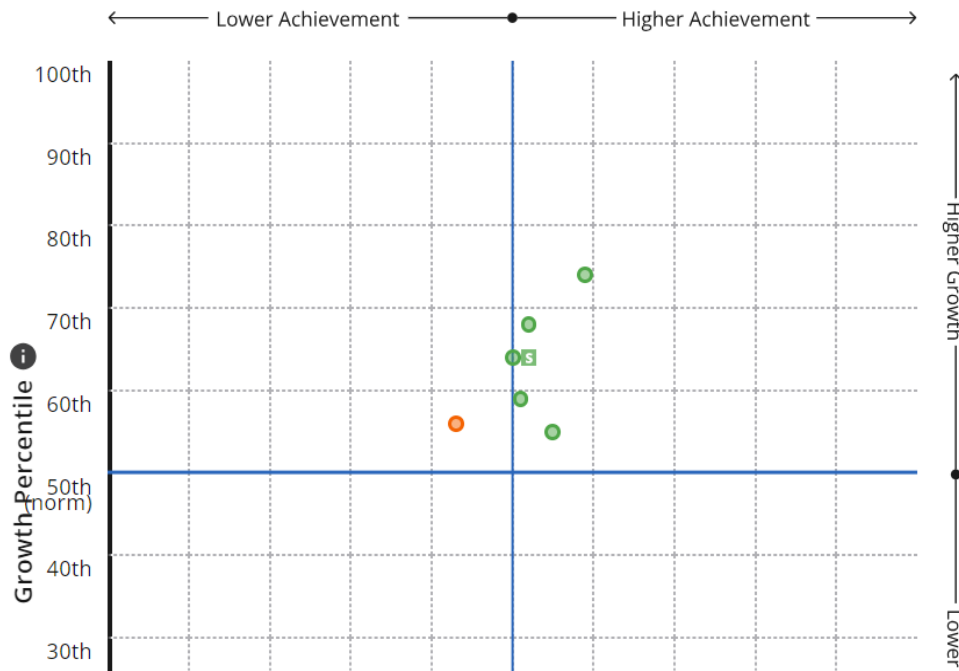


Chart achievement based on the following term

- Fall 2023-2024
- Spring 2023-2024

School Profile

Growth and Achievement Quadrant By Grade

STEADHAM ELEMENTARY | Reading

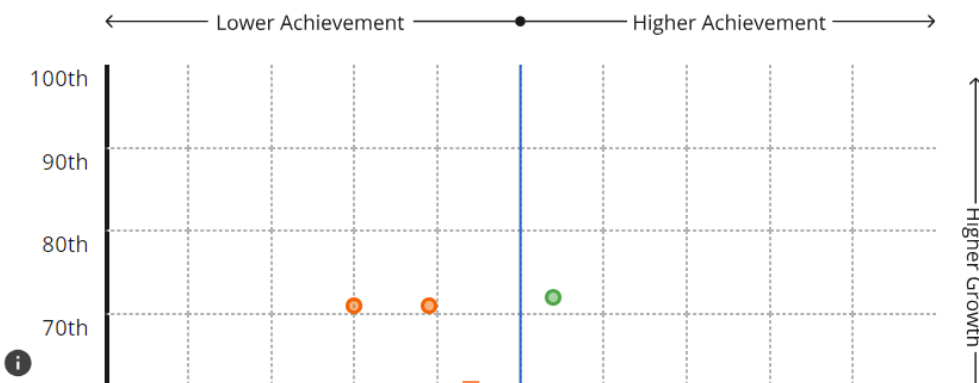
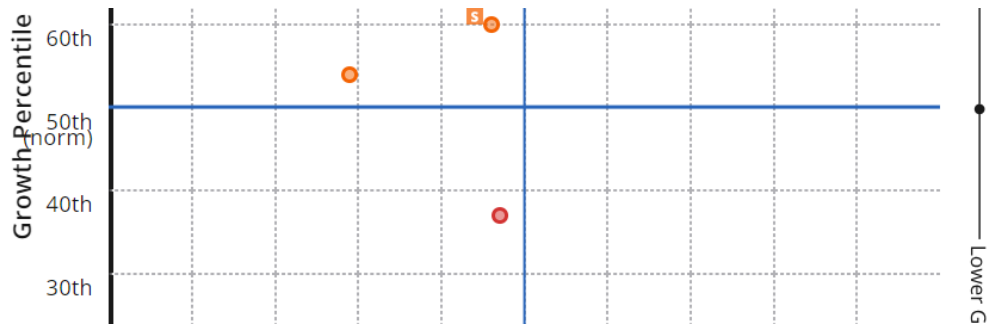


Chart achievement based on the following term

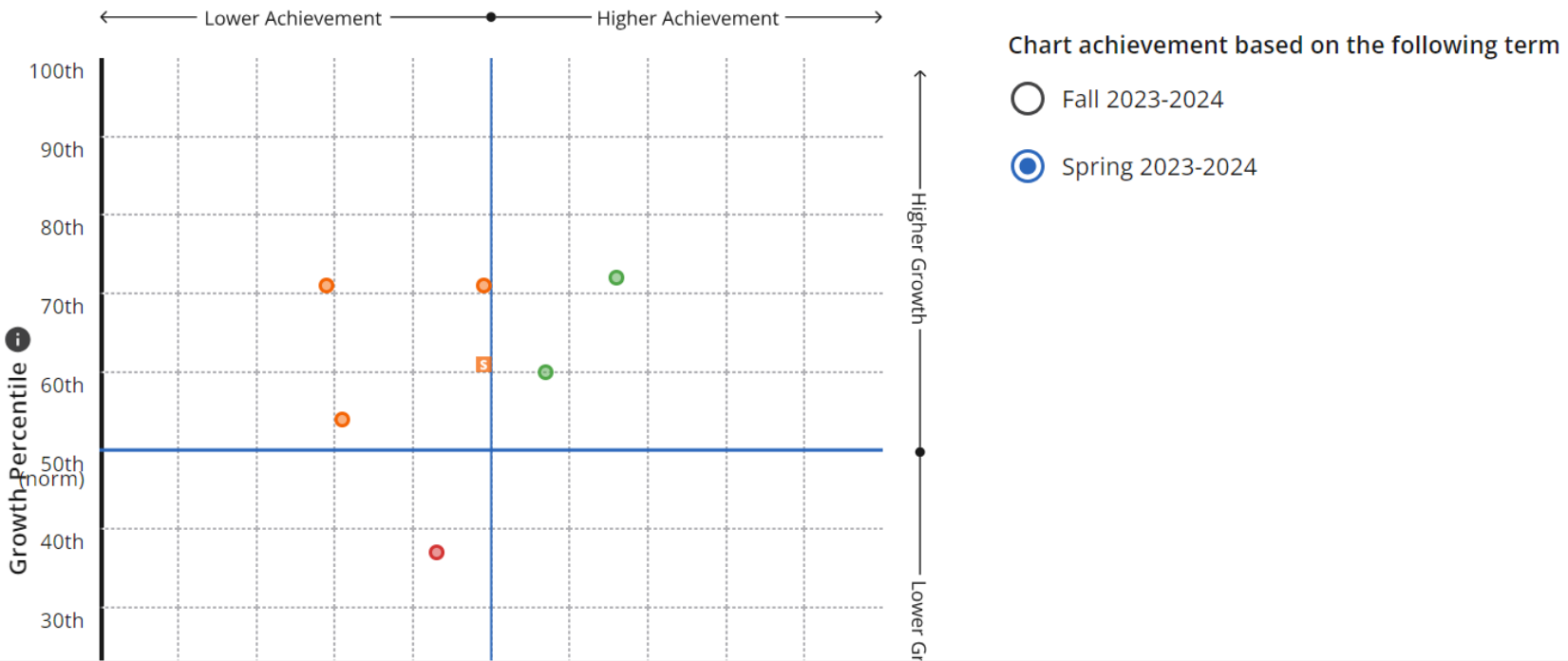
- Fall 2023-2024
- Spring 2023-2024



School Profile

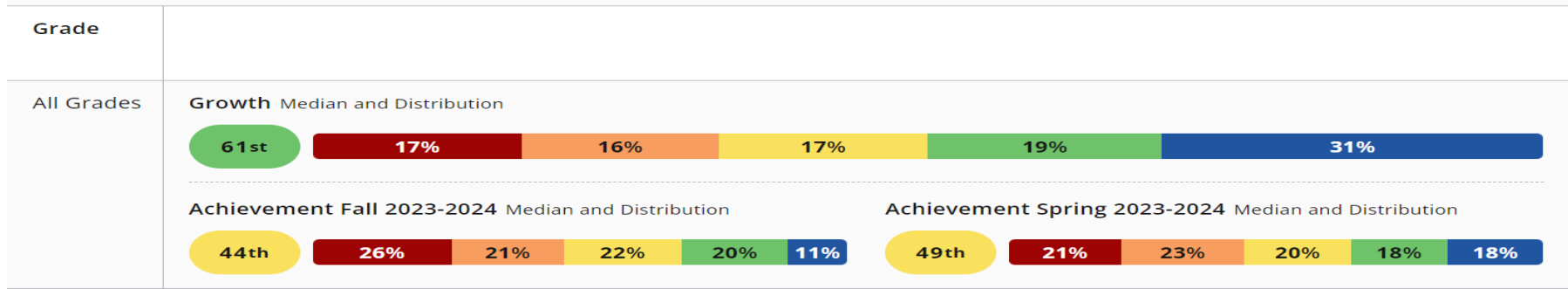
Growth and Achievement Quadrant By Grade

STEADHAM ELEMENTARY | Reading



Growth and Achievement Overview

STEADHAM ELEMENTARY | Reading



Problem Statements Identifying Student Learning Strengths:

Problem Statement 1

Based on 2024 Preliminary Reading STAAR data Only 18% of 3rd grade students meet standard. Based on 2024 Preliminary Math STAAR data Only 21% of 3rd grade students meet standard. Based on Fall 2023 to Spring 2024 Reading MAP data only 67% of 3rd grade students met growth projection. Fall 2022 to Spring 2023 Reading MAP data only 52% of 3rd grade students met growth projection.

Root Cause: Lack of experience (Teachers), Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity. New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 2

Based on 2024 Preliminary Reading STAAR data Only 28% of 4th grade students meet standard. Based on 2024 Preliminary Math STAAR data Only 28% of 4th grade students meet standard. Based on Fall 2023 to Spring 2024 Math MAP data only 59% of 4th grade students met growth projection. Fall 2022 to Spring 2023 Reading MAP data only 55% of 4th grade students met growth projection.

Root Cause: Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity.

Problem Statement 3

Based on Fall 2023 to Spring 2024 Reading MAP data only 41% of 1st grade students met growth projection. Based on Fall 2023 to Spring 2024 Math MAP data only 55% of 1st grade students met growth projection. Based on Fall 2022 to Spring 2023 Math MAP data only 51% of 1st grade students met growth projection.

Root Cause: Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity. Classroom management.

Student Learning Strengths

Based on 2024 Preliminary Reading STAAR data 65% of 5th grade students meet standard.

Based on 2024 Preliminary Math STAAR data Only 60% of 5th grade students meet standard.

Based on 2024 Preliminary Science STAAR data Only 21% of 5th grade students meet standard.

Overall Giddens-Steadham ranks in the top 25% of all elementary schools in combined 2024 STAAR assessments by 5th grade level in the GISD.

5th GRADE STAAR 2024

CAMPUS	EDL AREA	MATH					READING LANGUAGE ARTS					SCIENCE					ALL ASSESSMENTS BY GRADE LEVEL								
		N TESTS	% DNM	% APPROACHES+	% MEETS+	% MASTERS	D1 SCALE SCORE	N TESTS	% DNM	% APPROACHES+	% MEETS+	% MASTERS	D1 SCALE SCORE	N TESTS	% DNM	% APPROACHES+	% MEETS+	% MASTERS	D1 SCALE SCORE	N TESTS	% DNM	% APPROACHES+	% MEETS+	% MASTERS	D1 SCALE SCORE
STADHAM EL	WOLF KILL	96	15%	85%	65%	24%	88	96	15%	85%	60%	33%	90	96	38%	63%	21%	11%	57	288	22%	78%	49%	23%	77

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2024 Preliminary Reading STAAR data Only 18% of 3rd grade students meet standard. Based on 2024 Preliminary Math STAAR data Only 21% of 3rd grade students meet standard. Based on Fall 2023 to Spring 2024 Reading MAP data only 67% of 3rd grade students met growth projection. Fall 2022 to Spring 2023 Reading MAP data only 52% of 3rd grade students met growth projection. **Root Cause:** Lack of experience (Teachers), Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity. New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 2 (Prioritized): Based on 2024 Preliminary Reading STAAR data Only 28% of 4th grade students meet standard. Based on 2024 Preliminary Math STAAR data Only 28% of 4th grade students meet standard. Based on Fall 2023 to Spring 2024 Math MAP data only 59% of 4th grade students met growth projection. Fall 2022 to Spring 2023 Reading MAP data only 55% of 4th grade students met growth projection. **Root Cause:** Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity.

Problem Statement 3 (Prioritized): Based on Fall 2023 to Spring 2024 Reading MAP data only 41% of 1st grade students met growth projection. Based on Fall 2023 to Spring 2024 Math MAP data only 55% of 1st grade students met growth projection. Based on Fall 2022 to Spring 2023 Math MAP data only 51% of 1st grade students met growth projection. **Root Cause:** Root Cause: Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity. Classroom management.

School Processes & Programs

School Processes & Programs Summary

Recruitment, Selection, and Development of Educators:

- **Recruitment:** Utilizing teacher job fairs to attract potential candidates.
- **Selection:** Conducting thorough interviews and understanding the needs of the position.
- **Development:** Providing ongoing professional development and creating supportive working environments.

Development of Instructional Leaders:

- Providing professional development leadership opportunities.
- Clarifying roles and responsibilities for leaders through delegation and clear communication.

Improvement Plan and Stakeholder Involvement:

- Engaging stakeholders in developing a focused improvement plan.
- Tracking progress through various means like data meetings, parent conferences, and data monitoring.

Programs and Opportunities for Students:

- Offering a variety of programs aligned with the school's vision and mission.
- Focusing on providing a safe environment and setting high expectations.

Supporting Student Learning:

- Collaborative efforts among teachers through PLCs and team meetings.
- Providing interventions and enrichment opportunities through various programs.

Personal Technology Plan and Integration:

- Providing 1:1 devices for students and integrating technology through various platforms.
- Using technology to support personalized or blended learning experiences.

Curriculum Alignment and Instructional Practices:

- Aligning curriculum and assessment to state standards with a clear scope and sequence.
- Ensuring lesson plans and instruction are objective, data-driven, and incorporate critical thinking and formative assessments.

Classroom Management and Student Support:

- Implementing procedures like restorative practices, SEL lessons, and PBIS to reduce overuse of disciplinary practices.

Overall, these practices reflect a commitment to recruiting, supporting, and retaining high-quality educators, as well as providing students with a well-rounded and supportive learning environment. The emphasis on data-driven instruction, technology integration, and stakeholder involvement highlights a focus on continuous improvement and student success.

List the actual data sources reviewed below:

- Staff Mobility/Stability, Classroom Technology Needs, Technology Policies and Procedures, Dismissal Procedures, Duty Rosters

School Processes & Programs Strengths

Strengths

According to Review 360 Discipline data system, discipline incidents went down significantly from 410 total incidents for the 2022-2023 school year, to only 155 total incidents in the 2023-2024 school year.

Intervention opportunities for at-risk students, Support of powerful teaching and learning opportunities, and Integration of technology into instruction

According to 2023-2024 Staff Panorama Survey data, Steadham staff feel a better sense of "Belonging" compared to previous year. up 3% points to 93% and significantly higher than

According to the campus needs assessment, Steadham created a sense of belonging safe space for staff resulting in a 10% increase during the 2022-2023 school year.

According to the parent survey, Steadham provided information in understandable languages for parents resulting in a rise from 75% in 2022-2023 to 96% in the 2023-2024 school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher Recruitment and Retention of new and first year teachers. In recent years Steadham has seen high staff turnover. **Root Cause:** Retirements, Not having the needed credentials (Non-Certified Educators) to continue career in education. Many educators abandoned the profession during the Covid Pandemic.

Problem Statement 2: Adherence to dismissal procedures. Dismissal does not run smoothly and it is difficult to locate students in an efficient manner. **Root Cause:** Need for a clearly articulated Dismissal plan: Staff members are not working as a team to implement and reinforce dismissal procedures. Also, parent communication when switching transportation modes is lacking.

Problem Statement 3 (Prioritized): Student Discipline equity: Black or African American students make up 33.99% of the student population but accounted for 49.7% or 77 total of discipline incidents. Furthermore, African American boys accounted for 85% or 66 of the 77 incidents. **Root Cause:** We need more SEL strategies throughout the campus. Staff need to be more aware of strategies to create relationships and earn trust with students.

Perceptions

Perceptions Summary

Student Attendance:

- Over a three-year period, there was a 2.6% increase in attendance across the seven sub-populations.
- Attendance rates increased for Hispanic, American Indian/Native Alaskan, African American, and White students.
- Asian attendance peaked in 2022-23 but dropped slightly in 2023-24.

Behavior and Disciplinary Patterns:

- No DAEP (Disciplinary Alternative Education Program) placements were recorded.
- Most incidents resulted in conferences with students or parents, with a small percentage leading to partial or full-day suspensions.
- Black or African American students had the highest number of incidents, while Asian students had the lowest.

Student Perception of School Environment:

- Family surveys indicate high levels of satisfaction and a sense of belonging among parents.
- The vast majority of parents feel welcome at the school and report no major concerns about safety, involvement opportunities, or belongingness.

Staff Engagement:

- Staff turnover rates varied from year to year, with fluctuations in new hires.
- A staff panorama survey suggests that the majority of staff are pleased with the campus climate, although the sample size was small.

Turnover rate:

2021-2022 - 4 new hires;

2022-2023 - 9 new hires due to new sections added to the campus;

2023-2024 - 13 new hires including teaching staff and admin;

According to the staff panorama survey, 67% of staff are pleased with the campus climate. However, only 9 responses were recorded.

Teacher Satisfaction:

- Teachers generally feel a strong sense of belonging, respect, and connection at school.
- Most teachers feel they have opportunities for growth and adequate resources to perform their duties effectively.

Parent/Family/Community Engagement:

- Parent participation rates have increased over the years, with high levels of involvement reported in recent surveys.
- Barriers to engagement, such as communication and busy schedules, have been identified and may require attention.

Parent Perception of School Climate:

- Parents overwhelmingly feel welcome at the school and proud that their child attends.
- Concerns about safety, involvement opportunities, and a sense of belonging are minimal according to survey responses.

Overall, the data suggests positive trends in student attendance, behavior, staff and teacher satisfaction, as well as parent and community engagement. However, there are areas, such as communication with parents and addressing barriers to engagement, that may require further attention and improvement.

Perceptions Strengths

97% of parents feel welcomed.

0 DAEP placements.

Only 5.9% of discipline referrals ended in school suspension.

93% of teachers feel that they feel a sense of belonging, that their colleagues at school understand them as a person, feel respected as a person, and feel connected at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the Family Engagement Survey in the 2023-24 school year, only 46% of parents at Steadham reported that the school explained the School Parent Compact to them. Also, only 50% of parents reported that the school explained the Parent Involvement Policy to them. **Root Cause:** Low turnout for Title I and Title III parent information and engagement events. School needs to do a better job of attracting parents to these meetings above of using the traditional family weekly call out, weekly news letters information, Class Dojo messages, Tuesday folder/flyers sent home, and meessages on Website and School Marquee sign.

Problem Statement 2 (Prioritized): 33% of students are African American on our campus and 50% of office referrels are African American. African American students are over represented in Office referrals. **Root Cause:** The same few students with multiple referrals that bring up the numbers for one particular subgroup. Also, lack of cultivating relationships with students and families to earn trust.

Problem Statement 3: Only 67% of teachers feel their colleagues attitudes are positive. Teachers/Staff do not know, or do not have a system in place to appropriately voice their concerns. Negative attitudes breed negativity. **Root Cause:** Teachers/Staff not feeling positive about their job and/or students.

Priority Problem Statements

Problem Statement 1: Lack of PTA Involvement, and parent involvement overall. Recruit more parent involvement for PTA

Root Cause 1: Not enough emphasis on this during communication with parents and at campus events. Teachers have not personally asked for parent involvement.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to the Percentage In Attendance Report, for the 2023-24 school year, Steadham was below the district average 94.57% Campus, compared to 95.51% District. According to the Percentage In Attendance Report, for the 2022-23 school year, Steadham was below the district average 95.1% Campus, compared to 95.7% District.

Root Cause 2: Attendance expectations not clearly communicated with families. Students absent for reasons other than illness or emergency situations

Problem Statement 2 Areas: Demographics

Problem Statement 3: Based on Fall 2023 to Spring 2024 Reading MAP data only 41% of 1st grade students met growth projection. Based on Fall 2023 to Spring 2024 Math MAP data only 55% of 1st grade students met growth projection. Based on Fall 2022 to Spring 2023 Math MAP data only 51% of 1st grade students met growth projection.

Root Cause 3: Root Cause: Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity. Classroom management.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on 2024 Preliminary Reading STAAR data Only 28% of 4th grade students meet standard. Based on 2024 Preliminary Math STAAR data Only 28% of 4th grade students meet standard. Based on Fall 2023 to Spring 2024 Math MAP data only 59% of 4th grade students met growth projection. Fall 2022 to Spring 2023 Reading MAP data only 55% of 4th grade students met growth projection.

Root Cause 4: Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Based on 2024 Preliminary Reading STAAR data Only 18% of 3rd grade students meet standard. Based on 2024 Preliminary Math STAAR data Only 21% of 3rd grade students meet standard. Based on Fall 2023 to Spring 2024 Reading MAP data only 67% of 3rd grade students met growth projection. Fall 2022 to Spring 2023 Reading MAP data only 52% of 3rd grade students met growth projection.

Root Cause 5: Lack of experience (Teachers), Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity. New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Teacher Recruitment and Retention of new and first year teachers. In recent years Steadham has seen high staff turnover.

Root Cause 6: Retirements, Not having the needed credentials (Non-Certified Educators) to continue career in education. Many educators abandoned the profession during the Covid Pandemic.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Student Discipline equity: Black or African American students make up 33.99% of the student population but accounted for 49.7% or 77 total of discipline incidents. Furthermore, African American boys accounted for 85% or 66 of the 77 incidents.

Root Cause 7: We need more SEL strategies throughout the campus. Staff need to be more aware of strategies to create relationships and earn trust with students.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: 33% of students are African American on our campus and 50% of office referrals are African American. African American students are over represented in Office referrals.

Root Cause 8: The same few students with multiple referrals that bring up the numbers for one particular subgroup. Also, lack of cultivating relationships with students and families to earn trust.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- Grades that measure student performance based on the TEKS

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

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.

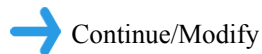
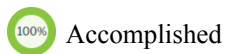
Performance Objective 1: Percent of students in grade 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR 2.0 Reading, will increase from 40% in 2023-2024 to 50% in 2024-2025, to 73% by 2038.

Evaluation Data Sources: 23-24 STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Intervention specialist, Support Teachers, SPED teachers, and classroom Reading/Writing teachers will participate in PLC's weekly, learning meetings, and planning days twice each semester 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. Teachers will disaggregate data from MAP, unit assessments, and other formative assessments to plan targeted reteach from spiraled review and activities.</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 &/or high growth/low achiever) 2. MAP MOY reports showing 75% of students meeting their Reading goal. 3. Use high leverage protocols and practices to facilitate the process for practicing a key learning moment in upcoming lessons by delivering that part of the lesson as if in front of students to ensure the "first teach" is the "best teach" 4. Formative assessment data and unit assessment data that shows improvement from the previous assessment. 5. List of "look-fors for structured literacy time & walkthrough feedback.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, SPED team, Interventionist, CST, ELST</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All classroom teachers will utilize small group teacher-led & student led instruction to specifically target and support individual student needs (including EB, SPED, GT & Economically Disadvantaged special populations) by providing targeted skill-based instruction to meet the needs of diverse learners. Teachers use of reading (foundational skills, decode and comprehension), listening, speaking (Structured and Accountable conversations) and writing (SCR and ECR) strategies and resources in the classroom setting so students (K-5) will meet or exceed their projected growth by EOY in reading MAP.</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: Administrators, Teachers, SPED team, Interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: STAAR Materials - 6300 Supplies and Materials- Title I Funds - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: SPED teachers will utilize small group teacher-led & student led instruction to specifically target and support individual student needs (by providing targeted skill-based instruction to meet the needs of diverse learners).</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: SPED 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</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June



Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Based on 2024 Preliminary Reading STAAR data Only 18% of 3rd grade students meet standard. Based on 2024 Preliminary Math STAAR data Only 21% of 3rd grade students meet standard. Based on Fall 2023 to Spring 2024 Reading MAP data only 67% of 3rd grade students met growth projection. Fall 2022 to Spring 2023 Reading MAP data only 52% of 3rd grade students met growth projection. **Root Cause:** Lack of experience (Teachers), Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity. New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 2: Based on 2024 Preliminary Reading STAAR data Only 28% of 4th grade students meet standard. Based on 2024 Preliminary Math STAAR data Only 28% of 4th grade students meet standard. Based on Fall 2023 to Spring 2024 Math MAP data only 59% of 4th grade students met growth projection. Fall 2022 to Spring 2023 Reading MAP data only 55% of 4th grade students met growth projection. **Root Cause:** Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity.





Problem Statement 3: Based on Fall 2023 to Spring 2024 Reading MAP data only 41% of 1st grade students met growth projection. Based on Fall 2023 to Spring 2024 Math MAP data only 55% of 1st grade students met growth projection. Based on Fall 2022 to Spring 2023 Math MAP data only 51% of 1st grade students met growth projection. **Root Cause:** Root Cause: Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity. Classroom management.

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

Performance Objective 2: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grades 3-5 on STAAR, will increase from 38% in 2023-2024 to 50% by 2024-2025, 75% by 2038.

Evaluation Data Sources: 23-24 STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Intervention specialist, SPED teachers, and classroom Math teachers will participate in PLC's weekly, learning meetings, and planning days twice each semester 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 (CBA, MAP, IL, report card grades in Mathematics). 2. Classroom walkthrough data showing effective use of small group instruction</p> <p>Staff Responsible for Monitoring: Administrators, Support teachers, Interventionist, Teachers, SPED team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All math teachers will utilize small group teacher-led and student led instruction to specifically target and support the needs of the school's diverse learners including Emergent Bilinguals (EB), Special Education, & Economically Disadvantaged populations.</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, report card grades, unit assessments in math). 2. Classroom walkthrough data</p> <p>Staff Responsible for Monitoring: Leadership team, Support teachers, Interventionist, Math Teachers, SPED team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will have after hours planning time for and provide targeted tutorials in Mathematics, Reading and Science to review and reteach low-performing TEKS to close achievement gaps identified through formative and summative assessments throughout the year, specifically focusing on economically disadvantaged, Sped, and African American student groups.</p> <p>Strategy's Expected Result/Impact: Increase STAAR Math and Reading scores by 10% in overall Approaches Grade Level rate for all students for the 2024-2025 STAAR Math and Reading administration.</p> <p>Staff Responsible for Monitoring: Leadership team, Support teachers, Interventionist, Teachers, SPED team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Payroll - 6100 Payroll- Title I Funds - Sub Teacher ONLY - .9 Instr Staff Develop - \$4,788, Payroll - 6100 Payroll- Title I Funds - Sub Teacher ONLY - .0 Campus Budget - \$1,000</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

Problem Statement 1: Based on 2024 Preliminary Reading STAAR data Only 18% of 3rd grade students meet standard. Based on 2024 Preliminary Math STAAR data Only 21% of 3rd grade students meet standard. Based on Fall 2023 to Spring 2024 Reading MAP data only 67% of 3rd grade students met growth projection. Fall 2022 to Spring 2023 Reading MAP data only 52% of 3rd grade students met growth projection. **Root Cause:** Lack of experience (Teachers), Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity. New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.





Problem Statement 2: Based on 2024 Preliminary Reading STAAR data Only 28% of 4th grade students meet standard. Based on 2024 Preliminary Math STAAR data Only 28% of 4th grade students meet standard. Based on Fall 2023 to Spring 2024 Math MAP data only 59% of 4th grade students met growth projection. Fall 2022 to Spring 2023 Reading MAP data only 55% of 4th grade students met growth projection. **Root Cause:** Tier 1 instruction was not differentiated. Targeted interventions were not provided with fidelity.

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: The percentage of EB students demonstrating English language acquisition, as measured by the yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 48% in 2023-2024 to 50% by 2024-2025 and by 69% by 2038.

Evaluation Data Sources: TELPAS (23-24) spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will teach academic vocabulary in context through hands-on experience, visuals, and application that includes discussion, writing, and technology such as flip grid and illustration.</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: ESL/Bilingual certified staff, Interventionist, Support teachers, SPED staff, EB instructional aide, and Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Bilingual teachers grades K-5 will teach using the dual language model of instruction for all content areas. Strategies will include Bilingual pairs, word walls (to build vocabulary), content wall (to anchor concepts), bilingual dictionaries, and journal writing in all content areas to improve critical writing and thinking.</p> <p>Strategy's Expected Result/Impact: Increased student performance on District/State assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: ESL/Bilingual certified staff, Interventionist, ELST, SPED staff, EB instructional aide, and Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional LPAC meetings will be held as needed each grading cycle for EB students not meeting grade level expectations. Strategies for EB success will be discussed along with supports/resources available.</p> <p>Strategy's Expected Result/Impact: 1. EB students will show increased levels of performance on STAAR Interim, report card grades, MAP data, and MClass assessments</p> <p>Staff Responsible for Monitoring: LPAC Administrator-Assistant Principal, Classroom teachers, EB instructional aide</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 21% in 2023-2024 to 30% by 2024-2025, and 50% by 2038.

Evaluation Data Sources: 23-24 STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan rigorous instruction by implementing hand-on science labs to increase TEK alignment and student engagement. All teachers will provide real-world hands-on experiences for all Kindergarten to Fifth Grade students in science.</p> <p>Strategy's Expected Result/Impact: Increased student performance on District/State assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: Leadership Team, Science Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Science Lab supplies - 6300 Supplies and Materials- Title I Funds - \$1,500</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 graduation rates, and decreasing student management incidences.

Performance Objective 5: Percentage of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 14.1% in 2023-2024 to 10% by 2024-2025.

Evaluation Data Sources: 23-24 Review 360 and Branching Minds reports, Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: PBIS crew will plan academic and behavior nest challenges for the 2024-2025 school year and design all communications for staff and families, as well as, order materials needed to execute nest pep rallies, reward celebrations, and campus-wide system posters. Positive behavior support system will be implemented school wide through Nest system in which students can earn Nest points for academic success and improvement, as well as, outstanding character and behavior.</p> <p>Strategy's Expected Result/Impact: Decreased OSS and ISS placements. Increased family community at the school school.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Classroom teachers, PBIS team</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships with students, and restorative practices. (SEL) Teachers will review discipline data and intervention strategies every grading cycle.</p> <p>Strategy's Expected Result/Impact: Decreased OSS and ISS placements. Increase student confidence and overall character development.</p> <p>Staff Responsible for Monitoring: Counselor Administration PBIS Team</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will host various parent training for at-home strategies, parents conferences nights, and other parent engagement nights.</p> <p>Strategy's Expected Result/Impact: Decreased OSS and ISS placements. Student growth in math and reading. Increased school and home relationships.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Counselor</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: PFE Budget - 6300 Parent Involvement. Supplies T1 - Parent Engagement - .8 Parent Involvement - \$1,000, Sub Teacher ONLY - Welcoming Walk, Parent engagement - 6100 Parent Inv. Payroll T1 - .8 Parent Involvement - \$905, Extra Duty - Parent Involvement/engagement events - 6100 Parent Inv. Payroll T1 - .8 Parent Involvement - \$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 5 Problem Statements:

School Processes & Programs





Problem Statement 3: Student Discipline equity: Black or African American students make up 33.99% of the student population but accounted for 49.7% or 77 total of discipline incidents. Furthermore, African American boys accounted for 85% or 66 of the 77 incidents. **Root Cause:** We need more SEL strategies throughout the campus. Staff need to be more aware of strategies to create relationships and earn trust with students.

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: Staff Quality/Retention/Recruitment: By June 2025, the turnover rate at Steadham Elementary will be reduced by 50% compared to previous year.

Evaluation Data Sources: TAPR Report, Panorama staff survey, percent of teacher attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize best hiring practices, campus risk factor knowledge, and quality interview/selection processes in a timely manner to secure teachers and staff that meet all student needs. Complete campus and district on-boarding 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.</p> <p>Strategy's Expected Result/Impact: Stability will result in higher academic performance. Sense of belonging: Onboarding processes aim to create a welcoming and inclusive environment, fostering a sense of belonging among new members. Relationship building: Effective onboarding processes facilitate the development of positive relationships between new staff with existing members of the school community.</p> <p>Staff Responsible for Monitoring: Leadership team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing opportunities for professional development for all staff through PLCs, lesson rehearsal/ planning experiences, the Elementary Teacher Enrichment Program, and a consistent walkthrough/coaching/feedback cycle.</p> <p>Strategy's Expected Result/Impact: Providing ongoing professional development opportunities demonstrates a commitment to the growth and development of teachers. Ongoing professional development and feedback cycles contribute to a culture of continuous improvement within the school. Teachers are encouraged to reflect on their practices, identify areas for growth, and engage in targeted professional learning to enhance their effectiveness.</p> <p>Staff Responsible for Monitoring: CNA/CIP team, support teachers, teacher mentors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</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>				

Campus Funding Summary

6100 Payroll- Title I Funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	2	3	Payroll	Sub Teacher ONLY - .9 Instr Staff Develop	\$4,788.00	
1	2	3	Payroll	Sub Teacher ONLY - .0 Campus Budget	\$1,000.00	
Sub-Total					\$5,788.00	
Budgeted Fund Source Amount					\$5,788.00	
+/- Difference					\$0.00	
6100 Parent Inv. Payroll T1						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	5	3	Extra Duty - Parent Involvement/engagement events	.8 Parent Involvement	\$500.00	
1	5	3	Sub Teacher ONLY - Welcoming Walk, Parent engagement	.8 Parent Involvement	\$905.00	
Sub-Total					\$1,405.00	
Budgeted Fund Source Amount					\$1,405.00	
+/- Difference					\$0.00	
6300 Supplies and Materials- Title I Funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	STAAR Materials		\$3,500.00	
1	4	1	Science Lab supplies		\$1,500.00	
Sub-Total					\$5,000.00	
Budgeted Fund Source Amount					\$5,000.00	
+/- Difference					\$0.00	
6300 Parent Involvement. Supplies T1						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	5	3	PFE Buedget	Parent Engagement - .8 Parent Involvement	\$1,000.00	
Sub-Total					\$1,000.00	
Budgeted Fund Source Amount					\$1,000.00	
+/- Difference					\$0.00	
Grand Total Budgeted					\$13,193.00	

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Spent					\$13,193.00
+/- 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