

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



# Mission Statement

Freeman Elementary School is committed to implementing the highest standards of quality education for all children to reach their greatest potential in both academic and social emotional learning. We are dedicated to building a safe, nurturing, learning environment, led by qualified, caring staff that is responsive to the needs of all learners, respecting their diversity, values, culture, and community.

## Vision

As a community we are preparing students for real world success through high academic and social expectations.

## Value Statement

We value an empathetic learning environment that ensures positive interactions characterized by respect, integrity, and determination for all stakeholders.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

<https://docs.google.com/document/d/1caxOtoB-4--z-drddmxDxM97- wA6trOLcCBmh5n-vc/edit?usp=sharing>

# Demographics

## Demographics Summary

school has deep roots in hispanic culture. We are at 69 % LEP, bilingual population is at 52 %, SPED 13 %, and Economically Disadvantaged is at 92 %. Our district is open enrollment, however we are a neighborhood school. We have three busses. Free breakfast and lunch. At risk 367 student, 78 %. What is our story? Our school is deep in hispanic culture and diversity. Our parents support the school and are highly involved. Teacher work tirelessly to ensure all students succeed both academically and for the whole child.

263 warning letters, 239 attendance contracts, 16 referred to tuancy officer, 14 referrals dismissed, none referred to court. Strategies to promote high attendance are attendance contests by grading period, month and then by week in May.

African American 8.8%, Hispanic 72.6%, white 7.60, indian american 4.7%, asian 4.5%, pacific islanders, .2%, two or more 1.8%.

Indian american increased significantly and Hispanic went down by 5%.
















## Demographics Strengths

We are a diverse campus( Students and Staff)

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 67.3% % of the office referrals come from 5th grade. **Root Cause:** Not enough or adequit consequences. Less SEL/ relationship building in upper grade vs. primary grades.

# Student Learning

## Student Learning Summary

[CNA Planning tool](#)

All grades but 1st grade exceed their projected growth on Math and Reading MAP. 4th grade did not meet their expected growth for Science. 3rd grade math in 2022 Approaches was 79% and went up to 81% in 2023. 3rd grade math outscored the district by 6 % and the state by 8%.5th grade math in 2022 was 71% and went to 74% approaches. Meets went from 46% to 51%. 1 pt below the district but on level with state.MASTERS % went down in every grade level from 2022 to 2023, but we've already seen an increase with 2024 MAP data.

Reading - 3rd : Overall there is an increase in all performances bands sub pop groups from 2022 to 2023  
Reading - 4th :Overall there was a decrease in most performance bands for sub pop groups from 2022 to 2023  
Reading 5th : Overall there was a significant decrease in most performance bands fo each sub pop group form 2022 to 2023  
Math 3rd - Overall the Meets and Masters performance bands decreases in all sub pop groups from 2022 to 2023.  
Math 4th - African american sub pop group acheivement was low in 2023. Other sub pops made some growth from 2022 to 2023  
Math 5th - Overall masters performance decreased from 2022 to 2023, but the other performance bands for the sub pop groups increased.  
Science 5th - Overall decrease in acheivement from 2022 to 2023 in all sub pop groups

No distinctions, we are ranked lower than schools that are similar.

## Student Learning Strengths

- Students showed growth overall in Math and reading
- Grades 3-5 have increased the approaches percentage from 2022 to 2023 by 3%  
Kinder and 2-5 grade exceeded projected growth in math and reading map.  
3rd and 5th grade approaches percentile increased from 2022 to 2023.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Only 25% of the students are on meets grade level in math and reading. **Root Cause:** Lack of diferentiated small group instructions and programs that have personalized pathways to meet the needs of the students

# School Processes & Programs

## School Processes & Programs Summary

### [CNA Planning TOOLS](#)

We have several programs that are operating at our school that aligns our shared vision. We have Robotics, Honors Choir, Saturday school, before and after school tutoring, safety patrol. Our programs have high expectations, however we need more enrichment programs to be offered for the students. We have AVID, however it needs to be revamped and implemented all around. We have parent university, Math and science night, literacy night.

We have intervention, several tutors that came in for support. We support the students curriculum needs towards creating well-rounded curriculum by providing Saturday school and extended tutoring. Through this method, the students become bored and complacent because they are getting the same learning methods as they do through the week. We need various ways to implement learning strategies as well as integrating art, music, PE within subject areas in order to make it meaningful and well-rounded.

Each student has access to a chromebook or ipad. Within these devices there are several applications that supports blended learning.

We use TEKS to teach a year-long scope and sequence for students. All of the teachers except specials teachers were able to receive compensation for attending a weekly meeting for help

The PBIS team needs to work towards rectifying which procedures should be emphasized to reduce poor behavior. CHAMPS is the foundation that was focused on for our management system and it worked very well and helping to create consistency

iReady, MyOn, and STMath challenges encourage students to participate in their own learning. Setting goals with students encourages them to do their best on assessments. Tutoring is held twice a week to help struggling students. PBIS program and SEL lessons help students focus on personal responsibilities and behavior.

Instructional coaches attend many trainings on having productive conversations with teachers regarding how to improve student achievement throughout the year. Teachers are also given the opportunity to lead different committees and activities on campus and across campuses.

## School Processes & Programs Strengths

Staff works well together, collaborates, and support one another

Communication from teachers to parents through Dojo

Parents feel welcomed

Regular PLCs help identify what success looks like and what gaps need to be filled for students to demonstrate success.

Teachers are also given the opportunity to lead different committees and activities on campus and across campuses

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 67.3% of all of the office referrals were from 5th grade. **Root Cause:** Lack of consistency of Champs and PBIS and differentiated small group instruction to meet students needs and 5th grade teacher resign before the end of the year.

# Perceptions

## Perceptions Summary

[CNA Planning tool](#)

### Perceptions Strengths

Consistent Attendance Rate: at approximately 95% over two academic years.

Strong Sense of Belonging and Engagement:

Based on 2023 Panorama and teacher reflection survey, staff describe our school as a positive environment with positive feedback with teachers, parents and admin

Based on the 2023-2024 Family Engagement Panorama survey, 88% of our families felt no barriers that can create challenges for families to interact with or become involved with their child's school

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 70% of parents don't feel informed about the curriculum and state testing standards. **Root Cause:** Complexity of information, the curriculum and state testing standards might be presented in a way that is too complex or technical for all parents to easily understand.

**Problem Statement 2:** According to the Panorama survey 65 percent of teachers expresses concern for staff well-being. **Root Cause:** The root cause of low well-being is teachers being worked to the point of exhaustion, underpaid and unappreciated by higher administration. Money is being spent on frivolous items (convocation) and not enough on filling open positions (in SPED particularly). This year has also been exceptionally stressful due to the consolidation.

# Priority Problem Statements

**Problem Statement 1:** 67.3% % of the office referrals come from 5th grade.

**Root Cause 1:** Not enough or adequit consequences. Less SEL/ relationship building in upper grade vs. primary grades.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Only 25% of the students are on meets grade level in math and reading.

**Root Cause 2:** Lack of diferentiated small group instructions and programs that have personalized pathways to meet the needs of the students

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 67.3% of all of the office referrals were from 5th grade.

**Root Cause 3:** Lack of consistency of Champs and PBIS and differentiated small group instruction to meet students needs and 5th grade teacher resign before the end of the year.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** 70% of parents don't feel informed about the curriculum and state testing standards.

**Root Cause 4:** Complexity of information, the curriculum and state testing standards might be presented in a way that is too complex or technical for all parents to easily understand.

**Problem Statement 4 Areas:** Perceptions



# 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 early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 31% to 50% by June 2025

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** Progress Learning, Achieve 3000, (BOY, EOY) and MAP (BOY, EOY) and online learning platforms weekly assignments and usage data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> K-5 teachers will be providing differentiated small group instruction to address the academic needs of all At-Risk, African American, White, Asian, SPED and GT students.</p> <p><b>Strategy's Expected Result/Impact:</b> Observe through lesson plans, walk-through data, PLC agendas, and weekly assignments</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers and ISTs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Paper, Acrylic stands for stations, folders and other supplies and materials - 6300 Supplies and Materials- Title I Funds - \$7,000, Progress Learning - 6300 Supplies and Materials- Title I Funds - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will develop differentiated instructional planning calendars to meet the needs of the Students and internalize lessons for reading in every month to include rigorous and engaging instruction for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Observe through walkthrough data, PLC discussions and meets target is reached on STAAR assessment,MAP and MClass</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers and ISTs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Full Planning Days for Teachers - 6100 Payroll- Title I Funds - \$10,000, Pear Deck Datas software Monitoring Small Group Instruction - 6300 Supplies and Materials- Title I Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 2nd -5th Grade Teachers will analyze students' reading lexile levels according to Achieve 3000 reading Program to differentiate instruction and to target individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Observe through lesson plans, walkthrough data, Achieve 3000 Data, PLC agendas , STAAR assessment and DRA levels</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers and ISTs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Achieve 3000 - 6300 Supplies and Materials- Title I Funds - \$17,300</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Parents will become more knowledgeable on how to assist their students at home with reading, usage of learning platforms and improve overall literacy skills</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will become more knowledgeable on how to assist their students at home with reading, usage of learning platforms and improve overall literacy skills</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administrators, teachers and Early Literacy Support Teacher(ELST)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> K-2 Teachers will create posters with graphic organizers, anchor charts, vocabulary and concept walls to give students a visual aid that helps them understand the instructional materials.</p> <p><b>Strategy's Expected Result/Impact:</b> visual aids, such as posters, have been proven to be effective in improving memory retention and making learning more enjoyable for kids.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, ISTs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Create Student Data Trackers for each students to progress monitoring and increases accountability and motivation.</p> <p><b>Strategy's Expected Result/Impact:</b> progress monitoring and increases accountability and motivation.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Coaches and Admin,</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Folders of different colors , paper , markers, Pear Deck Data Tracker Program - 6300 Supplies and Materials- Title I Funds - \$10,000</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>				

**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 ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase 20% by June 2025


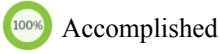
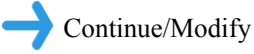

**High Priority**

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-K through 5th grade teachers will implement vocabulary study and sheltered instructional strategies for all EL students such as sentence frames, anchor charts, visuals, the use of recording tools to record their oral responses and Multiple Response Strategies to address their language needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate higher levels of proficiency on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers and ISTs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> k -5th Grade Teachers will analyze students' English TELPAS levels according to iReady reading Program to differentiate instruction and to target individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate higher levels of English Proficiency as measure by TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers and ISTs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> K-2 teachers will make the content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers posters, vocabulary poster cards, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content to support Sheltered Instruction strategies .</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate higher levels of English Proficiency as measure by TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers and ELST</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

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

**Performance Objective 3:** Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase 30% points by June 2025.


**High Priority**


**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-K - 5th grade science teachers will develop and implement hands-on activities during core and small group instruction to increase student demonstration of scientific concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase performance at the Meets and Masters Level on the 5th grade Science STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> administration and teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Accelerate Learning Science Program - 6300 Supplies and Materials- Title I Funds - \$7,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will develop instructional planning calendars for math, every six weeks, that include rigorous and engaging instruction for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Observe through walkthrough data, and PLC discussions and meets target is reached on STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration ELST and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 4:** Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math will increase to 50% by the end of June 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2025 Spring STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> K-5th Grade Math teachers will implement guided math and inquiry-based strategies during mini-lessons, whole and small group instruction, and stations, to increase student learning of mathematical concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Observe through walkthrough data, and PLC discussions and meets target is reached on STAAR assessment. WDM Protocol and increased meets and masters level - state assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers and ISTs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Kindergarten through 5th grade teachers will utilize software ( i-Ready, ST Math and Progress Learning Program )and/or web-based programs to monitor student progress and differentiate instruction in math Observe through walkthrough data, and PLC discussions and meets target is reached on STAAR assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build foundational concepts visually, then connects the ideas to the symbols and language. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ELSt and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> ST Math - 6300 Supplies and Materials- Title I Funds - \$18,200</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 5:** Consistent increase 10% in student attendance from 23-24 school year to 24-25 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** attendance reports by day, month ,semester

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Display attendance posters, graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased daily attendance</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teacher , Data Clerk and secretary</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  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 6:** Increase parental awareness of curriculum and how they can support their children at home.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District's Parent Survey by EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide parent learning nights/Parent University to rise awareness about curriculum and learning strategies that parents can use at home to support student academic growth</p> <p><b>Strategy's Expected Result/Impact:</b> Parent will support learning at home as a result it will impact students learning</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, parents</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Payroll - 6100 Parent Inv. Payroll T1 - \$5,464</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			
<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>				

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	K-5 teachers will be providing differentiated small group instruction to address the academic needs of all At-Risk, African American, White, Asian, SPED and GT students.
1	1	2	Teachers will develop differentiated instructional planning calendars to meet the needs of the Students and internalize lessons for reading in every month to include rigorous and engaging instruction for students.
1	1	3	2nd -5th Grade Teachers will analyze students' reading lexile levels according to Achieve 3000 reading Program to differentiate instruction and to target individual student needs.
1	1	4	Parents will become more knowledgeable on how to assist their students at home with reading, usage of learning platforms and improve overall literacy skills
1	1	5	K-2 Teachers will create posters with graphic organizers, anchor charts , vocabulary and concept walls to give students a visual aid that helps them understand the instructional materials.
1	2	1	Pre-K through 5th grade teachers will implement vocabulary study and sheltered instructional strategies for all EL students such as sentence frames, anchor charts, visuals, the use of recording tools to record their oral responses and Multiple Response Strategies to address their language needs.
1	2	3	K-2 teachers will make the content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers posters, vocabulary poster cards, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content to support Sheltered Instruction strategies .
1	4	1	K-5th Grade Math teachers will implement guided math and inquiry-based strategies during mini-lessons, whole and small group instruction, and stations, to increase student learning of mathematical concepts.
1	4	2	Kindergarten through 5th grade teachers will utilize software ( i-Ready, ST Math and Progress Learning Program )and/or web-based programs to monitor student progress and differentiate instruction in math Observe through walkthrough data, and PLC discussions and meets target is reached on STAAR assessment.
1	6	1	Provide parent learning nights/Parent University to rise awarenes about curriculum and learning strategies that parents can use at home to support student academic growth

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	K-5 teachers will be providing differentiated small group instruction to address the academic needs of all At-Risk, African American, White, Asian, SPED and GT students.
1	1	2	Teachers will develop differentiated instructional planning calendars to meet the needs of the Students and internalize lessons for reading in every month to include rigorous and engaging instruction for students.
1	1	3	2nd -5th Grade Teachers will analyze students' reading lexile levels according to Achieve 3000 reading Program to differentiate instruction and to target individual student needs.
1	1	4	Parents will become more knowledgeable on how to assist their students at home with reading, usage of learning platforms and improve overall literacy skills
1	1	5	K-2 Teachers will create posters with graphic organizers, anchor charts , vocabulary and concept walls to give students a visual aid that helps them understand the instructional materials.
1	2	1	Pre-K through 5th grade teachers will implement vocabulary study and sheltered instructional strategies for all EL students such as sentence frames, anchor charts, visuals, the use of recording tools to record their oral responses and Multiple Response Strategies to address their language needs.
1	2	3	K-2 teachers will make the content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers posters, vocabulary poster cards, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content to support Sheltered Instruction strategies .
1	4	1	K-5th Grade Math teachers will implement guided math and inquiry-based strategies during mini-lessons, whole and small group instruction, and stations, to increase student learning of mathematical concepts.
1	4	2	Kindergarten through 5th grade teachers will utilize software ( i-Ready, ST Math and Progress Learning Program )and/or web-based programs to monitor student progress and differentiate instruction in math Observe through walkthrough data, and PLC discussions and meets target is reached on STAAR assessment.
1	6	1	Provide parent learning nights/Parent University to rise awarenes about curriculum and learning strategies that parents can use at home to support student academic growth

# Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Full Planning Days for Teachers		\$10,000.00
<b>Sub-Total</b>					\$10,000.00
<b>Budgeted Fund Source Amount</b>					\$90,000.00
<b>+/- Difference</b>					<b>\$80,000.00</b>
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Payroll		\$5,464.00
<b>Sub-Total</b>					\$5,464.00
<b>Budgeted Fund Source Amount</b>					\$2,000.00
<b>+/- Difference</b>					<b>-\$3,464.00</b>
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Progress Learning		\$6,000.00
1	1	1	Paper , Acrylic stands for stations, folders and other supplies and materials		\$7,000.00
1	1	2	Pear Deck Datas software Monitoring Small Group Instruction		\$4,000.00
1	1	3	Achieve 3000		\$17,300.00
1	1	5	Supplies and Materials		\$6,000.00
1	1	6	Folders of different colors , paper , markers, Pear Deck Data Tracker Program		\$10,000.00
1	3	1	Accelerate Learning Science Program		\$7,000.00
1	4	2	ST Math		\$18,200.00
<b>Sub-Total</b>					\$75,500.00
<b>Budgeted Fund Source Amount</b>					\$29,999.00
<b>+/- Difference</b>					<b>-\$45,501.00</b>
<b>Grand Total Budgeted</b>					\$121,999.00
<b>Grand Total Spent</b>					\$90,964.00
<b>+/- Difference</b>					<b>\$31,035.00</b>

# 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:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Coordinated Health Program	<a href="https://garlandisd.net/about/coordinated-school-health">https://garlandisd.net/about/coordinated-school-health</a>		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - <a href="https://garlandisd.net/programs-services/dyslexia">https://garlandisd.net/programs-services/dyslexia</a>		Kimberly Caddell	6/10/2024