

Garland Independent School District
Heather Glen Elementary School
2024-2025 Campus Improvement Plan

Mission Statement

Heather Glen Elementary School will inspire a culture of high expectations, foster relationships, and commit to empower students towards innovative thinking and learning.

Vision

Heather Glen scholars will change the world as confident moral leaders through hard work, perseverance, and compassion for others.

Value Statement

We believe every student can learn.

We know every student deserves our best.

We value and celebrate all cultures.

We respect all students, families, staff and communities.

We demonstrate ethical behavior.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Heather Glen is one of 47 elementary campuses in Garland Independent School District. Heather Glen Elementary was founded in 1971. Heather Glen is comprised of 89% of students from economically disadvantaged families. Here at Heather Glen 74% of our students are currently classified as at-risk, 71% are eligible to receive free or reduced lunch, and 60% of our students being Emergent Bilinguals. The current student population of 282 wear standardized dress and enjoy belting out the school's motto "F.A.S.T" at the end of announcements run by each class once a week. Nestled along Northwest Hwy, and just a few blocks south of Centerville Road, students and their families utilize the playground in afternoon and weekends, fondly referred to as 'the park', for family outings, soccer games and socializing. The PK through 5th grade students at this Title I school may take advantage of the free Breakfast-in-the-Classroom program each morning. In addition to the quality academic programs, students participate in Roadrunner Pride Camp, College Wednesdays, Spirit Fridays, Roadrunner Rallies, choir, morning/afternoon tutorials, and Family Nights, Morning Meetings, and various events hosted by our PTA. Make sure to wear your navy blue and orange as you stop by to visit our Roadrunner Family.

Demographics Strengths

1. Family Engagement Survey shows high satisfaction rate among parents.
2. As a campus, we continually look for ways to grow and improve our students.
3. The campus continues to make decisions that are student centered.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Family engagement and participation is continually low. **Root Cause:** Families working multiple jobs to provide result in opposing work schedules, transportation and child care concerns which become barriers to participation.

Problem Statement 2: Classroom teachers ineffectively engage with Hispanic and African American students during instruction. **Root Cause:** Lack of training in diversity and equity strategies.

Problem Statement 3: Our staff does not reflect our student demographics. **Root Cause:** Prior to COVID 19, there was already a teacher shortage in minority teachers. The shortage continues and has widened.

Student Learning

Student Learning Summary

Overall, Heather Glen Elementary received an accountability rating of B 2023. In the 2020-2021 school year, Heather Glen was identified as an Improvement required campus by the state of Texas. During that year we were able to climb out of that identification by raising our overall accountability rating from an F to a B in one year. We raised our overall accountability score 29 points to a grade of 82, from a previous rating of F the year before. This was an increase of three letter grades for our accountability rating. Student performance has increased in 2023, but we are still considered to be a lower performing campus due to our Domain 1 rating. Our overall accountability rating has been based on our growth for the last four years, which shows that our students are making progress. Our students are performing higher in mathematics over reading consistently in 2017, 2018, 2019, and 2023. Heather Glen is consistently improving each year and has made double digit gains in some areas since 2017.

Student Learning Strengths



In 2022, we increased in every performance level across all grade levels except for one.

In 2022, in grades 4 and 5, we had 93 students had either accelerated or met growth in areas of Reading and Math on STAAR.

In 2022, our MAP data demonstrated projected growth from fall to spring in all grade levels except for 1st grade.

In 2022, science was a strength in 5th grade MAP data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We need to continue to increase our MEETS level on STAAR in order to impact Domain 1. **Root Cause:** Due to COVID and the learning gaps it caused, we still have students who have not mastered skills from previous grade levels.

Problem Statement 2: In 2022, fourth grade reading on MAP and STAAR assessments, we scored below projected growth percentage. **Root Cause:** The teacher's inability to deliver effective instruction in all content areas.

Problem Statement 3: In 2022, our CBA data compared to state assessments showed inflation in student scores in the area of reading. **Root Cause:** The rigor of the district CBA's does not match the rigor of STAAR.

School Processes & Programs

School Processes & Programs Summary

Heather Glen utilizes strong recruitment and retainment strategies to ensure high quality staff is hired to increase the effectiveness of our team. Teams are utilized to hire high quality staff that is also a good fit for our team. Teachers work together weekly and their opinions are valued and utilized. Several of the systems that are in place that support teachers are mentoring programs as well as weekly PLC's and instructional planning for each grading cycle. We also increased real-time feedback for our staff weekly.

Through the school improvement process, we adopted some practices from the Teaching Trust model to increase our effectiveness as a team. We created strong school-wide systems for our staff and students that has positively affected our students' behavior, increased staff to student relationships, and overall increased our student achievement.

School Processes & Programs Strengths

1. Students and teachers track daily progress of their daily learning objective. Students keep their own data trackers and class data is posted in classrooms to track progress.
2. Grade levels engage in consistent and productive PLCs weekly where they look at data, plan effective lessons, and practice their lessons.
3. Teachers complete a Staff One-Pager where their individual roles and responsibilities are listed. The One-Pager is revisited throughout the year to ensure expectations of staff are clear.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff are not consistently applying the School-Wide Discipline procedures on a daily basis. **Root Cause:** Staff are unfamiliar with all the steps in the school-wide discipline system, especially with the influx of new students at Heather Glen.

Problem Statement 2: Heather Glen needs an enrichment program for students in addition to tutoring. (Examples: One hour of Fun Friday, Life Skills sessions, Chess Club, Robotics) **Root Cause:** Lack of staff initiative to supervise students in after school clubs.

Problem Statement 3: Teachers do not understand clearly how to integrate technology into daily instructional practices. **Root Cause:** Teachers understanding of integrating technology is through students using technology in their center rotations.

Perceptions

Perceptions Summary

We have a very positive climate at Heather Glen where staff feels valued and welcome. Staff are expected to participate in the development and implementation of campus decisions, programs and committees. We have begun the process of increasing parent engagement in decision making, but we still have a long way to go. Parents currently report that they feel welcome and included in Heather Glen. Based on data provided, we can conclude that staff at Heather Glen Elementary are happier based on their staff morale and being part of the decision making process.

Perceptions Strengths

1. Staff feels that there is a family environment between colleagues on the campus.
2. Parents are satisfied with the education their child/children are receiving.
3. Most of the staff love working at Heather Glen.
4. Students feel supported and heard by their teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: From the Family Engagement Survey, parents expressed a desire to receive more communication to parents about the weekly progress of their child/children.

Root Cause: Most parents are not on Skyward checking grades daily to get a daily or weekly update on their child's progress.

Problem Statement 2: Based on the Family Engagement, some parents feel there is a need for more security on the campus daily. **Root Cause:** Due to the recent school shootings, parents are more concerned than ever about the safety of the children.

Problem Statement 3: Some students do not believe they can achieve the academic outcomes expected of them. **Root Cause:** Ineffective goal conferences done with each individual student.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

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

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 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 23% in 2024 to 90% by 2025. (SY24-25 interim goal = 66.7%) (Data sources 2024 STAAR preliminary data)


Evaluation Data Sources: STAAR 2024 preliminary data


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades K-5 will implement reading small groups daily through the use of iready teacher toolbox lessons, mclass lessons, and skill-based lesson, and other resources with an intentional focus on students' needs identified by curriculum checkpoints and progress monitoring data. Teachers in grades K- 5 will also implement high leverage personalized learning stations daily with an intentional focus on students' needs identified by curriculum checkpoints and progress monitoring data. (MAP/mclass/iready reading diagnostic and anecdotal records on which to base instructional decisions with attention to the performance of all student groups' performance relative to the Closing the Gaps Domain targets).</p> <p>Strategy's Expected Result/Impact: Continuous improvement in fluency and comprehension for each student as evidenced by expected growth on reading MAP data and meeting grade level standards on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators instructional support teacherTeachers Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted Support and Improvement Reading: Campus training on how to effectively monitor and adjust small group instruction along with the high leverage personalized learning stations through collaborative PLCs (professional learning community).</p> <p>Strategy's Expected Result/Impact: Developing skill in analyzing data to create targeted reading small groups and personalized learning stations as evidenced by improved reading levels, meeting/exceeding expected growth on MAP, and meeting grade level standards on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Instructional support teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will develop a reading instructional planning calendar to focus the learning for each day and measure mastery using formative assessments with attention to the performance of all student groups relative to the Closing the Gaps Domain targets. Teachers will be provided time and coaching during their professional learning community to complete the IPC's (instructional planning calendar) in a timely manner to be ready to deliver solid reading targeted instruction.</p> <p>Strategy's Expected Result/Impact: Student work and formative assessment results will be analyzed in PLCs to determine reteaching methods based on student needs. This will increase performance at meets grade level standard on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Support Teacher Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will systematically implement targeted reading interventions through weekly data meetings to develop reteach lessons and also using Leveled Literacy Intervention Kits and STAAR-aligned materials.</p> <p>Strategy's Expected Result/Impact: Small group, targeted interventions as documented in the MTSS Binder will result in expected growth on MAP and meeting grade level standards on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Interventionist Intervention Staff Special Ed Staff Instructional Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$3,662.50</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will utilize goal-setting with students to track progress toward their personal growth goal (Domain 2 of accountability system).</p> <p>Strategy's Expected Result/Impact: Our goal is for 100% of our students to meet their growth goal in grades 4-5. This practice will also impact Student Achievement in Domain 1.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Support Teacher Classroom Teachers (monitoring classroom goal trackers, campus goal trackers, student growth goal trackers)</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Saturday School and Extended Day learning opportunities will be provided for students to receive additional instruction in the area of reading.</p> <p>Strategy's Expected Result/Impact: Students performance on CBA's and MAP assessments will improve</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Support Teacher</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$1,542</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished





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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 EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 44% in 2024 to 76% by 2025.
(SY 24-25 interim goal = 55.8%)

Evaluation Data Sources: EOY preliminary TELPAS scores





Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will receive training and coaching on appropriate sheltered instructional strategies for consistently providing comprehensible input with attention to the performance of EB student group performance relative to the Closing the Gaps Domain targets.</p> <p>Strategy's Expected Result/Impact: Sheltered Instruction Strategies will be used consistently in all classes to support language development as evidenced by lesson plans, walkthroughs, and improved performance of EBs in these content areas.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Support Teacher</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in grades K-5 will implement small groups and high leverage personalized learning stations daily with focus on sheltered instructional strategies and Summit K-12 for EB students. During the instructional LPAC meetings for EB teachers will collaborate with all team members on Ellevation interventions for EB students.</p> <p>Strategy's Expected Result/Impact: Increase in scores for students on Summit K-12 and TELPAS.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Support Teacher</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$3,906</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 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 0% in 2024 to 80% by 2025. (SY 24-25 interim goal = 38.0%)

Evaluation Data Sources: STAAR 2024 preliminary data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades 2nd-5 will implement science small groups daily through the use of hands-on learning/experimentation, MAP learning continuum, and curriculum-based assessments, and other resources with an intentional focus on students' needs identified by curriculum checkpoints and MAP data. Teachers will utilize and implement science common assessments used for goal setting and monitoring learning progress.</p> <p>Strategy's Expected Result/Impact: Hands-on experiences will serve as foundation for science learning and will springboard science success at meets grade level standard on the STAAR science test. Science common assessment results will show improvement over time in all grade levels with improved implementation.</p> <p>Staff Responsible for Monitoring: Administrators Science Teachers Instructional Support Teacher</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$887</p>	Formative			Summative
	Nov	Feb	Apr	June
	Review cells are empty			





 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 by end of grade 3 on STAAR, will increase from 34% in 2024 to 90% by 2025. (SY 24-25 interim goal = 63.5%), grade 4 on STAAR, will increase from 45% in 2024 to 90% by 2025 (SY 24-25 interim goal = 48.8%), grade 5 on STAAR, will increase from 28% in 2024 to 90% by 2025 (SY 24-25 interim goal = 44.5%)

Evaluation Data Sources: STAAR 2024 preliminary data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades K-5 will implement math small groups daily through the use of iready teacher toolbox lessons, skill-based lesson, and other resources with an intentional focus on students' needs identified by curriculum checkpoints and progress monitoring data. Teachers in grades K- 5 will also implement high leverage personalized learning stations daily with an intentional focus on students' needs identified by curriculum checkpoints and progress monitoring data. (MAP/iready math diagnostic and anecdotal records on which to base instructional decisions with attention to the performance of all student groups' performance relative to the Closing the Gaps Domain targets).</p> <p>Strategy's Expected Result/Impact: Continuous improvement in problem solving for each student as evidenced by expected growth on math MAP data and meeting grade level standards on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 199 - PIC 24 State Comp Ed Funds - \$988</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create and implement math Instructional Planning Calendars to focus student learning and monitor daily progress, specifically focusing on DOL data to inform targeted reteach plans during weekly data meetings.</p> <p>Strategy's Expected Result/Impact: Collection of daily formative data and student work samples around the focused SE for the day will result in increased performance in math as measured by MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$929</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 3 Details	Reviews			
<p>Strategy 3: Saturday School and Extended Day learning opportunities will be provided for students to receive additional instruction in the area of mathematics</p> <p>Strategy's Expected Result/Impact: Students performance on CBA's and MAP assessments will improve.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Support Teacher Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will monitor all student group performances relative to the Closing the Gaps Domain targets. Teachers will be allowed to work on the creation of these calendars during non-duty hours to complete them in a timely manner to be ready to deliver solid reading targeted instruction.</p> <p>Strategy's Expected Result/Impact: Teachers creating reteach calendars will result in increased performance in Math as measured by MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Support Teacher</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;">  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>				


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Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will be at 35% by 2025.
(SY 24-25 interim goal = 28.8%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a school-wide disciplinary incentive system, including rewards for excellent behavior, and celebration of progress and character. Build relationships among our classroom and campus families through morning meetings, good things, and use of strong interpersonal strategies and social contracts (Capturing Kids Hearts strategies) to increase positive student behaviors.</p> <p>Strategy's Expected Result/Impact: Increase in positive student behaviors and decrease in number of classroom incidents. Roadrunner Pride Rallies will be held every nine weeks to celebrate student behavior.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Behavior Committee Members Counselor</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will develop strong cultures and routines through the implementation of Roadrunner Pride Camp (first two weeks) and campus procedures and routines consistently taught throughout the year with an additional focus on our African American male population. We will foster strong relationships and bonds with African American male population through a mentorship program that focuses on understanding and educating the African American male.</p> <p>Strategy's Expected Result/Impact: Strong cultures and routines modeled thoroughly will decrease number of incidents which require exclusionary consequences throughout the year. Referrals, ISS, and OSS will decrease with African American males.</p> <p>Staff Responsible for Monitoring: Administrators Teachers School Counselor Assigned Mentors</p> <p>TEA Priorities: Improve low-performing schools</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 6: We will increase the engagement of parents (from less than 00% to greater than 50%) in meaningful ways, by sponsoring educational events.

Evaluation Data Sources: Sign in sheets from events and parent evaluation forms submitted by parents





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing Parent and Family Engagement opportunities to include training, student materials, print resources, and events to increase participation and create awareness of the connection between home and school through events such as Literacy Night, Math/Science Night, STAAR Nights and different cultural events. Utilize the school electronic newsletter and campus website along with Wednesday Folders to send home the Parental Involvement Policy, School Compact, and event flyers periodically throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased family engagement and resources to parents will result in increases as measured by MAP, TELPAS, and STAAR, as evidenced by participation logs/sign-in sheets at Family Nights. It will also increase number of participants completing EOY school survey.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Support Teacher Staff Members</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$2,000, - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$200, - 6300 Parent Involvement. Supplies T1 - \$1,400</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will develop a transition program for our incoming PreK families (Ready Roadrunners) to prepare them for their first time in a school environment.</p> <p>Strategy's Expected Result/Impact: We will develop a transition program to prepare our incoming PK students (Ready Roadrunners) and educate the families about their new environment in elementary school.</p> <p>Staff Responsible for Monitoring: PreK Teachers HG Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - \$200, - 6300 Parent Involvement. Supplies T1 - \$615</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will develop a transition program for our outgoing 5th graders (Becoming Bisons) to prepare them for their new environment in middle school.</p> <p>Strategy's Expected Result/Impact: WE will develop a transition program for our outgoing 5th graders and their parents to educate them about the new environment they will be in for middle school.</p> <p>Staff Responsible for Monitoring: 5th Grade Teachers HG Admin O'Banion Middle School 6th Grade Teachers O'Banion Middle School Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Performance Objective 7: By June 2025, the turnover rate at Heather Glen Elementary will be reduced by 10% .

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.</p> <p>Strategy's Expected Result/Impact: Our goal is to retain 100% of our staff from year to year. This practice will also impact Student Achievement in Domain 1.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Support Teacher</p> <p>ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
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State Compensatory

Budget for Heather Glen Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Heather Glen Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lisa Anthony	Instructional Support Teacher	1
Marka Phillips	Counselor	0
Sofia Vaughan	Instructional Support Teacher	1
Tammy Chatman	Intermediate Support Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marguerita Lazon	Bilingual Aide	Title I, Part A Program	1.0
Rochelle Mayweather	Interventionist	Title I, Part A Program	1.0

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$779.00
+/- Difference					\$779.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$988.00
Sub-Total					\$988.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$4,012.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,843.00
+/- Difference					\$3,843.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,500.00
1	1	6			\$1,542.00
1	4	2			\$929.00
Sub-Total					\$3,971.00
Budgeted Fund Source Amount					\$21,373.00
+/- Difference					\$17,402.00

6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$500.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$500.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$3,662.50
1	2	2			\$3,906.00
1	3	1			\$887.00
1	6	1			\$2,000.00
Sub-Total					\$10,455.50
Budgeted Fund Source Amount					\$20,380.00
+/- Difference					\$9,924.50
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$1,400.00
1	6	2			\$615.00
Sub-Total					\$2,015.00
Budgeted Fund Source Amount					\$2,406.00
+/- Difference					\$391.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$200.00
Sub-Total					\$200.00

6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$200.00
+/- Difference					\$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2			\$200.00
Sub-Total					\$200.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					\$0.00
Grand Total Budgeted					\$55,181.00
Grand Total Spent					\$17,829.50
+/- Difference					\$37,351.50

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

Addendums

Garland ISD Campus Improvement Plan Addendum: State and Federal Mandates

Discipline Management Programs

Provide discipline Management Programs including prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying or bully-like behavior in school, on school grounds and in school vehicles. [TEC 11.252]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Review discipline data to determine trends and develop appropriate training	1	Principal	Training provided based on campus need
2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyber-bullying.	2.5	Principal	Decrease in cyberbullying incidents
3. School counselors will increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities through classroom instruction.	2.5	School Counselor	Decrease in bullying incidents
4. Encourage students, parents or guardians to report acts of bullying. A student may submit an anonymous report. Parents or students may speak privately to any staff member to report an incident.	2.6	Principal	Information regarding reporting procedures distributed to parents
5. Teachers and staff members are trained in the GISD bullying reporting protocol.	2.6	Principal	Teachers attend training and are familiar with procedures
6. GISD staff conducts anti-bullying workshops for parents and students to increase awareness and prevention of bullying and cyberbullying.	3.2	Guidance and Counseling Department and School Counselor	Bullying workshops are attended and lead to decrease in bullying incidents

Sexual Abuse, Mistreatment of Children. Mental Health Intervention and Suicide Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Increase staff awareness and recognition of issues of maltreatment and sexual abuse of children through training that covers prevention techniques and options for affected students.	2.6	Guidance & Counseling and School Counselor	Staff is aware of child abuse recognition and reporting requirements
2. Provide training on methods for addressing the needs of students including suicide prevention programs and early mental health intervention.	2.6	Guidance & Counseling and School Counselor	Staff is aware of methods for addressing mental health issues including suicide prevention
3. Provide age appropriate classroom instruction in an order to educate students on suicide prevention including warning signs and anonymous reporting procedures.	2.5	Guidance & Counseling and School Counselor	Student awareness is increased

Methods for addressing needs of students for special programs

- a. early mental health intervention and suicide prevention (District only - HB 1386)
- b. conflict resolution programs [TEC 11.252(3)(B)]
- c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
- d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
- e. pregnancy-related services (TEA Addendum)
- f. provisions to improve services to gifted/talented (G/T) students (TEC 11.251-11.253)
- g. supplemental services to homeless students [20 USC 6313(c)(3)]
- h. transportation to foster students [ESSA 1112 (c)(5)(B)(i)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Community Liaisons will provide leadership for school improvement in the areas of climate, discipline management, drug/alcohol prevention, and safety	2.5	Community Liaisons	
2. Prepare age appropriate instruction, counseling, and/or student assemblies in conjunction with drug awareness education classes conducted by the School Resource Officers.	2.5	Guidance & Counseling, School Counselors, SROs	Student awareness is increased
3. Coordinate with the Garland, Rowlett and Sachse Police Departments and other various local organizations to host a community drug and alcohol awareness event at the Curtis Culwell Center.	3.2	Guidance & Counseling, SROs	Coordination between organizations leads to increased awareness
4. The Guidance and Counseling department utilizes character education in elementary schools as an avenue for providing instruction to students in the areas including, but not limited to the following: motivation to achieve, decision-making, interpersonal skills, cross-culture effectiveness, and responsible behavior.	2.5	Guidance & Counseling and School Counselor	Character Education programs are implemented on campuses
5. Highly trained dyslexia therapists provide dyslexia therapy/instruction to students identified with dyslexia in K-12. Identified students will receive an appropriate dyslexia program, utilizing curriculum based on student needs and delivered using multisensory methods that are systematic and sequential and meets the criteria of the Texas Dyslexia Handbook, 2018. The program used is implemented with fidelity as required by the curriculum and is provided four days/week for 60 minutes or five days/week for 45 minutes.	2.6	Asst Director Special Education	Dyslexia programs provide appropriate services to identified students
6. Provide pregnant or parenting students access to parenting skills classes as well as career training and job acquisition skills through a wide variety of Career and Technical classes offered in GISD.	2.6	CTE	Pregnant or parenting students are able to access necessary support services
7. Provide a child care center specifically designed to care for the newborn infants until they are old enough to move to a regular child care setting.	2.6	CTE	Parenting students are able to return to school
8. Ensure that teachers of record for identified gifted/talented (G/T) students meet state-mandated training requirements and	2.4	Principal, G/T Department	Documentation in lesson plans, classroom walkthroughs

differentiate instruction to meet student needs as per the District's G/T service design.			
9. Provide homeless students with supplemental materials and services; school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	2.6	District Homeless Liaison, Student Services Dept	Students are provided supplemental materials and services
10. Provide transportation services to students in foster care.	2.6	District Foster Care Liaison	Students are provided transportation services

Harassment and dating violence [TEC 37.001]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide instruction on healthy relationships to all middle and high school students in an effort to engage, educate, and empower students to prevent unhealthy relationships and decrease teen dating violence.	2.6	School Counselors	Student and Staff awareness is increased
2. Counselors will provide counseling and/or refer students to local community agencies when the need arises.	2.6	Guidance & Counseling Department and School Counselor	Information is distributed to parents
3. Increase staff awareness and recognition of issues regarding teen dating violence abuse of children through training that covers prevention techniques and options for affected students.	2.6	Guidance & Counseling Department and School Counselor	Staff is aware of child abuse recognition and reporting requirements

Highly Effective Teachers

Recruit and retain highly effective teachers and ensure that instruction will be provided by certified teachers, per district standards.

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	1	HR	Pools of candidates are created
2. Increase minority candidates for positions which more adequately reflects the student population.	1	HR and Principal	The number of minority candidates interviewed and hired increases
3. Provide on-going training and development for mentors (current Project GOAL program).	2.4	HR	Training is provided for mentors
4. Principals assign a veteran teacher on the campus to "mentor" the first-time teachers. There are also additional mentor resources available at the district level.	2.4	Principal	First-time teachers are provided with an adequate level of campus and district support
5. During the school year, there are regular staff development activities scheduled for both first-year and veteran staff members.	2.4	HR/Principal	Staff development activities are held throughout the school year
6. Opportunities are provided for promotion within the district. The district actively encourages campus internships for teachers	1	HR	The district promotes internal candidates

working on advanced degrees that require an internship as part of their coursework and for teachers who have been identified as leaders by their supervisors.			
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Texas Behavior Support Initiative

Training for Texas Behavior Support Initiative (TBSI) relating to the instruction of students with disabilities and designed for educators who work primarily outside the area of special education.

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Each campus has several members serving on a CORE Team (an administrator, a general education teacher, and a special education teacher are required).	2.6	Principal Special Education Department	Each campus has a full CORE team
2. CORE Team members must attend the Nonviolent Crisis Intervention (NVCi) training and complete the Texas Behavior Support Initiative (TBSI) modules.	2.6	Principal Special Education Department	CORE team members attend training
3. CORE Teams will observe and provide support in a crisis situation.	2.6	Principal Special Education Department	CORE team members are able to provide appropriate support

Post-Secondary Readiness

Strategies for providing to students, teachers, counselors, and parents information about: 1. Higher education admissions and financial aid opportunities, 2. TEXAS grant program, 3. Teach for Texas grant programs, 4. The need for students to make informed curriculum choices to be prepared for success beyond high school, 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. GISD Ready website provides information about college and career planning, financial aid opportunities, career exploration and other helpful information related to college and career.	2.5	Advanced Academics and Guidance & Counseling Department	Ready website is kept current and updated
2. Provide FAFSA workshops to assist students and parents complete the application for financial aid.	3.2	Guidance & Counseling Department and School Counselor	Students and parents complete the FAFSA
3. Scholarship announcements are made through the campus Go Centers and guidance office as they become available during the school year.	2.6	Guidance & Counseling Department and School Counselor	Students are made aware of scholarships
4. Provide an opportunity for high school juniors, seniors and their parents to meet with representatives from more than 120 participating colleges and the military.	3.2	Guidance and Counseling Department	College fair is provided for students and parents

Title I, Part C, Migrant Education Program

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
GISD will provide identified migrant students with instructional support services such as tutoring, summer school, intervention and/or credit recovery.	2.5 2.6	FACE/Student Services Region 10	Migrant students are provided with educational services
GISD staff will ensure that migrant students and parents receive timely information about graduation requirements and post high school opportunities.	3.2	FACE/Student Services Region 10	Migrant students and parents are aware of graduation requirements and post high school opportunities
Improve communication with parents of migrant students, informing families of resources and services available to meet the educational, health, and emotional needs of students.	3.2	FACE/Student Services Region 10	Migrant students and parents are referred to resources for services to help meet their needs

Drop Out Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide comprehensive staff development for school personnel so that they may recognize environmental, familial, economic, social, developmental, and psychosocial factors which may contribute to a student's failure to complete high school.	2.6	Student Services	Training provided
2. Provide appropriate in-school curricular and non-curricular programs and services to identified at-risk students and students who manifest recognized dropout predictors or characteristics.	2.6	Campus Staff	At risk students are members of in-school curricular and non-curricular programs
3. Access available community media outlets to conduct an awareness campaign to publicize the dropout problem and describe effective preventive techniques, programs, and services that are available.	2.6	Student Services	Media assists in awareness
4. Solicit the support and encourage involvement of the community's diverse groups and organizations. Develop a centralized system for collection, organization, maintenance, and dissemination of at-risk student data.	2.6	Student Services	Centralized system is created and utilized for dissemination of at-risk student data
5. Provide students with academic alternatives to dropping out through grade recovery, cycle recovery, credit recovery, online courses, summer school, and non-traditional options.	2.6	Special Programs	Students who experience failure complete recovery efforts

Coordinated School Health

Include any coordinated school health activities and their evaluation in the campus improvement plan as well as methods to ensure that students participate in the required physical activity and any other activity recommended by the School Health Advisory Council. [TEC 11.253(d3)(10)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Qualified teachers use best practices when teaching physical activity. Structured physical activity is provided at least 135 minutes weekly for elementary students. Middle school students complete a minimum of 225 minutes of physical activity every two weeks for 4 semesters.	2.5	Principal	Structured activity is in the elementary master schedules for the required weekly minutes. Middle school students are enrolled in at least 4 semesters of physical education (or equivalent substitute)
2. Health services are provided for students by qualified professionals such as physicians, nurses, dentists and other allied health personnel from within the school and from the community to assess, protect and promote health.	2.6	Nurse	Health services are provided by Clinic Services
3. School Nutrition Services offer students a variety of nutritious and appealing meals that accommodate the health and dietary needs of all students.	2.6	Student Nutrition Services	Students are served nutritious meals
4. Counselors provide services to students to improve mental, emotional and social health and include individual and group assessments, interventions, and referrals.	2.5	Guidance & Counseling Department and School Counselor	Students are provided appropriate counseling services or are given referrals to services
5. Each elementary and middle school campus wellness team (physical education teacher, school nurse, administrator, cafeteria representative) creates a calendar detailing all of the coordinated school health activities during the school year.	2.6	Principal District Health/Physical Education Coordinator	Campus CSH calendars are turned into the Health/Physical Education Coordinator before the end of the first six weeks. A re-cap of activities is submitted during the last six weeks of each school year.
6. Incorporate staff wellness on campus and promote District employee wellness activities throughout the year.	1	Principal Employee Wellness Campus Wellness Teams	Employee Wellness implements the District Health Improvement Plan which includes activities and initiatives for employees throughout the year. Yearly evaluation and tracking.