Garland Independent School District

Herfurth Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

An innovative community built from self-motivated, global learners.

Vision

To encourage whole child development by providing opportunities for individual academic and social growth through exploration.

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Demographics Summary

Herfurth is a Magnet Montessori Public school in Rowlett, Texas serving students from age 3 to 5th grade. The school also provides traditional classes from Kinder to third grade. Students for the Montessori units participate in a Montessori observation/interview. Measures of Academic Progress (MAP) scores are considered as part of the admission process. Bilingual students are given a language proficiency assessment for qualification into the bi-lingual program. Traditional students are enrolled based on school-of-choice criteria. Herfurth's mission is to create an innovative community built from self-motivated, global learners. Herfurth's vision is to encourage whole child development by providing opportunities for individual academic and social growth through exploration.

Presently, 85% of classroom and specials teachers are current on their on-going Gifted and Talented certifications. Additionally, classroom teachers are Emergent Bilingual (EB) certified. Herfurth provides bi-lingual classrooms in all grade levels. Music, Art, and Physical Education classes with specific curriculum are provided for all grade levels. Special education Resource class, Inclusion, and Speech Therapy services are provided for eligible students. Dyslexia services are provided to eligible students by a trained Dyslexia therapist.

In Early Education, Preschool, and Kindergarten-5th grade, there were 137 incidents reported. Of the incidents reported, 84.7% were male, 15.3% were female. The greatest majority was Hispanic students (60) for 43.8% followed by Black/African American (45) for 32.8%, White (20) for 14.6%, Two or More Races 10) for 14.6%, and Asian (2) for 1.5%. No correlation was found between behavior incidents and student achievement in upper grade levels.

From 2016 to 2021 the attendance rate for Herfurth increased by at least 2% and was higher than district averages. For 2020-2021 school year the attendance rate was 99%. To promote high attendance Herfurth teachers reach out to family, build positive relationships, and communicate through platforms such as SeeSaw, Skyward, email, and campus newsletter. Tardies are documented in the office and parents receive communication regarding student absences and tardies. From the 2016-17 school year to 2020-2021 school year, student mobility decreased from 16% to 6.2%.

According to the TEA report card 20-21:
Enrollment by Race/Ethnicity; African American 14.6%; Hispanic 35.9%; White 29.5%; American Indian 0.8%; Asian 12.1%; Pacific Islander 0.2%; Two or More Races 6.8%.

African-American and White/Caucasion population has decreased ove the last 5 years. While Hispanic, Asian, Two or More Races, Special Education, Emergent Bilingual, Economically Disadvantaged have all increased over the last 5 years.

Herfurth serves the following student groups: Economically Disadvantaged 44.3%; Special Education 14%; Bilingual 14.6%; Emergent Bilingual 12.2%; and Gifted/Talented .5%. Herfurth also serves students identified in the following groups: 1 Homeless; 0 Migrant; and 207 (38%) At-Risk.

As a campus we have 20% less EcoDis students than the district and 10% less than the state. Students identified as African-American, Hispanic, and Economically Disadvantaged have a higher risk of failing than White or Asian students. Students However, in the 2020-2021 school year, overall 73% of student identified as EcoDis approached grade level in all subject areas on STAAR; 67% of African-American students, and 69% of Hispanic students approached grade level. Intervention services are provided to students during the school day via small groups in the general education classroom and/or with an intervention specialist. Tutorials with the general education teacher are provided before and after school throughout the year. Additionally, tutors provide intervention services during the school day.

The following demographics describe Herfurth teachers and paraprofessionals: 51% White/Caucasian; 25% Hispanic; 13% Black/African-American; 9% Asian. Approximately 20 teachers and paraprofessionals have obtained at least one Master's Degree. One teacher has received a Doctorate. With few exceptions, Montessori teachers have a Montessori Certification (AMS), 3 staff members are certified Educational Diagnosticians, 2 Dyslexia Specialists, classroom teachers, including special education teachers are ESL Certified. Other specialized certifications and licenses include registered art therapy licence, Montessori Applied to Children at Risk, Texas Child Care Administration and Business Practices

Cert., Associates in Business Information Systems, and Bilingual certifications. Since 2020, three teachers have received their Master's and one completed a Doctoral Program.

Demographics Strengths

1)	**Parent Communication and involvement.**						
2)	Diversity with students and teachers						
3)	Attendance						
4)	Mobility rate						
5)	Student STAAR performance						

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Black students have a significantly lower passing rate than Hispanic, White, or Asian students. In math the passing rate was 42% and reading was 58% in the meets category. White students scored 57% and 84%, Hispanic students scored 60% and 76%, and Asian students scored 71% and 81%.There is a need for academic strategies that target the learning style of individual students in the AA population.   **Root Cause:** Lack of relationships and instructional strategies

Problem Statement 2 (Prioritized): There is a need for training and intervention strategies regarding students with ADHD, Emotional Disturbance, and Autism Spectrum Disorder.
Root Cause: Increase in student needs and decrease in magnet assessments due to COVID 19

Problem Statement 3: Within the school, multiple languages are represented. There is a need to determine whether document translations are needed.   **Root Cause:** The campus is recruiting a more diverse population to communicate more effectively with families.

Student Learning

Student Learning Summary

Reading STAAR - 96% Approaches, 75% Meets, 49% Masters
Math STAAR - 90% Approaches, 58% Meets, 26% Masters
Science STAAR - 80% Approaches, 53% Meets, 20% Masters

Reading MAP EOY Growth
K - 52%
1st - 48%
2nd - 65% (Met Goal of Growth)
3rd - 65% (Met Goal of Growth)
4th - 52%
5th - 62%

CAMPUS STAAR PERFORMANCE SUMMARY REPORT: 2022

Primary/only spring 2022 adm...
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HERFURTH ELEMENTARY SCHOOL [057909142]

STUDENT GROUPS	STAAR				STAAR Spanish				STAAR Alt2				STAA	
	N	% Approaching	% Meets	% Masters	N	% Approaching	% Meets	% Masters	N	% Approaching	% Meets	% Masters	N	% Appr
READING / ALL GRADES														
ALL	161	96%	76%	52%	24	92%	67%	33%	0	---	---	---	185	9(
Hispanic	45	96%	76%	49%	24	92%	67%	33%	0	---	---	---	69	94
Asian	21	95%	81%	67%	0	---	---	---	0	---	---	---	21	95
Black	31	90%	58%	32%	0	---	---	---	0	---	---	---	31	90
White	51	100%	84%	65%	0	---	---	---	0	---	---	---	51	10
Ec Dis	62	95%	74%	50%	21	90%	62%	29%	0	---	---	---	83	94
non-Ec Dis	99	97%	77%	53%	3	---	---	---	0	---	---	---	102	97
ELL	30	97%	80%	43%	24	92%	67%	33%	0	---	---	---	54	94
non-ELL	131	96%	75%	53%	0	---	---	---	0	---	---	---	131	96
SPED	19	95%	74%	58%	1	---	---	---	0	---	---	---	20	95
non-SPED	142	96%	76%	51%	23	91%	65%	35%	0	---	---	---	165	96
GT	16	100%	94%	81%	3	---	---	---	0	---	---	---	19	10
non-GT	145	96%	74%	48%	21	90%	76%	38%	0	---	---	---	166	95

Glows - Asian- 100% Approaches and Masters - 65%, GT Masters - 67%

Grows- Black - 90% Approaches and 32% Masters, Economically Disadvantaged at 94% Approaches,

CAMPUS STAAR PERFORMANCE SUMMARY REPORT: 2022

HERFURTH ELEMENTARY SCHOOL (057909142)

	STUDENT GROUPS	STAAR				STAAR Spanish				STAAR Alt2				STAA	
		N	% Approaching	% Meets	% Masters	N	% Approaching	% Meets	% Masters	N	% Approaching	% Meets	% Masters	N	% Appr
MATHEMATICS / ALL GRADES	ALL	184	90%	58%	26%	0	---	---	---	0	---	---	---	184	90
	Hispanic	68	91%	60%	22%	0	---	---	---	0	---	---	---	68	91
	Asian	21	95%	71%	43%	0	---	---	---	0	---	---	---	21	95
	Black	31	74%	42%	19%	0	---	---	---	0	---	---	---	31	74
	White	51	94%	57%	29%	0	---	---	---	0	---	---	---	52	94
	Ec Dis	82	88%	58%	21%	0	---	---	---	0	---	---	---	82	88
	non-Ec Dis	102	90%	57%	30%	0	---	---	---	0	---	---	---	102	90
	ELL	54	93%	65%	28%	0	---	---	---	0	---	---	---	54	93
	non-ELL	130	88%	55%	26%	0	---	---	---	0	---	---	---	130	88
	SPED	20	90%	45%	20%	0	---	---	---	0	---	---	---	20	90
	non-SPED	164	90%	59%	27%	0	---	---	---	0	---	---	---	164	90
	GT	19	95%	89%	63%	0	---	---	---	0	---	---	---	19	95
	non-GT	165	89%	54%	22%	0	---	---	---	0	---	---	---	165	89

Glows - Asian and GT students 95% Approaches, 43% and 63% respectively Masters

Grows- Black students 74% Approaches, 19% Masters

	STUDENT GROUPS	STAAR				STAAR Spanish				STAAR Alt2				STAA	
		N	% Approaching	% Meets	% Masters	N	% Approaching	% Meets	% Masters	N	% Approaching	% Meets	% Masters	N	% Approa
SCIENCE / GRADE 5	ALL	60	82%	55%	23%	10	70%	40%	0%	0	---	---	---	70	80
	Hispanic	15	73%	40%	7%	10	70%	40%	0%	0	---	---	---	25	72
	Asian	5	100%	100%	80%	0	---	---	---	0	---	---	---	5	100
	Black	13	82%	46%	23%	0	---	---	---	0	---	---	---	13	62
	White	22	91%	68%	27%	0	---	---	---	0	---	---	---	22	91
	Ec Dis	22	77%	50%	27%	9	67%	33%	0%	0	---	---	---	31	74
	non-Ec Dis	38	84%	58%	21%	1	---	---	---	0	---	---	---	39	85
	ELL	6	83%	33%	17%	10	70%	40%	0%	0	---	---	---	16	75
	non-ELL	54	81%	57%	24%	0	---	---	---	0	---	---	---	54	81
	SPED	8	75%	50%	25%	1	---	---	---	0	---	---	---	9	78
	non-SPED	52	83%	56%	23%	9	67%	44%	0%	0	---	---	---	61	80

GT	4	---	---	---	1	---	---	---	0	---	---	---	5	100
non-GT	56	80%	54%	21%	9	67%	33%	0%	0	---	---	---	65	78

Glows - Asian - 100% Approaches and 80% Masters, GT 40% Masters

Grows- Black - 62% Approaches and 23% Masters, Hispanic 72% Approaches and 4% Masters

According to MAP scores, 3rd grade reading was at 96% achievement, where as STAAR reading result are as followed; of the 63 students tested, 95% Approached, 67% Meet, and 46%, Mastered. According to MAP scores, 4th grade reading was at 94% achievement, where as STAAR reading result are as followed; of the 51 students tested, 90% Approached, 78% Meet, and 43%, Mastered. According to MAP scores, 4th grade reading was at 92% achievement, where as STAAR reading result are as followed; of the 71 students tested, 100% Approached, 79% Meet, and 56%, Mastered.

According to MAP scores, 3rd grade math was at 90% achievement, where as STAAR reading result are as followed; of the 63 students tested, 87% Approached, 59% Meet, and 25%, Mastered. According to MAP scores, 4th grade math was at 84% achievement, where as STAAR reading result are as followed; of the 51 students tested, 86% Approached, 45% Meet, and 20%, Mastered. According to MAP scores, 5th grade math was at 80% achievement, where as STAAR reading result are as followed; of the 70 students tested, 84% Approached, 66% Meet, and 31%, Mastered.

According to MAP scores, 5th grade Science was at 96% achievement, where as STAAR reading result are as followed; of the 70 students tested, 80% Approached, 53% Meet, and 20%, Mastered.

Tutorials before and after school, Intervention, Dyslexia, SPED pull-out and inclusion, Small-group instruction, Intersession, Teacher prescribed intervention plans (Credit-Recovery, Homework), Parent contact.

Pre-K 3 and 4 no longer require payment, therefore parent involvement is lower (Source: PTA Parent)
Some students leave after Primary or Lower Elementary due to feeder schools.
Primary having difficulty with students who are not potty trained(State law).

Student Learning Strengths

5th Grade 100% Reading STAAR Approaches.						
59% of 5th graders Mastered STAAR Reading						
3rd, 4th, and 5th grade have 90% or more Approaches in Reading.						
95% of Asian and GT students passed Math STAAR at the approaches level.						

5th Grade 100% Reading STAAR Approaches.
3rd, 4th, and 5th grades have 86% or more Approaches in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: White students did not meet their target % to close the gap on the 2022 STAAR Math test. **Root Cause:** Our 3rd grade students were affected with foundational skills due to Covid and remote learning.

Problem Statement 2: Special education students in 3rd-5th grade scoring mastered on STAAR mathematics was at 20% and 11% in 5th grade. **Root Cause:** Behaviors and more SPED support needed.

Problem Statement 3: EB students scoring approaches on STAAR Science was 100% in 2021 and 75% in 2022 in 5th grade. **Root Cause:** 2022 was our first bilingual class in Montessori to take the Science STAAR test.

Problem Statement 4: Teachers are not offered Montessori professional development from Garland ISD due to the majority of the district being traditional campuses. The district uses Amplify and Eureka for their curriculum and Montessori teachers use the Montessori curriculum. **Root Cause:** Montessori teachers need more support and coaching on Montessori curriculum and philosophy as they are growing in their skills so they can meet the needs of their students in a public school setting.

School Processes & Programs

School Processes & Programs Summary

Recruiting: GISD job postings, word of mouth, staff connections, social media, Montessori connections, job fairs, target college students with Montessori training (MINTS at UNT) Selecting: review ref/resume, interview, looking for right match with our school culture and vision Assigning: Matching experience/strengths with students' needs, growing teachers' toolbox, teacher input on class roster Inducting/Retaining: checkins, walk throughs/coaching conversations, notes of encouragement, connect with other staff . Notes: 1.Need to do more to support teachers new to campus/new to grade level/new to Montessori 2. 1 pager- Where to check test results, where to get resources, Monday Memo, etc.. 3. New Teacher Meetings with mentors and guest teacher giving info 4. Ensure that all teacher has buddy on master schedule and especially as a mentor (same environment) - go to person and the mentor has frequent check ins 5. Observing others throughout the campus 6. More discipline support- area to go for cool down/behavior support person 7. Send Skylee or other teachers to recruit specific Montessori people 8. Need Montessori stipend/money for Montessori coach/paras for other environments

We have committees and different leadership opportunities. We need team leads, roles, vertical planning, and PLCs more. Could set curriculum teams and then use planning days to focus what the grade levels +/- are then follow up with vertical committee teams in faculty meetings. We are developing leaders who are wanting to grow and voiced that to us, want different experiences. Many are now moving on to be ELSTs/CSTs . Others have also had conversations with admin about their goals in the future so connections with opportunities and watching out for them. (ie) Aspiring Administrators Academy, i3, GT liasion, CIP, DEIC, etc.. Coaching conversations

Teachers looked at the TEKS and did STAAR crunch plans focusing on needed skills- separating groups by need/level and matching with teacher's interest/strength. Data meetings after MAP and PLC chats about kids. Need: Previous years broke down data more often in PLCs, but without CBAs this year and pandemic we did that less . Tracked progress through MAP, iStation, work plan check ins, and other data especially teacher observation to monitor progress. Teachers have STRONG connections with parents and that helps monitor progress too.

More programs/clubs in the past before COVID and want to bring back next year. PTA and teachers want to do a Multicultural Event on a school- wide event- incorporate parents/community.

Montessori curriculum, intervention, tutorials, intersession , extra support from ELST, STAAR crunch. Want to do more enrichment/acceleration. The students' work plans are made for them- addressing their strengths and weaknesses. Need to be more planning with Montessori Scope and Sequence and then implement TEKS. Would be good to have GT groups. Flexible grouping amongst team focusing on their level as a small group. Need more time to work on STEAM regularly. (ie) Steam project time- perhaps in morning a time/location available. Lunch Bunch- different levels, could be STEAM/GT- need to brainstorm who

Students have iPads/ Chromebooks. Depending on the grade level, they are engaged in Seesaw/Google Classroom and Canvas. Montessori has individualized learning plans and MANY classes have research projects on those plans or during balanced literacy/cultural. Our classes are growing in their use of tech. in the classroom, part of everyday class. (ie) Peardeck, Jamboard, Quizzes, Kahoot, Google Slides... They have improved a lot since 20-21 school year when remote. Teachers need to be cognizant of what is assigned-meaningful work and not too much/need a variety- need to be more creative, but can't be on tech all day... zoning. Options paper/tech.

Montessori curriculum has an alignment/Scope & Sequence, many teachers have different works as check ins to fill student gaps and assess TEKS to bump kids up/down and meet their individual needs. Traditional follows GISD curriculum. All teachers use data to support learning and meet needs (ie) MAP, iStation, MCLASS, classroom, observation. Teachers create a LOT of works to meet students' needs. Like mentioned above in other questions- work on alignment/planning to bridge M/T, also mentioned grouping to focus on grade level students and higher students to level up/grow

This varies teacher by teacher as to the extent. Montessori follows the child. Our teachers are very data driven and assess specific skills/TEKS regularly. The concept of Montessori in general meets the needs of the child and observing often... lots of time and spiraling review/concepts.

We have different applications used in the classroom as listed above, plus Ready Hub, Epic, PebbleGo and more. Students are often in Seesaw/Canvas as well. Teachers use Google

Meets regularly and Jamboard. Teachers also use many application in Google such as forms.

Crossing over, observing other environments, connection with Sellers Middle School, visits from middle school , surveying former students/parents for feedback on what's been beneficial in Montessori and how we can better prepare them for transitioning to middle school , Primary-LE, LE- Upper- focus on committees and vertical planning so they are aligned. - tailor expectations as they move through environments /scaffolded independence - monitoring work habits/ time, upper focusing on what grading is/means- bring in goal setting and understanding of mastering a concept vs completion/correcting

Review 360 Plans, resets, practice academy, building relationships, cool down spots/people , opportunities for movement - looking for the root , talking through situations for students to learn, SEL time each morning, peace curriculum

Exclusionary 21-22: 15.3%

Exclusionary 20-21: 23.5%

Exclusionary 19-20: 13.2%

School Processes & Programs Strengths

1) There are numerous leadership opportunities offered to staff.

2) Teachers plan for individualized instructional plans for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As the Montessori program is growing, we are losing Montessori teachers and the current high quality teachers are expressing stress and burn out with the program.   **Root Cause:** Montessori teachers need more support and coaching on Montessori curriculum and philosophy as they are growing in their skills so they can meet the needs of their students in a public school setting.

Problem Statement 2: 15.3% of discipline incidents were exclusionary.   **Root Cause:** The data is skewed due to no permanent teacher in a traditional 1st grade classroom for over half the year,.

Problem Statement 3: Montessori teachers need help bridging PBIS and Positive Discipline in their classroom to meet individual needs while following the Montessori philosophy.   **Root Cause:** The discipline philosophy for Montessori does not align with PBIS and PBIS is district focus for GISD.

Perceptions

Perceptions Summary

Attendance reports are broken down by grade level For cycle 1, all grade levels except EE had at least 90% attendance. Cycle 2, almost all grade level had 95%. The campus percentage was 94.99%. Cycle 3 attendance sligthy declined to 93.81%. The overall the first semester attendance was 93.59%. Attendance declined for cycle 4 with an overall percentage to 90.82%. EE and KG were the lowest average with 89%.Every other grade level was 90-92%. Cycle 5 was the highest overall percentage of 95.76%. Across the board grade levels were attending 64-97%. EE still remained the lowest percentage. Cycle 6 slightly declined to 94.45%. EE again remained the lowest at 90.54% while 3rd had the highest rate of 98.26%.

There were a total of 137 incidents in the 21-22 school year. The majority of incidents (60) involved hispanic students, the next largest incident group were African American with 45 incidents and this is followed by the White population with 20 incidents. The lowest number of incidents were 2 incidents and these were Asian students. The population of the school follws a similar pattern with the majority of the school being Hispanic, however, the second largest population of our school is White and the second largest number of incidents involved African American/ Black students. This is disproportionate to the population numbers.

Our learning environment is very supportive of independent growth and individual self- efficacy within the student population. In a student survey, our students scored higher in comparision to the average GISD score in the area of Social- Emotional learning:

Emotion Regulation: 50% (compared to 45%)
Grit: 59% (57%)
Growth Mindset: 53% (54%)
Self-Efficacy: 55% (51%)
Self-Management: 67% (65%)

This year there is a 27% staff turnover. It is the highest turnover we have had in the last 5 years. There is a sense of confusion between the expectations provided to the traditional classrooms and the expectations of the Montessori educators.-this has added to the stress as well as the post-COVID struggles that all teachers are already expereincing. Taking the Reading Academy this year was a very large commitent that has caused alot of extra stress and teachers were not given a choice as to how or when they wanted to take the Reading Academy. Dealing with Post-COVID social emotional issues this year are a heavy burden on all teachers, but adding a rigorous program with high demands on personal time has been very trying on the stress of the teachers. Quite a few of our teachers are being reassigned to positions that pull them out of the full-time classroom setting.

Montessori environment creates a family oriented environment. Teachers focus on child development and student needs before academics. A teacher that came in mid year felt very wecomed and supported.

Admin on campus is very supportive of staff. Having more support from central office would be nice. Montessoei professional development from Shelton would benefit our campus as we are adding more teachers with little to no Montessori experience. Having someone from Shelton coming to work with staff and speaking with families was suggested.

There are many classrooms that get a lot of participation in a way of donations and classroom parties/ field trips, but there is no real way to measure that support. For school events , there have been more family participants than anticipated and have even run out of space to accommodate the number of participants, but there has been a reduction in the number of parent volunteers willing to help at school events for this year.

Families view the district by in large is favorable and there is appreciation for the number of choices they have for their children. There are many Pro-Montessori parents and a lot of positive support for the Montessori program, but the parents have mentioned there is a lack of communication this year. Parents feel they are getting information last minute or late

and not able to participate in the school programs.

Lack of information or late information has affected some participation, but overall the Montessori families demonstrate high participation in the school events. This is not the same for the traditional classrooms which have a lack of parent participation. The difference is very noticable between traditional and Montessori classrooms. The Montessori parents seem to make efforts to create a community culture amoungst themselves.

Parents are able to come tour the school and learn more about the Montessori classroom when making the choice about magnets schools, and they are able to come and ask questions and watch a powerpoint demonstration in their child's classroom during Open house night. In the past, Herfurth offered Montessori nights that gave parents a glimpse of how the Montessori curriculum works. In the last 2 years COVID protocols have thwarted this type of demonstration, but It has been suggested that we offer a New parent 'workshop' before school starts or at the beginning to help understand the differences between the montessori and traditional curriculum. Something that came up in conversation was a "Boo hoo Yahoo breakfast" for parents to the first day of school so they can start the year on a high note engaging with other parents at the school.

Parent representative believes parent feel safe sending their children. She also thinks some parens may be intimidated by not knowing all staff members like the office staff. Having some sort of introducion to them at the beginning of the year may ease their minds. The office staff is their first form of contact when coming into the building so having a positive relationship from the start is important.

Create a survey for teachers and parents with some of these qestions in the furture.

Perceptions Strengths

1)	**Herfurth fosters a sense of independence and student become self driven.**						
2)	Staff support and commuity amongst each other.						
3)	Student management incidents resulting in exclusionary consequences declined from 22.9% to 3.6%.						

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Instructional aides are not being retained.   **Root Cause:** The positions are very demanding, district salary is low, and some of the instructional aides are moving into professional positions.

Problem Statement 2: Teachers are not being retained   **Root Cause:** Increase coaching positions in the district and the required Montessori training is a huge time committment

Problem Statement 3 (Prioritized): Discipline issues during the last 2-3 months of school has increased significantly vs the rest of the year.   **Root Cause:** Lack of classroom management strategies and training opportunities

Priority Problem Statements

Problem Statement 1: Black students have a significantly lower passing rate than Hispanic, White, or Asian students. In math the passing rate was 42% and reading was 58% in the meets category. White students scored 57% and 84%, Hispanic students scored 60% and 76%, and Asian students scored 71% and 81%.There is a need for academic strategies that target the learning style of individual students in the AA population.

Root Cause 1: Lack of relationships and instructional strategies

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need for training and intervention strategies regarding students with ADHD, Emotional Disturbance, and Autism Spectrum Disorder.

Root Cause 2: Increase in student needs and decrease in magnet assessments due to COVID 19

Problem Statement 2 Areas: Demographics

Problem Statement 3: Discipline issues during the last 2-3 months of school has increased significantly vs the rest of the year.

Root Cause 3: Lack of classroom management strategies and training opportunities

Problem Statement 3 Areas: Perceptions

Problem Statement 4: As the Montessori program is growing, we are losing Montessori teachers and the current high quality teachers are expressing stress and burn out with the program.

Root Cause 4: Montessori teachers need more support and coaching on Montessori curriculum and philosophy as they are growing in their skills so they can meet the needs of their students in a public school setting.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

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 66.7% to 70.8% in 3rd grade, from 78.4% to 81.6% in 4th grade, and from 78.9% to 82.1% in 5th grade by 2023.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize data from mClass, MAP, ISIP, STAAR, TELPAS and formative assessments to plan small group, teacher-led instruction to specifically target and support individual student needs in PLCs and planning days. Teachers will attend professional development off campus to support all students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in MAP, STAAR, TELPAS data and mClass levels **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Subs and extra duty pay - 6100 Payroll- Title I Funds - $1,000, PD - 6400 Healthy Snacks/Bus/ Travel - Title I Funds - 62999 - $1,739, Supplies and Materials - 6300 Supplies and Materials- Title I Funds - 63999 - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will collaborate in professional learning communities utilizing common goals, data analysis, and Montessori planning with the focus given to our students with disabilities. Montessori and traditional teachers will use literature books, Montessori materials, and manipulatives to meet student and campus instructional goals.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase MAP and mClass scores and increase percentage from meets to masters on STAAR **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Supplemental Pay for Planning - 6100 Payroll- Title I Funds - $4,000, Instructional Supplies - 6300 Supplies and Materials- Title I Funds - $7,131, Individual instructional supplies and materials - 199 - PIC 23 SPED State Allotment Funds - $1,026				

Strategy 3 Details	Reviews			
Strategy 3: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased family involvement, mClass, MAP, and STAAR scores. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	**Reviews**			
Strategy 4: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased family involvement, mClass, MAP, and STAAR scores. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** Field Trip - 6400 Healthy Snacks/Bus/Travel - Title I Funds - $500				

Strategy 5 Details	**Reviews**			
Strategy 5: Provide parent and family printing material for Literacy Night activities, Reading for Treats activities, and Meet the Teacher activities in order to increase parent and family participation supporting student achievement.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased family involvement, mClass, MAP, and STAAR scores. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and ELST **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 6300 Parent Involvement. Supplies T1 - $4,190				

Strategy 6 Details	**Reviews**			
Strategy 6: Provide campus events to support literacy instruction	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Overall, kindergarten through 5th grade will be at grade level reading expectations measured by mClass data. **Staff Responsible for Monitoring:** Principal and ESLT **Title I:** 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** - 6300 Supplies and Materials- Title I Funds - $1,500				

Strategy 7 Details	Reviews			
Strategy 7: Students will utilize social studies manipulatives, materials, and books in order to increase academic vocabulary, differentiate between fiction and non-fiction and identify text features to increase reading scores.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in MAP, STAAR, TELPAS data and mClass levels **Staff Responsible for Monitoring:** Principal, Assistant Principal, and ELST **Title I:** 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 6300 Supplies and Materials- Title I Funds - $500				

Strategy 8 Details	Reviews			
Strategy 8: Parents and the community will be given tours and teachers will lead parent information night, Spring Market, and Open House about Montessori and traditional learning to help increase parent and family participation at Herfurth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Help increase parent and family participation and knowledge about the Montessori curriculum **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.5, 4.2 - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** - 6100 Payroll- Title I Funds - $2,000				

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

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

Performance Objective 2: Percent of ELL students demonstrating English language acquisition, as measured by learning yearly progress indicator on the Texas English Language Proficiency Assessment system (TELPAS), will increase from 37.9% to 56% by 2023.

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

Strategy 1 Details	Reviews			
Strategy 1: EB students will utilize Imagine Language & Literacy (ILL) at least 90 minutes a week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in TELPAS proficiency scores and Reading MAP/STAAR scores **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Build a foundation of reading and math -	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use Sheltered Instruction strategies in all content areas to help EB students continue to develop the English language.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in TELPAS proficiency scores and Reading MAP/STAAR scores **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional Materials and Supplies - 199 - PIC 25 Bil../ESL State Allotment Funds - $3,066	**Nov**	**Feb**	**Apr**	**June**

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

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

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 42.2% to 62% by 2023.

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

Strategy 1 Details	Reviews			
Strategy 1: Students will use hands-on materials to conduct real-world science experiments for every unit and at family science night.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in science STAAR scores	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, assistant principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Science FieldTrips - 6300 Supplies and Materials- Title I Funds - $850				

Strategy 2 Details	Reviews			
Strategy 2: Students will use science-based reading materials to strengthen science vocabulary and science mastery	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in science STAAR scores	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, assistant principal **TEA Priorities:** Build a foundation of reading and math - **Funding Sources:** Science STAAR materials - 6300 Supplies and Materials- Title I Funds - $2,388				

Strategy 3 Details	Reviews			
Strategy 3: 5th Grade Students will attend Sky Ranch and PreK-4th grade will attend field trips to experience hands on outdoor learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in Science Scores **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **Funding Sources:** - 6400 Healthy Snacks/Bus/Travel - Title I Funds - $522	**Nov**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Students in Pre-K through 5th grade will attend field trips to experience hands on learning to strengthen and acquire more skills in knowledge in math and science through real world experiences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Science Scores **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5 **Funding Sources:** Field Trip Expenses - 6100 Payroll- Title I Funds - $5,000	**Nov**	**Feb**	**Apr**	**June**

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

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

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR math, will increase from 58.7% to 62.3% in 3rd grade, in 4th grade from 45.1% to 48.7%, and from 65.7% to 69.3% in 5th grade by 2023.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Students will utilize virtual math manipulatives and software, hands-on manipulatives, or STAAR related test prep materials in order to increase math academic vocabulary, connect concrete to abstract knowledge, and practice new question types on STAAR 2.0	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in MAP and STAAR scores **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional Supplies - 6300 Supplies and Materials- Title I Funds - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide after-school tutorials and/or enrichment providing timely assistance to at-risk students, with specific attention to special education students and low socio-economic students. Parents will be invited to an afterschool event and encouraged to reinforce these skills at home.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in tutorial attendance, increase in MAP, mClass, DRA and STAAR scores **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Supplies and Materials - 199 - PIC 24 State Comp Ed Funds - $4,110				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Teachers will utilize data from MAP, STAAR, and formative assessments to plan small group, teacher-led instruction to specifically target and support individual student needs in PLCs and planning days.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in MAP and STAAR, levels **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Instructional Supplies - 6300 Supplies and Materials- Title I Funds - $6,000, Supplemental Pay for Planning - 6100 Payroll- Title I Funds - $3,000				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Teachers will attend the the Montessori Event Conference and/or Magnet Schools of America Conference to learn new strategies that can be implemented in the classroom with our Montessori students. Teachers attending the conference(s) will share what was learned at staff meetings, PLC's and/or PD days.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in MAP, STAAR, TELPAS data and mClass levels **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 6400 Healthy Snacks/Bus/Travel - Title I Funds - $9,800				

Strategy 5 Details		Reviews		
Strategy 5: Additional tutors will provide in-school small group instruction and/or enrichment providing timely assistance to at-risk students, with specific attention to HB4545, white, and Asian students.		Formative		Summative
		Nov	Feb	Apr	June

Strategy 5 Details				
Strategy 5: Additional tutors will provide in-school small group instruction and/or enrichment providing timely assistance to at-risk students, with specific attention to HB4545, white, and Asian students. **Strategy's Expected Result/Impact:** Increase MAP and STAAR scores in math. **Staff Responsible for Monitoring:** Principal and Assistant Principal **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 **Funding Sources:** Tutors - 6100 Payroll- Title I Funds - $3,000				

Strategy 6 Details		Reviews		
Strategy 6: Teachers will use walk through feedback , coaching conferences, PLC's, PD, and MAP data so that 60% of students meet or exceed their projected growth as evidenced on EOY MAP math.		Formative		Summative
		Nov	Feb	Apr	June

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

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

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences (i.e., In School Suspensions (ISS), Out of School Suspension (OSS), and Reassignment Rooms) will decrease from 14.6% to 13.1% in 2023.

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement appropriate behavioral interventions for individual students based on strategies discussed in staff development to address diversity, building relationships with students, and working with students from different populations including African American, Hispanic, and White students. Teachers will review discipline data and intervention strategies each semester.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: PLC Minutes, decrease in discipline referrals **Staff Responsible for Monitoring:** Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Books - 6300 Supplies and Materials- Title I Funds - $500				

Strategy 2 Details	Reviews			
Strategy 2: Training for classroom management and tours of others campuses will be offered to teachers who serve students in the traditional and Montessori track. Teachers will use differentiated materials and resources and new strategies learned from training to meet our students social and emotional needs and/or learning disabilities.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Decrease in discipline referrals **Staff Responsible for Monitoring:** Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Professional Development and Travel Expenses - 6300 Supplies and Materials- Title I Funds - $5,000				

Strategy 3 Details		Reviews			
Strategy 3: Host campus tours for incoming new students, acclimate new students to the school environment and offer open house presentations to explain expectations to parents and families.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in relationships and decrease in discipline referrals. **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Supplemental Pay to Host Open House - 6100 Payroll- Title I Funds - $3,953, Supplies and Materials - 6300 Supplies and Materials- Title I Funds - $500					

Strategy 4 Details		Reviews			
Strategy 4: Teachers will do a professional development book study on how to learn new strategies to meet students social and emotional needs.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in discipline referrals **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Professional Development Training - 6400 Healthy Snacks/Bus/Travel - Title I Funds - $2,000					

Strategy 5 Details		Reviews			
Strategy 5: Students will have the opportunity to reset using sensorial tools that are engaging in order to cool down and be ready to learn.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be able to self regulate and focus in order to minimize instruction lost in the classroom. **Staff Responsible for Monitoring:** Principal. AP, Counselor, and SPED teachers **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 6300 Supplies and Materials- Title I Funds - $1,000					

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

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

Performance Objective 6: Every 5th grade student will master academic standards to ensure college and career readiness.

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

Strategy 1 Details		Reviews		
Strategy 1: Every 5th grade student will attend the GRCTC field trip to learn about different careers so students can make course selection options for middle school that reflect student interests and ensure college and career readiness.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will make informed decisions regarding careers and college readiness. **Staff Responsible for Monitoring:** Counselor and Principal **Title I:** 2.4, 2.6 **Funding Sources:** Bus Transportation - 6400 Healthy Snacks/Bus/Travel - Title I Funds - $500					

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

Goal 2: Magnet Funding Justification

Performance Objective 1: Provide instruction and implement the Montessori philosophy in PK3 to fifth grade for our magnet students

    Evaluation Data Sources: Enrollment numbers and individual work plans - Magnet Funding Justification

Strategy 1 Details	Reviews			
Strategy 1: Students will use hands-on materials to make a connection between concrete and abstract concepts.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased students mastering grade level or above TEKS and content	**Nov**	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: Principal and Assistant Principal
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Funding Sources: Montessori materials - 199 - Magnet Funds - $8,200, Art Consumable Supplies - 199 - Magnet Funds - $1,500				

Strategy 2 Details	Reviews			
Strategy 2: Continue to train teachers and parents on the Montessori method.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parent understanding, student enrollment, increase in MAP and STAAR scores	**Nov**	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: Principal and Assistant Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
    Funding Sources: Subs - 199 - Magnet Funds - $800, Extra Duty - 199 - Magnet Funds - $500, Healthy Snacks - 199 - Magnet Funds - $500, AMS Conference - 199 - Magnet Funds - $29,500				

Strategy 3 Details	Reviews			
Strategy 3: 5th-grade students attend field trip tours of different middle schools in GISD	Formative			Summative
Strategy's Expected Result/Impact: Prepare Montessori 5th graders for the middle school traditional environment. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Buses - 199 - Magnet Funds - $500	**Nov**	**Feb**	**Apr**	**June**

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

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will utilize data from mClass, MAP, ISIP, STAAR, TELPAS and formative assessments to plan small group, teacher-led instruction to specifically target and support individual student needs in PLCs and planning days. Teachers will attend professional development off campus to support all students.

Title I Personnel

Name	Position	Program	FTE
Kate Massengill	Aide Instructional Title I	Title I, Program A	1.0
Test	Teacher Intervention Specialist Title I	Title I, Part A Program	1.0

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Claudia Posey	Lower Elementary Teacher
Classroom Teacher	Melinda Moser	4th/5th Grade ELAR/SS Teacher
Paraprofessional	Debbie Courtney	Paraprofessional
Classroom Teacher	Nora Bhatti	Upper Elementary Teacher
Pupil Services Personnel	Tina Lawrence	Counselor
District-level Professional	Kelly Cornelius	FACILITATOR PARENT ENGAGEMENT TITLE I
Community Representative	Stephanie Barnett	Community Representative
Community Representative	Nancy Warren	Community Representative
Parent	Tiffani Fox	Parent
Parent	Amanda Winstel	Parent
Business Representative	Terry Peterman	Business Representative
Principal	Shannon Brown	Principal
Non-classroom Professional	Elisha Manning	SPED Teacher
Classroom Teacher	Maria Johns	Lower Elementary Bilingual Teacher

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Individual instructional supplies and materials		$1,026.00
				Sub-Total	$1,026.00
				Budgeted Fund Source Amount	$1,520.00
				+/- Difference	$494.00

199 - PIC 24 State Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Supplies and Materials		$4,110.00
				Sub-Total	$4,110.00
				Budgeted Fund Source Amount	$4,005.00
				+/- Difference	-$105.00

199 - PIC 25 Bil../ESL State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional Materials and Supplies		$3,066.00
				Sub-Total	$3,066.00
				Budgeted Fund Source Amount	$3,339.00
				+/- Difference	$273.00

199 - Magnet Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Art Consumable Supplies		$1,500.00
2	1	1	Montessori materials		$8,200.00
2	1	2	AMS Conference		$29,500.00
2	1	2	Extra Duty		$500.00
2	1	2	Subs		$800.00
2	1	2	Healthy Snacks		$500.00
2	1	3	Buses		$500.00
				Sub-Total	$41,500.00

199 - Magnet Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$32,000.00
				+/- Difference	-$9,500.00

6100 Payroll- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs and extra duty pay		$1,000.00
1	1	2	Supplemental Pay for Planning		$4,000.00
1	1	8			$2,000.00
1	3	4	Field Trip Expenses		$5,000.00
1	4	3	Supplemental Pay for Planning		$3,000.00
1	4	5	Tutors		$3,000.00
1	5	3	Supplemental Pay to Host Open House		$3,953.00
				Sub-Total	$21,953.00
				Budgeted Fund Source Amount	$14,953.00
				+/- Difference	-$7,000.00

6100 Parent Inv. Payroll T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	63999	$2,000.00
1	1	2	Instructional Supplies		$7,131.00
1	1	6			$1,500.00
1	1	7			$500.00
1	3	1	Science FieldTrips		$850.00
1	3	2	Science STAAR materials		$2,388.00
1	4	1	Instructional Supplies		$1,000.00
1	4	3	Instructional Supplies		$6,000.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Books		$500.00
1	5	2	Professional Development and Travel Expenses		$5,000.00
1	5	3	Supplies and Materials		$500.00
1	5	5			$1,000.00
				Sub-Total	$28,369.00
				Budgeted Fund Source Amount	$24,369.00
				+/- Difference	-$4,000.00

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$4,190.00
				Sub-Total	$4,190.00
				Budgeted Fund Source Amount	$6,190.00
				+/- Difference	$2,000.00

6400 Healthy Snacks/Bus/Travel - Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PD	62999	$1,739.00
1	1	4	Field Trip		$500.00
1	3	3			$522.00
1	4	4			$9,800.00
1	5	4	Professional Development Training		$2,000.00
1	6	1	Bus Transportation		$500.00
				Sub-Total	$15,061.00
				Budgeted Fund Source Amount	$15,711.00
				+/- Difference	$650.00
				Grand Total Budgeted	$102,087.00
				Grand Total Spent	$119,275.00
				+/- Difference	-$17,188.00

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