Garland Independent School District

Hickman Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: B

Mission Statement

Hickman Elementary's mission is to empower all students by building self-esteem and fostering a holistic education in order for students to achieve success in a diverse changing world.

Vision

Reaching the future by driving excellence, one student at a time.

Value Statement

We value honor, integrity, compassion, kindness, manners, and positive attitude in a nurturing environment.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hickman Elementary is a very diverse campus. The student poplulation breakdown is as followed: African American 29.8%, Hispanic 27.4%, White 11.8%, American Indian 2.4%, Asian 25.7%, and Two or More Races 2.6%. Our current Emergent Bilingual enrollment is at 44.5%. Hickman Elementary is considered a Title One campus based on 84% of our student are economically disadvantage. 96.9% of our teachers are considered highly quality based on the required State of Texas teacher requirements.

Demographics Strengths

- 1 - According to the GISD District Risk Load Report, Hickman's chronic absenteeism is 9.2%, which is lower than the district average of 13.2%.
- 2 - According to the Skyward Attendance by Grade Level report, the all students' group had a 2023-24 cumulative attendance of 95.1%, which was higher than the 2022-23 all students' group of 93.9%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to the Skyward Attendance by Grade Level report, Pre-K had a 2023-24 cumulative attendance of 93.6% and 5th grade a cumulative attendance of 93.9% which is lower than the all students' cumulative average of 95.1%   **Root Cause:** Lack of relationships between students and teachers.

Problem Statement 2: According to the Skyward Attendance by Ethnicity Level report, African American students had a cumulative attendance of 93.5% which is lower than the all students' cumulative average of 95.1%   **Root Cause:** Campus communication not getting to all families.

Problem Statement 3: According to the GISD District Risk Load Report, Hickman's teacher turnover rate is 38.9%, which is higher than the district average of 21%.   **Root Cause:** Staff being expected to take on too many things on campus.

Problem Statement 4: According to the GISD District Risk Load Report, Hickman's mobility rate is 27.2%, which is higher than the district average of 17%   **Root Cause:** Families not wanting to remain at a campus that is a B when an A rated campus is nearby.

Problem Statement 5: According to the GISD District Risk Load Report, Hickman's teacher attendance rate is 25.8%, which is higher than the district average of 25.3%.   **Root Cause:** Lack of clear policies and accountability on teacher attendance.

Student Learning

Student Learning Summary

Math:

Grade 3:

Hickman 2023- 75% Approaches, 44.64% Meets, 8.93% Masters

Hickman 2024- 87.5% Approaches, 58.93% Meets, 25% Masters

District 2024- 69.29% Approaches, 40.69% Meets, 15.38% Masters

Grade 4:

Hickman 2023- 69.23% Approaches, 46.15% Meets, 21.54% Masters

Hickman 2024- 77.27% Approaches, 45.45% Meets, 16.67% Masters

District 2024- 69.97% Approaches, 47.48% Meets, 22.35% Masters

Grade 5:

Hickman 2023: 64.44% Approaches, 31.11% Meets, 20% Masters

Hickman 2024: 67.86% Approaches, 46.43% Meets, 12.5% Masters

District 2024: 77.04% Approaches, 51.96% Meets, 21.77% Masters

Reading:

Grade 3:

Hickman 2023:- 73.21% Approaches, 41.07% Meets, 10.71% Masters

Hickman 2024- 80% Approaches, 58.18% Meets, 30.91% Masters

District 2024- 73.48% Approaches, 49.39% Meets, 22.51% Masters

Grade 4:

Hickman 2023: 72.55% Approaches, 31.37% Meets, 13.73% Masters

Hickman 2024- 78.79% Approaches, 40.91% Meets, 18.18%Masters

District 2024 80.5% Approaches, 52.52% Meets, 25.47% Masters

Grade 5:

Hickman 2023: - 77.47% Approaches, 48.89% Meets, 20% Masters

Hickman 2024: 70.91% Approaches, 40% Meets, 18.18% Masters

District 2024: 79.5% Approaches, 55.97% Meets, 30.96% Masters

Science:

Grade 5:

Hickman 2023- 35.56% Approaches, 15.56% Meets, 4.44% Masters

Hickman 2024- 49.09% Approaches, 21.82% Meets, 3.64% Masters

District 2024- 52.04% Approaches, 20.85% Meets, 8.07% Masters

TELPAS:

58% of students met their projected growth on TELPAS. This is a 7 percentage point growth over 2023.

Student Learning Strengths

1. 3rd grade outperformed district average on the 2024 STAAR test in both subject areas by 15-20 percentage points.
2. Hickman achieved a TELPAS progress rate of 58, meeting the 2024 campus goal of 54.
3. Over 80% of 2nd and 3rd graders achieved their spring 2024 projected MAP growth goals in both subject areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 5th grade scored 7-8 percentage points below the district average on the 2024 STAAR test in reading and math. **Root Cause:** Lack of classroom management in the fifth grade classrooms.

Problem Statement 2 (Prioritized): 51% of 5th graders did not meet standard on the 2024 science STAAR test. **Root Cause:** Lack of science instruction in PK-4.

Problem Statement 3: 4th grade students scored significantly lower in 2024 STAAR reporting categories 2 and 3 compared to categories 1 and 4.   **Root Cause:** Lack of time spent planning for those categories in PLCs.

Problem Statement 4 (Prioritized): Less than half (47%) of 1st graders achieved their spring 2024 projected MAP growth goals in reading.   **Root Cause:** Lack of focus on the learning continuum.

Problem Statement 5 (Prioritized): Overall African American students performed 10 percentage points below campus average in the Approaches and Meets category, and six percentage points below campus average in the Masters category.   **Root Cause:** Lack of focus on individual student groups during PLCs.

Problem Statement 6 (Prioritized): 58 % of students met their TELPAS growth goal for the 23-24 school year, with the lowest area of growth being speaking.   **Root Cause:** Students were not provided ample opportunities to practice speaking for TELPAS using the TELPAS headphones.

School Processes & Programs

School Processes & Programs Summary

Exclusionary consequences were below 10.9s%. This indicates that expectations for student behavior have been implemented. Teachers have indicaited a need for more consistency in implementing PBIS rewards, as well as for stronger adhereance to district truancy prevention processes.

School Processes & Programs Strengths

Hickman has implemented PBIS campus-wide.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the 23-24 school year, PBIS campus-wide implementation has lacked follow up and consistency.   **Root Cause:** Lack of a unified system to track rewards for students.

Problem Statement 2 (Prioritized): Hickman's attendance rate for the 2023-2024 school year was94.1%.   **Root Cause:** Lack of communication about the importance of attendance to parents.

Perceptions

Perceptions Summary

Data for this committee came from students, staff turn over data, and the 2023-2024 parent survey.

Perceptions Strengths

- 1 According to the 23-24 Panorama Survey, 68% of students would be willing to try a goal again after a failed attempt.
- 2. According to the 23-24 Panorama Survey, 83% of the staff believe Hickman to be a positive school climate, which is 20% higher than the district.
- 3 According to the 23-24 Panorama Survey, 89% of teachers believe they have a positive staff to leadership relationship, which is 21% higher than the district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the 23-24 Panorama survey, Hickaman's percentage of students who were able to emotionally regulate is 38% which is 3% less than the previous year.   **Root Cause:** SEL instruction not being provided on a regular basis.

Problem Statement 2 (Prioritized): According to the 23-24 Panorama survey, Hickman's percentage of teachers who felt the sense of belonging is 54% which is 5% less than the previous year.   **Root Cause:** Staff not feeling included in decision making.

Problem Statement 3: According to the 23-24 Panorama survey, Hickman's percentage of students who felt that they would retain knowledge is 42% which is 5% less than the previous year.   **Root Cause:** Lack of relationships between students and staff.

Problem Statement 4: According to the 23-24 Panorama Survey, only 18 staff members took the EOY Panorama Staff Survey.   **Root Cause:** Staff did not understand the importance of the Panorama survey for staff.

Problem Statement 5 (Prioritized): According to the 23-24 Parent Survey, 75% of Hickman's families answered favorably that they were aware of ways to help their students perform better academically.   **Root Cause:** Ineffective communication methods were utilized to get the word out about parent education opportunities.

Priority Problem Statements

Problem Statement 1: 51% of 5th graders did not meet standard on the 2024 science STAAR test.

Root Cause 1: Lack of science instruction in PK-4.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Overall African American students performed 10 percentage points below campus average in the Approaches and Meets category, and six percentage points below campus average in the Masters category.

Root Cause 2: Lack of focus on individual student groups during PLCs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 5th grade scored 7-8 percentage points below the district average on the 2024 STAAR test in reading and math.

Root Cause 3: Lack of classroom management in the fifth grade classrooms.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the 23-24 school year, PBIS campus-wide implementation has lacked follow up and consistency.

Root Cause 4: Lack of a unified system to track rewards for students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Hickman's attendance rate for the 2023-2024 school year was94.1%.

Root Cause 5: Lack of communication about the importance of attendance to parents.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 58 % of students met their TELPAS growth goal for the 23-24 school year, with the lowest area of growth being speaking.

Root Cause 6: Students were not provided ample opportunities to practice speaking for TELPAS using the TELPAS headphones.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: According to the 23-24 Panorama survey, Hickaman's percentage of students who were able to emotionally regulate is 38% which is 3% less than the previous year.

Root Cause 7: SEL instruction not being provided on a regular basis.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: According to the 23-24 Panorama survey, Hickman's percentage of teachers who felt the sense of belonging is 54% which is 5% less than the previous year.

Root Cause 8: Staff not feeling included in decision making.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: According to the 23-24 Parent Survey, 75% of Hickman's families answered favorably that they were aware of ways to help their students perform better academically.

Root Cause 9: Ineffective communication methods were utilized to get the word out about parent education opportunities.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Less than half (47%) of 1st graders achieved their spring 2024 projected MAP growth goals in reading.

Root Cause 10: Lack of focus on the learning continuum.

Problem Statement 10 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback

Employee Data

- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

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 grades 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 45% overall in 2024 to 67% meets in 3rd grade, 70% meets in 4th grade, and 46% meets in 5th grade.

Targets for Masters Grade Level Performance:
3rd- 30%
4th- 25%
5th- 20%

High Priority

Evaluation Data Sources: STAAR 2025 spring administration testing data file (accountability subset)

Strategy 1 Details				Reviews			
Strategy 1: Instructional Planning, Small Group Instruction, and Weekly Data Meetings will be implemented in grades K-5 during PLCs with a focus on closing gaps of high leverage student expectations by creating commonly planned Tier 1 lessons and comparing student work to plan reteaches.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased mastery of TEK after re-teach according to data charts. Increase percent of students at the meets and masters performance levels. **Staff Responsible for Monitoring:** Leadership Team (admin & coaches) **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 5 **Funding Sources:** Subs for Instructional Planning and Small Groups - 6100 Payroll- Title I Funds - $25,000							

Strategy 2 Details	Reviews			
Strategy 2: Teachers will assess students daily and use formal and informal data to create targeted lessons to reteach low performing TEKS. These strategies will apply to all students, with a particular focus on at risk, Asian, Continuously Enrolled/Non-Continuously Enrolled, African American, Emergent Bilingual, special education, and Econ.Dis. student populations. Students will also use software daily to reinforce core skills. Teachers will use this data to differentiate instruction during small group and stations. Teachers will collaborate to plan quality Tier 1 instruction, analyze data based on learning objectives based on classroom/ student needs.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: K-2: 70% of students will read at EOY DRA correspondent grade level. 3-5: will meet district's meet goals according to STAAR data. **Staff Responsible for Monitoring:** Leadership Team (admin & coaches) **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Test Preparation Software - 6300 Supplies and Materials- Title I Funds - $5,100				

Strategy 3 Details	Reviews			
Strategy 3: Students will continuously track their progression towards their MAP goals, CBA goals aligned to the school meets goal, and DRA levels.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: 70% of students will meet their MAP growth goal and be on grade level (>=55%) according to MAP. **Staff Responsible for Monitoring:** Leadership Team (admin & coaches) **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** Paper for goal setting charts - 6300 Supplies and Materials- Title I Funds - $1,900				

Strategy 4 Details	Reviews			
Strategy 4: Hickman will adhere to the district's truancy prevention policies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance Rate will increase to 97%.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 5th grade scored 7-8 percentage points below the district average on the 2024 STAAR test in reading and math.   **Root Cause**: Lack of classroom management in the fifth grade classrooms.
Problem Statement 4: Less than half (47%) of 1st graders achieved their spring 2024 projected MAP growth goals in reading.   **Root Cause**: Lack of focus on the learning continuum.
Problem Statement 5: Overall African American students performed 10 percentage points below campus average in the Approaches and Meets category, and six percentage points below campus average in the Masters category.   **Root Cause**: Lack of focus on individual student groups during PLCs.
School Processes & Programs
Problem Statement 2: Hickman's attendance rate for the 2023-2024 school year was94.1%.   **Root Cause**: Lack of communication about the importance of attendance to parents.

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

Performance Objective 2: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 21% in 2024 to 40% in 2025 with the Target for Masters Grade Level Performance being 30%.

High Priority

Evaluation Data Sources: STAAR 2025 Spring Administration Testing Data File.

Strategy 1 Details	Reviews			
Strategy 1: K-5 teachers will plan hands on , field based, framed and aligned Tier 1 Science lessons focusing on the performance of all students, with a special focus on the Asian population, including Emergent Bilingual Students, African American, White, and Hispanic, relative to closing the GAPs domain target. Instruction will be differentiated to support student understanding of the content.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Lesson plans will include daily Science lessons and teachers will deliver daily instruction in Science according to walk-through data. **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Subs for Instructional Planning and Teacher Observations - 6100 Payroll- Title I Funds - $5,000, Science Materials - 6300 Supplies and Materials- Title I Funds - $1,500				

Strategy 2 Details	Reviews			
Strategy 2: 5th Grade Teachers will provide spiral reviews during class time to students that are underperforming according to CBAs, MAP, and DOLs data.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 5th grade team will meet the Science meets goal of 35% **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
Strategy 3: 5th grade teachers will assess student learning on CBAs and analyze data to provide targeted instruction to reteach low performing TEKs using bell-ringers and small group instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 5th grade Science STAAR Meets results will be at least 35% **Staff Responsible for Monitoring:** 5th grade teachers Leadership Team **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 5				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 51% of 5th graders did not meet standard on the 2024 science STAAR test.   **Root Cause**: Lack of science instruction in PK-4.
Problem Statement 5: Overall African American students performed 10 percentage points below campus average in the Approaches and Meets category, and six percentage points below campus average in the Masters category.   **Root Cause**: Lack of focus on individual student groups during PLCs.

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

Performance Objective 3: Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance on the STAAR Math assessment will increase from 47% to 75% in 3rd grade, 60% in 4th grade, and 50% in fifth grade.

Targets for Masters Grade Level Performance:
3rd- 30%
4th- 25%
5th- 20%

High Priority

Evaluation Data Sources: STAAR 2025 Spring Administration Testing Data File.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will assess students daily and use formal and informal data to create targeted lessons and stations to assess the quality of tier 1 instruction and to reteach low performing TEKs. These strategies will apply to all students, with a particular focus on at risk, Asian, Continuously Enrolled/Non-Continuously Enrolled, African American, special education, and Econ.Dis. student populations.	**Formative**			**Summative**
Students will utilize STAAR preparation resources daily to reinforce skills. Teachers will use this data to differentiate instruction during small group and stations. Teachers will collaborate to plan, deliver quality Tier 1 instruction, and analyze data based on classroom/student needs.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: K-2: 70% of students will meet their EOY growth goal on MAP. 3-5: will meet district's meet goals according to STAAR data. **Staff Responsible for Monitoring:** Leadership Team (admin & coaches) **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 **Funding Sources:** Subs for Instructional Planning and Small Groups - 6100 Payroll- Title I Funds - $20,000				

Strategy 2 Details		**Reviews**			
Strategy 2: Data Meetings will be implemented in grades 3-5 during PLCs with a focus on closing gaps of high leverage student expectations. After CBAs, data will be analyzed in order to incorporate reteaches as a spiraling review of low performing TEKs.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased mastery of TEK after re-teach according to data charts.
    Increase percent of students at the meets and masters performance levels.
    Improve the quality of Tier 1 instruction.
    Staff Responsible for Monitoring: Leadership Team (admin & coaches)
 	
    TEA Priorities:
    Build a foundation of reading and math, Improve low-performing schools
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: Student Learning 5					

Strategy 3 Details		**Reviews**			
Strategy 3: Students will continuously track their progression towards their MAP goals, and CBA goals aligned to the school meets goal.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 70% of students will meet their MAP growth goal and be in the projected to meet grade level on STAAR on the MAP-STAAR projection report.
    Staff Responsible for Monitoring: Leadership Team (admin & coaches)
 	
    TEA Priorities:
    Build a foundation of reading and math, Improve low-performing schools
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: Student Learning 4					

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Less than half (47%) of 1st graders achieved their spring 2024 projected MAP growth goals in reading.   **Root Cause**: Lack of focus on the learning continuum.
Problem Statement 5: Overall African American students performed 10 percentage points below campus average in the Approaches and Meets category, and six percentage points below campus average in the Masters category.   **Root Cause**: Lack of focus on individual student groups during PLCs.

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: Percentage of Emergent Bilingual Students that meet their annual TELPAS growth goal will grow from 58% in 2024 to 65% in 2024.

    High Priority

    Evaluation Data Sources: EOY TELPAS Reports

Strategy 1 Details		Reviews		
Strategy 1: All emergent bilingual students in grades 2-5 will practice speaking using the TELPAS headphones weekly using Flipgrid. Students will also practice for TELPAS Reading, Listening, and Writing every other week using released TELPAS test questions.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in students growing at least one year on the speaking domain.
     Staff Responsible for Monitoring: Campus Administration, Instructional Coaches
 	
     ESF Levers:
 Lever 5: Effective Instruction
     Problem Statements: Student Learning 6
     Funding Sources: Headsets for TELPAS Practice for Grades 2-5 - 6300 Supplies and Materials- Title I Funds - $1,500				

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 6: 58 % of students met their TELPAS growth goal for the 23-24 school year, with the lowest area of growth being speaking.   **Root Cause**: Students were not provided ample opportunities to practice speaking for TELPAS using the TELPAS headphones.

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 Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 4.1% to 3.5% of all consequences assigned.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will implement the district's Social-Emotional Learning curriculum during the allotted time for each grade level, each day.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease overall discipline incidents and exclusionary consequences. **Staff Responsible for Monitoring:** Teachers & Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				
Strategy 2 Details	Reviews			
Strategy 2: Staff will implement school-wide systems of Positive Behavior Interventions and Supports including evaluating behavior data to revise common area structures and rewarding positive behavior.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease overall discipline incidents and exclusionary consequences. **Staff Responsible for Monitoring:** Leadership Team All Staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will be provided with in class support and coaching on student behavior with an emphasis on keeping students in class while providing teachers with classroom management strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: The teacher turn over rate will decrease from 31% to 20% and at least 80% of staff will indicate that administration supports them with student discipline on the EOY Panorama Survey
     Staff Responsible for Monitoring: Campus Administration
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
     Problem Statements: Perceptions 2
     Funding Sources: Subs for behavior small groups and teacher observations - 6100 Payroll- Title I Funds - $5,200				

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

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: During the 23-24 school year, PBIS campus-wide implementation has lacked follow up and consistency.   **Root Cause**: Lack of a unified system to track rewards for students.

Perceptions
Problem Statement 1: According to the 23-24 Panorama survey, Hickaman's percentage of students who were able to emotionally regulate is 38% which is 3% less than the previous year.   **Root Cause**: SEL instruction not being provided on a regular basis.
Problem Statement 2: According to the 23-24 Panorama survey, Hickman's percentage of teachers who felt the sense of belonging is 54% which is 5% less than the previous year.   **Root Cause**: Staff not feeling included in decision making.

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: By June 2024, the turnover rate at Hickman Elementary School will decrease from 31% in 2024 to less than 20% in 2025.

High Priority

Evaluation Data Sources: Staff Turn Over Data

Strategy 1 Details	Reviews			
Strategy 1: Complete campus and district on-board processes and maintain open communication with all employees through various channels, such as face-to-face meetings, classroom observations, staff newsletters, campus events, and off site staff events.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: The turnover rate will decrease from 31% in 2023 to less than 20% in 2024.
    Staff Responsible for Monitoring: Campus Administration
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Problem Statements: Perceptions 2				

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

Performance Objective 6 Problem Statements:

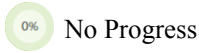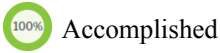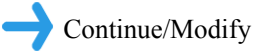| Perceptions |
|---|
| **Problem Statement 2**: According to the 23-24 Panorama survey, Hickman's percentage of teachers who felt the sense of belonging is 54% which is 5% less than the previous year. **Root Cause**: Staff not feeling included in decision making. |

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

Performance Objective 7: Percentage of families who believe that the school provides information on what students are learning and how to help their kids at home will increase from 74% to 90% by May 2024.

High Priority

Evaluation Data Sources: Family Engagement Survey 2023-2024

Strategy 1 Details	Reviews			
Strategy 1: Hickman Elementary will host 3 family events per year to increase Parent and Family Engagement. The first fall night will be our Math Trunk or Treat Night, where we will encourage mathematical learning at home through a Trunk or Treat. The other Fall night will be our Literacy Night, where we will have stations to teach parents how to use promote literacy at home. Our Spring Night will be our Fine Arts night where we will highlight the various arts programs on campus.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Percentage of families who believe the school provides opportunities for their child to get extra support before or after school will increase from 85.6% to 90% by May 2023. **Staff Responsible for Monitoring:** Leadership Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 5 **Funding Sources:** Supplemental Pay for Staff Members to Prep for Familiy Nights - 6100 Parent Inv. Payroll T1 - $400, Supplies for Family Nights - 6300 Parent Involvement. Supplies T1 - $2,005, Perot Museum Family Night - 6200 Contracted Services/Registration- Title I Fun - $1,575				

Strategy 2 Details	Reviews			
Strategy 2: Support school readiness for incoming PK/K students through School transition meetings for families of incoming students to provide information to families on PK/K readiness.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 90% of PK and K parents will indicate that they feel that they received information on how to help their kids at home. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers. **Problem Statements:** Perceptions 5				

Strategy 3 Details		Reviews			
Strategy 3: Support transition to middle school for 5th graders moving to 6th grade by holding a transition meeting in the spring for families in collaboration with Webb Middle School to provide information on how to help students transition to middle school.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 90% of fifth grade families will indicate that they received information on how to help their kids at home on the 2024 Family Engagement Survey **Staff Responsible for Monitoring:** Campus Administration and Teaching Staff. **Problem Statements:** Perceptions 5					

Strategy 4 Details		Reviews			
Strategy 4: Develop jointly a Parent and Family Engagement Policy and Engagement Compact that describes how the school school will inform parents of the school's participation in the Title 1 , Part A program, and strategies the school will use to build the capacity of parents to support campus academic goals.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 90% of families will indicate that they know how to help their students at home on the 2024 Family Engagement Survey. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Perceptions 5					

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

Performance Objective 7 Problem Statements:

Perceptions
Problem Statement 5: According to the 23-24 Parent Survey, 75% of Hickman's families answered favorably that they were aware of ways to help their students perform better academically.   **Root Cause**: Ineffective communication methods were utilized to get the word out about parent education opportunities.

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.
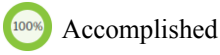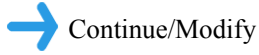
Performance Objective 8: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2024 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

Asian Students: Reading Academic Achievement from 54% (2024) to at least 74% (min target)
Asian Students: Mathematics Academic Achievement from 70 % (2024) to at least 81% (min target)
Asian Students: Student Success (D1 STAAR Component) from a 58 (2024) to at least a 73 (min target)

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Administration will create a campus tracker which will be updated after every CBA in order to track all student performance, with a special focus on the Asian population.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet the the targets for Asian population for meets grade level in math and reading. **Staff Responsible for Monitoring:** Administrators, Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: After Reading and Math CBAs, data will be analyzed in order to incorporate reteaches as a spiraling review of low performing TEKs, with a special focus on re-teaching the Asian population.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet the he targets for the Asian populations for meets grade level in math and reading. **Staff Responsible for Monitoring:** Administrators, Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2				

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

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 1: 5th grade scored 7-8 percentage points below the district average on the 2024 STAAR test in reading and math.   **Root Cause**: Lack of classroom management in the fifth grade classrooms.
Problem Statement 2: 51% of 5th graders did not meet standard on the 2024 science STAAR test.   **Root Cause**: Lack of science instruction in PK-4.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	8	1	Administration will create a campus tracker which will be updated after every CBA in order to track all student performance, with a special focus on the Asian population.
1	8	2	After Reading and Math CBAs, data will be analyzed in order to incorporate reteaches as a spiraling review of low performing TEKs, with a special focus on re-teaching the Asian population.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	8	1	Administration will create a campus tracker which will be updated after every CBA in order to track all student performance, with a special focus on the Asian population.
1	8	2	After Reading and Math CBAs, data will be analyzed in order to incorporate reteaches as a spiraling review of low performing TEKs, with a special focus on re-teaching the Asian population.

State Compensatory

Budget for Hickman Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Hickman Elementary School

Name	Position	FTE
Jennifer Pediman	Interventionist	1

Title I Personnel

Name	Position	Program	FTE
Jennifer Pediman	Intervention Specialist	Title I, Part A	1.0

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Amanda Guest	Teacher
Business Representative	Jeremy Veret	Buisness Representative
District-level Professional	Anita Gonzalez	Technical Assistance Provider
Parent	Andrew Sechrist	Parent
Parent	Tony Bui	Parent
Community Representative	Vericia Jones	Community Representative
Community Representative	Martha Burnett	Community Member
Special Education	Erin Derden	CBSE Teacher
Pupil Services Personnel	Bini Thejan	Nurse
Paraprofessional	Chasity Lara	Data Clerk
Classroom Teacher	Johanne Bui	Teacher
Classroom Teacher	Samantha DeVoll	Teacher
Classroom Teacher	Laken Jesseph	Teacher
Principal	Chris Marshall	Principal

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Business Representative	Jeremy Veret	Buisness Representative
District-level Professional	Anita Gonzalez	Technical Assistance Provider
Parent	Brittani Quick	Parent
Parent	Tony Bui	Parent
Community Representative	Vericia Jones	Community Representative
Community Representative	Martha Burnett	Community Member
Special Education	Melecia Davis	ALE Teacher
Pupil Services Personnel	Bini Thejan	Nurse
Paraprofessional	Chasity Lara	Data Clerk
Classroom Teacher	Johanne Bui	Teacher
Classroom Teacher	Austin Escobedo	Teacher
Classroom Teacher	Vanessa Gray	Teacher
Principal	Chris Marshall	Principal

Campus Funding Summary

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

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	$0.00
				+/- Difference	$0.00

6100 Payroll- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Subs for Instructional Planning and Small Groups		$25,000.00
1	2	1	Subs for Instructional Planning and Teacher Observations		$5,000.00
1	3	1	Subs for Instructional Planning and Small Groups		$20,000.00
1	5	3	Subs for behavior small groups and teacher observations		$5,200.00
				Sub-Total	$55,200.00
				Budgeted Fund Source Amount	$55,200.00
				+/- Difference	$0.00

6100 Parent Inv. Payroll T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1	Supplemental Pay for Staff Members to Prep for Familiy Nights		$400.00
				Sub-Total	$400.00
				Budgeted Fund Source Amount	$400.00
				+/- Difference	$0.00

6200 Contracted Services/Registration- Title I Fun

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Perot Museum Family Night		$1,575.00
				Sub-Total	$1,575.00
				Budgeted Fund Source Amount	$1,575.00
				+/- Difference	$0.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Test Preparation Software		$5,100.00
1	1	3	Paper for goal setting charts		$1,900.00
1	2	1	Science Materials		$1,500.00
1	4	1	Headsets for TELPAS Practice for Grades 2-5		$1,500.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	$0.00

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Supplies for Family Nights		$2,005.00
				Sub-Total	$2,005.00
				Budgeted Fund Source Amount	$2,005.00
				+/- Difference	$0.00

6400 Healthy Snacks/Bus/Travel - Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$69,180.00
				Grand Total Spent	$69,180.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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