

**Garland Independent School District**  
**Hillside Academy For Excellence**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: A**

# Mission Statement

## Mission Statement

Hillside Academy strives to ensure that every student has the opportunity to reach his/her academic potential and to develop self-control, self-respect, and respect for others in a way that:

- enhances academic abilities and aesthetic talents of all students;
- develops the students' critical thinking and problem solving abilities;
- encourages the students' self-esteem, self-control, and respect for others;
- promotes the students' positive citizenship and responsible behavior so that all students will meet or exceed educational performance standards and all students will demonstrate self-responsibility.

# Table of Contents

Mission Statement .....	2
Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	7
Perceptions .....	8
Priority Problem Statements .....	9
Comprehensive Needs Assessment Data Documentation .....	10
Goals .....	12
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. ....	12
Goal 2: Magnet Justification .....	23
Goal 3: Focus on Students, Parents and Community .....	25
Title I Personnel .....	27
Campus Funding Summary .....	28
Policies, Procedures, and Requirements .....	30

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Named for the addition of homes in the surrounding neighborhood, Hillside Elementary opened its doors in 1970. It is located on a 10 acre site, and housed grades K through 5th. The first addition to Hillside Elementary occurred in 1980, with a gym facility and two rooms added as a result of a district-wide improvement program for elementary schools. In 1987, Hillside Elementary became an Academy for Excellence, offering accelerated instruction in math and an enriched English language arts, science and social studies curriculum. Its name changed from Hillside Elementary to Hillside Academy for Excellence. Our school mascot is the Eagles with our school colors being black and gold. Hillside Academy for Excellence is a Title 1 campus that serves 469 students from Kindergarten to 5th grade. Hillside Academy is 1 of 3 magnet academies in Garland ISD. Although most students are accepted through an application process, 25% of the student body attend as on-grade level students. Each grade level on campus includes a Dual Language Bilingual Magnet classroom. All K-5 are self-contained classrooms. Hillside Academy is a National Blue Ribbon School, earning the distinction in 2016. Our campus has a 2.56% of SPED students, 43.16% of ELLs, and 58.33% of Economically Disadvantage students.

This year the campus was moved to the former Centerville Elementary due to the consolidation of Hillside and Kimberlin. Despite the move and consolidation, Hillside still has a rich history that will be intertwined into a new identity when the school joins the Kimberlin family.

### Demographics Strengths

Hillside has a very diverse population of students, and the staff demographic is also reflective of that.

The staff diversity includes:

\_\_\_ - 0-5 year teachers

\_\_\_ - 5-10 year teachers

\_\_\_ - 11-15 year teachers

\_\_\_ - 15-20 year teachers

\_\_\_ - 20+ year teachers

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** During the 2023-2024 school year, 16 out of the 26 incidents by gender were assigned to male students. **Root Cause:** Rather than taking time to practice

prevention, we often are reactionary to behaviors, causing situations to escalate quickly and referrals to be written.

**Problem Statement 2:** In the 2023-2024 school year, 38.5% of discipline referrals recorded in Review 360 are for African American students and 23.1% for Hispanic students as compared to 15.4% for Asian students. **Root Cause:** Rather than taking time to practice prevention, we often are reactionary to behaviors, causing situations to escalate quickly and referrals to be written.

# Student Learning

## Student Learning Summary

The following is a summary from the 2023-2024 school year. We will continue to utilize MAP as a tool to track low performing students from year to year. We will realign intervention strategies for our at-risk students to help them master the grade level standards. We need to strengthen vertical alignment of student standards and instructional strategies across grade levels. Teachers will also utilize the STAAR data to ensure instructional planning and customization is aligned to the standards and level of rigor of STAAR.

- Of the K-5 grade levels, Kinder grade was the only grade-level that met their EOY MAP Math Grade-Level Norm Projected Growth.
- Of the K-5 grade levels, 5th grade was the only grade-levels that met their EOY MAP Reading Grade-Level Norm Projected Growth.
- Of the 2-5 grade levels, 3rd grade was the only grade-levels that met their EOY MAP Science Grade-Level Norm Projected Growth.

## Student Learning Strengths

Students are offered differentiated instruction in all subjects through small group instruction and Tier 1 instruction. Teachers provide opportunities for enrichment through extension activities and experiences. Students are eager to join activities to continue their academic growth. Hillside students use goal-setting to achieve the high expectations they set for themselves, including goal-setting for MAP, TELPAS, iReady, and STAAR. Leadership roles are offered on campus for all students. Parental involvement allows for parents to be learning partners and engage with their students' learning at home.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students in magnet and non-magnet classes are not all showing yearly grade level growth across all subjects. **Root Cause:** Students are not setting goals and are not aware of their current levels of performance.

# School Processes & Programs

## School Processes & Programs Summary

Quality applicants are identified, interviewed, and recommended for teaching positions. Teachers are assigned mentors through Project Goal in an effort to support and retain high-quality teachers. During PLCs, we involve teachers, admin, and support team and review CBA, MAP, and informal assessments (Exit Tickets) to identify root causes of low performance. We utilize MAP, CBA, STAAR interim, mClass, ST Math, and Checks for Understanding to track progress for intended outcomes and performance objectives. Our campus is 1:1 with regard to technology. Our goal for next school year is to increase leadership capacity among teachers and staff. During PLCs, each grade level team led their own meetings. Additionally, each grade level had a team lead and they had a clear understanding of their role and responsibility.

## School Processes & Programs Strengths

Our PTA is strong and supportive. They provide grants to fund teacher projects, support student learning, and family engagement. Working in partnership with our PTA, our campus makes great efforts to engage as many families as possible.

Distributed leadership is practiced by utilizing team leads. Every program has a schedule and is aligned to ensure maximum instructional time. Processes are clearly aligned and teachers have clear communication about next steps and upcoming timelines.

Parents receive regular, weekly communication to ensure that they know what their students are learning and about important events taking place on campus.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** In the 2023-2024 Family Engagement Survey, 65% of parents responded that they didn't receive a copy of the written Parental Involvement Policy and the school explained it to them. **Root Cause:** Due to the information being sent out electronically, as opposed to paper copy or presented in-person.

# Perceptions

## Perceptions Summary

92% of parents reported that teachers encourage their child to do their best.

87% of parents reported that their child's school welcomes and supports their concerns about their child.

79% of parents reported that parents are encouraged to be involved in activities at this school and actively recruited to serve on campus or district committees.

88% of parents reported that they are proud that their child attends this school.

94% of parents reported that they receive information in a language they can understand.

## Perceptions Strengths

96% of parents responding to the Family Engagement Survey expressed that they feel welcome at Hillside Academy.

94% of parents responding to the Family Engagement Survey expressed that the school uses a variety of ways to contact them and that they receive information in a language they can understand.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** In the 2023-2024 Family Engagement Survey, only 75% of parents responded that they always felt that our school provided them with materials and trainings to help parents work with their children to improve student achievement. **Root Cause:** Lack of curriculum at-home instructional resources found in our curriculum; Training and resources are needed for parents to learn how to support their children at-home.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## 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
- Male / Female performance, progress, and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

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





**Performance Objective 1:** Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading will be 75% in 2025.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teach academic vocabulary in context using visuals and application that includes discussion, writing, and illustrating;</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the Meets Grade Level performance on the 2025 STAAR Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement motivational systems to celebrate reading on the campus - adults sharing books, student book talks etc. This strategy will target ALL students with an emphasis on AT-RISK and Eco Dis students</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on STAAR Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Interventionist, Bilingual aide and classroom teachers will provide small group instruction and materials to Tier 3 and Tier 2 students with the MAP cut score changing from the district guidelines based on Hillside's needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on STAAR overall</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers, Parents, Families, and Administrators will participate in Family Engagement Nights to encourage reading among families and increased partnerships between families and the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on STAAR overall.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators and Parents</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Teachers, Parents, Families, and Administrators will participate in Family Engagement Nights to encourage reading among families and increased partnerships between families and the school. - 6300 Parent Involvement. Supplies T1 - \$2,406</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will discuss student growth in weekly Professional Learning Community (PLC) meetings with action plans to be developed to improve student growth in MAP. PLCs will focus on lesson internalization and customization, including differentiation for Magnet students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on STAAR overall.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students will utilize additional supplemental materials and manipulatives in completing assignments and projects. This strategy will target ALL students. Teachers will develop a print rich environment with anchor charts, classroom visuals, learning notebooks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance and product by improving the equitable distribution of digital resources throughout the campus</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, CTA and Librarian</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> A master schedule will be created that will maximize reading blocks to ensure that all of the components for knowledge and skills can be taught.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Tier 1 instruction time</p> <p><b>Staff Responsible for Monitoring:</b> administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 2:** Percent of EB students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will be 76.0%.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will attend professional development that will aid in ensuring that each EB (Emergent Bilingual) is provided with linguistic and instructional accommodations as determined by the LPAC (i.e. Initial LPAC, Assessment LPAC, Monitoring Intervention LPAC, EOY LPAC). This strategy will target EB students. This work will take place during PLC and grade level meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on the 2025 TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement the English Language Proficiency Standards (ELPS) into instruction daily to make content comprehensible and develop academic language ensuring EBs obtain the mastery of required academic content along with language development. This strategy will target EB students and materials to be provided, including resources for a print rich environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on the 2025 TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Teachers will implement the English Language Proficiency Standards (ELPS) into instruction daily to make content comprehensible and develop academic language ensuring EBs obtain the mastery of required academic content along with language development. This strategy will target EB students and materials to be provided, including resources for a print rich environment. - 199 - PIC 25 Bil./ESL State Allotment Funds - \$4,525</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will goal set with Emerging Bilingual students to increase TELPAS. Students will practice listening and speaking through computer programs that support language acquisition for Emerging Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased proficiency on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







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

**Performance Objective 3:** The percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on 5th grade STAAR Science will be 74% by 2025.

**High Priority**

**Evaluation Data Sources:** 2023 STAAR spring results - all students

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will incorporate vocabulary from science in student writing to support vocabulary development as well as deepen content learning through use of the science curriculum. This strategy will target ALL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on the 2025 5th grade Science STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers, Parents, Families, and Administrators will participate in Family Science and Math night to encourage practicing Science and Math skills among families.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on 2025 5th grade Science and 3rd-5th Math STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Parents and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Teachers, Parents, Families, and Administrators will participate in Family Science and Math night to encourage practicing Science and Math skills among families. - 6300 Parent Involvement. Supplies T1 - \$1,125.50</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will have access to sub-covered planning days to review and evaluate data and create data-informed lessons and small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on 2025 5th grade Science and 3rd-5th Math STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Teachers will have access to sub-covered planning days to review and evaluate data and create data-informed lessons and small groups. - 199 - PIC 24 State Comp Ed Funds - \$4,209</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 4:** The percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math, will be at 3rd-75%, 4th-75% and 5th-53% to 80% in 2025.

**Evaluation Data Sources:** 2023 STAAR spring results - all students)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating. This strategy will target ALL students but with emphasis on SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance overall on the 2025 Math STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will incorporate time for Fact fluency practice to aid in problem solving, specifically the Fluency Curriculum Based Assessments and the iReady Fact Fluency programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance overall on the 2025 Math STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will utilize additional supplemental materials and manipulatives in completing assignments and projects. This strategy will target ALL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance and product by improving the equitable distribution of digital resources throughout the campus</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, CTA and Librarian</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will internalize and customize Eureka lessons to ensure strong Tier 1 instruction with an emphasis on differentiation for Magnet students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math scores on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 5:** Percent of SPED students demonstrating on grade level reading skills as measured by Approaches Performance Level on 3rd grade STAAR Reading will increase from 43% to 70% in 2026 (SY2025 interim goal=60%).





**Evaluation Data Sources:** 2024 STAAR Spring Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Classroom, intervention, CBSE, ESL and ABC teachers will collaborate on strategies to work successfully with shared students. This strategy will target SPED students. Materials to be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of SPED students passing the 3rd-5th grade Reading STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Classroom, intervention, CBSE, ESL and ABC teachers will collaborate on strategies to work successfully with shared students. This strategy will target SPED students. Materials to be provided. - 199 - PIC 23 SPED State Allotment Funds - \$361</p>	Formative			Summative
	Nov	Feb	Apr	June

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

**Performance Objective 6:** Student management discipline referrals for African American students will decrease from 23.5% to 3.5% and decrease from 64.7% to 44.7% for Hispanic students. (SY2025 interim goal=15%)

**Evaluation Data Sources:** Review 360 Incidents by Behavior report





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships, and working with students from different populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer discipline referrals for African American and Hispanic students as compared to white students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will develop school-wide Positive Behavior Intervention Supports through expectations and a PBIS committee. Expectations will be explicitly taught and posted throughout school.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer discipline referrals for African American and Hispanic students as compared to white students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2: Magnet Justification**

**Performance Objective 1:** 100% of Magnet students will utilize enriched classroom and technology tools.

**Evaluation Data Sources:** STAAR Data 2025

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will utilize technological software programs to reinforce and enrich classroom learning. This strategy will target ALL students</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the Masters proficiency level for G/T and Magnet students and earn additional STAAR Distinctions</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Students will utilize technological software programs to reinforce and enrich classroom learning. This strategy will target ALL students - 199 - Magnet Funds - \$15,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will have supplies and instruments necessary to successfully participate in enriched music and art.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the Masters proficiency level for G/T and Magnet students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Students will have supplies and instruments necessary to successfully participate in enriched music and art. - 199 - Magnet Funds - \$7,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will compete in UIL and STEAMposium</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the Masters proficiency level for G/T and Magnet students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Students will compete in UIL and STEAMposium - 199 - Magnet Funds - \$1,250</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will have the opportunity to participate in Robotics</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the Masters proficiency level for G/T and Magnet students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Sponsors, and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Students will have the opportunity to participate in Robotics - 199 - Magnet Funds - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will participate in professional development to learn new strategies to enrich learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the Masters proficiency level for G/T and Magnet students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Teachers will participate in professional development to learn new strategies to enrich learning. - 199 - Magnet Funds - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will have access to supplies, materials and instructional resources needed to enrich the learning of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the Masters proficiency level for G/T and Magnet students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Teachers will have access to supplies, materials and instructional resources needed to enrich the learning of students. - 199 - Magnet Funds - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Goal 3:** Focus on Students, Parents and Community

**Performance Objective 1:** In the SY2025 Family Engagement Survey, the parents responding that the school provides materials and trainings to help parents work with their children to improve student achievement will increase from 61% to 66%

**Evaluation Data Sources:** Family Engagement Survey Responses

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents will have opportunities to learn about school performance data, state academic standards, current levels of student achievement, and strategies for supporting student learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance overall on the 2025 Reading, Math, Science STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, and Parents</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance overall on the 2025 Reading, Math, Science STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, and Parents</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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 available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance overall on the 2025 Reading, Math, Science STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, and Parents</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Transition opportunities for Hillside Academy parents, families, and students as kindergartners move from PreK to Kindergarten and students transition from fifth to sixth grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increased comfort levels and confidence that will lead to successful academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, and Parents</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Rivera	Teacher Intervention Specialist Title I	Title I, Part A	1.0

# Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Classroom, intervention, CBSE, ESL and ABC teachers will collaborate on strategies to work successfully with shared students. This strategy will target SPED students. Materials to be provided.		\$361.00
<b>Sub-Total</b>					\$361.00
<b>Budgeted Fund Source Amount</b>					\$361.00
<b>+/- Difference</b>					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Teachers will have access to sub-covered planning days to review and evaluate data and create data-informed lessons and small groups.		\$4,209.00
<b>Sub-Total</b>					\$4,209.00
<b>Budgeted Fund Source Amount</b>					\$4,209.00
<b>+/- Difference</b>					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Teachers will implement the English Language Proficiency Standards (ELPS) into instruction daily to make content comprehensible and develop academic language ensuring EBs obtain the mastery of required academic content along with language development. This strategy will target EB students and materials to be provided, including resources for a print rich environment.		\$4,525.00
<b>Sub-Total</b>					\$4,525.00
<b>Budgeted Fund Source Amount</b>					\$4,525.00
<b>+/- Difference</b>					\$0.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Students will utilize technological software programs to reinforce and enrich classroom learning. This strategy will target ALL students		\$15,000.00
2	1	2	Students will have supplies and instruments necessary to successfully participate in enriched music and art.		\$7,500.00

199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Students will compete in UIL and STEAMposium		\$1,250.00
2	1	4	Students will have the opportunity to participate in Robotics		\$2,000.00
2	1	5	Teachers will participate in professional development to learn new strategies to enrich learning.		\$1,000.00
2	1	6	Teachers will have access to supplies, materials and instructional resources needed to enrich the learning of students.		\$2,000.00
<b>Sub-Total</b>					\$28,750.00
<b>Budgeted Fund Source Amount</b>					\$70,000.00
<b>+/- Difference</b>					\$41,250.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,918.00
<b>+/- Difference</b>					\$4,918.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teachers, Parents, Families, and Administrators will participate in Family Engagement Nights to encourage reading among families and increased partnerships between families and the school.		\$2,406.00
1	3	2	Teachers, Parents, Families, and Administrators will participate in Family Science and Math night to encourage practicing Science and Math skills among families.		\$1,125.50
<b>Sub-Total</b>					\$3,531.50
<b>Budgeted Fund Source Amount</b>					\$2,406.00
<b>+/- Difference</b>					-\$1,125.50
<b>Grand Total Budgeted</b>					\$86,419.00
<b>Grand Total Spent</b>					\$41,376.50
<b>+/- Difference</b>					\$45,042.50

# Policies, Procedures, and Requirements

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

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