Garland Independent School District

Kimberlin Academy For Excellence

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Kimberlin Academy is to foster excellence among the students, faculty, and parents, thereby providing an enriched learning environment that gives all students the best opportunity to reach their full potential academically and creatively. This is achieved by working together and by continually striving for excellence in academics and personal character, while encouraging continuing education, family involvement, and civic responsibility.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kimberlin Academy is an academic magnet school in Garland ISD located in central Garland. Students meeting ability and achievement criteria complete the magnet application process in order to attend Kimberlin and participate in the magnet program. For the 75% of our students in the magnet program, grade level curriculum is enriched through depth and complexity to meet needs and grow students. Approximately 25% of our population attends Kimberlin in the general education program, typically coming to us from the surrounding neighborhoods. Additionally, there are two Applied Learning Environment (ALE) classes in which Special Education students must be placed via ARD committee and Student Services.

In addition to the Academic Magnet program on campus, we offer opportunities to apply for and participate in Enriched Music, Enriched Art, Robotics, UIL+, Choir, and Orchestra. The Take Flight and Speech programs provide therapies for Dyslexia and Speech and Language respectively through systematic, multi-modal and specialized instruction. In collaboration with classroom teachers, the CBSE teacher provides support for Special Education students through Resource, Content Mastery and Inclusion. Our ALE unit offers space for students to acquire lifelong skills, socialize with peers, and engage in appropriately leveled curriculum. The Kimberlin motto, A Tradition of Excellence, is carried out through the various special programs offered.

During the 2023-2024 school year, Kimberlin had 90 discipline incidents with 142 administrative actions assigned. 54.4% of those actions assigned were conferencing with students and 28.9% included a parent conference. Exclusionary consequences, including suspensions and reassignment room made up only 11.2% of discipline consequences. The consequences assigned allowed for minimal amount of time missed in the classroom and restorative conversations with students and families.

The attendance rate for the 2023-2024 school year was 95.34%. This rate is comparable to last year's rate of 94.62%, but is a drop from the rates between 2018-2021. Prior to Covid-19 and during the Covid-19 pandemic remote learning, our attendance rates were between 97-98% consistently. Procedures are in place to minimize unexcuse absenses by the staff and teachers reaching out to the family the day of the absence and follow up if an absence report has not been submitted. Students acquiring multiple absences are tracked through RaaWee and provided Loss of Credit warning letters, phone calls by data clerk and conference with administration. All contact is documented in the RaaWee Intervention Dashboard. While attendance is down from Pre-Covid days, the rate remains high and students are engaged and exceeding expectations.

Many of our students are successful and challenged academically through the magnet program. Students failing or at-risk are monitored and discussed in MTSS meetings. Their needs are met with SEL and academic support to assure success.

Kimberlin staff consist of 43.2 members with 37.6 who are certified and trained in the following professional development: Sheltered Instruction , Ethic Training, Gifted and Talented Training, All-In- Education training, STARR, all required staff meetings/ PLC's, and annual evaluations/ observations through the Texas Teacher Evaluation Support system. Kindergarten through 3rd Grade teachers, as well as other required staff members will have completed their Reading Academy training by the end of this school year. Training courses help teachers to meet the needs of ELL, SPED, ALE, Gifted and Talented students. The average years experience of teachers is 10.9% which is greater than the district average of 8.3%, but has dropped from previous years' averages of 14% as veteran teachers have chosen retirement.

Demographics Strengths

All staff continue to participate in ongoing staff development and training throughout the school year.
Teachers have received ample training and use it to provide exceptional instruction.
Teachers encourage students to do their best
The staff at Kimberlin is well qualified, and meets the needs of each student in their own way.
Students enrolled in the magnet program continue to meet the academic requirements.
Teachers provide a challenging curriculum as well as enriched art and music curriculums.
The students at Kimberlin are academically challenged as the students are successful in the enriched curriculum.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to the attendace rates, there has been about a 4% drop in attendance and the campus would benefit from continued outreach to families.   **Root Cause:** Illness, outside activities for families and students, lack of consequences for mulitple absences, more parents work from home now which makes it easier to keep students at home.

Student Learning

Student Learning Summary

According to preliminary STAAR data from 2023-2024:

Student Achievement Domain Rating is 95 = A

Reading: Approaches = 97%, Meets = 87%, Masters 61%

Math: Approaches = 95%, Meets = 85%, Masters 60%

Science: Approaches = 85%, Meets = 70%, Masters 38%

Relative Performance Score: Part A (Academic Growth) is 91 = A, Part B (Relative Perfromance Score) is 93 = A

Student Learning Strengths

According to the premliminary 2024 STAAR Summary Report, Reading: Approaches = 97%, Meets = 87%, Masters 61%
According to the preliminary 2024 STAAR Summary Report, Math: Approaches = 95%, Meets = 85%, Masters 60%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to the 2024 preliminary STAAR Science scores, 38% of students performed at the Masters level which is a decrease from 47%   **Root Cause:**

Students lack vocabulary and application skills.

Problem Statement 2: According to the 2024 STAAR, 3rd and 4th Grade Economically Disadvantaged students under performed compared to the all students groups in Meets and Masters on the 2023 STAAR Math assessment. **Root Cause:** Students have a lack of comprehensive skill application.

Problem Statement 3: According the the 2024 preliminary STAAR data, Meets and Masters levels in all 3 content levels are not at 100%. **Root Cause:** Need for personalized learning and prescribed small groups that not only focus on Tier 1 instruction but also on individual growth.

School Processes & Programs

School Processes & Programs Summary

Hiring practices are in place to ensure that Kimberlin has the highest quality instructors to support the magnet and non-magnet students. Hiring practices include:District Transfer list, grade level involvment; Job fairs, mentoring; reassigning teachers based on academic needs; UTD student teachers; Garland High School Future Teacher Internship program; UTD UTeachDallas program for STEM subjects; TIA and retention bonuses

To support high quality instruction, Kimberlin uses the following strategies: Allowing teachers to attend meaningful trainings provided in/outside of the district (Region 10); Teachers train teachers; district committee selections (DEIC rep, CIT, I3 technology) Assigned Campus representatives such as Gifted and Talented Liaison, TIA representative, and Team Leaders, and Aspiring administrators. All roles and responsibilities are clearly determined in staff development meetings and administration recognizes outstanding effort.

Teachers have opportunities to lead and communicate needs through: PLCs, campus surveys, open communication with admin, Campus Improvement Team addresses root causes of low performance and includes stakeholders such as community members and parents and educators and district administration. CIT meets quarterly to review progress on the CIT plan.

Kimberlin students are offered many opportunities for enrichment, including: Robotics, GPYP, enriched music, enriched art, choir, orchestra, harp ensemble, Garland Children's Chorus, Kiwanis Kids; monthly guidance lessons from the counselor; all programs are conducted in a safe environment; located on Campus/GISD facility. Students are given clear expectations and consequences are put in place for all students. Daily SEL lessons are provided by the school counselor. As a campus we use PBIS and a PRIDE system to reinforce a safe environment and high expectations. Class Dojo is used to uphold and encourage the positive behavior, while also providing a means to communicate with parents.

Special populations and struggling learners are supported through: intervention/small group targeted instruction, tutorials, Take Flight, specific/individualized accommodations per 504/IEP/RTI, ITime and regular tutoring; Take Flight for dyslexia students; Science of Teaching Reading, all students are involved with STEAMposium; technology programs (Imagine Math, Imagine Literacy; Education Galaxy, Balanced Literacy); 2nd grade typing instruction; HB4545 Tutors.

Each student has their own device; programs offered by school/district include Learning Ally (Dyslexia), MyOn, Imagine Learning/Math (Imagine Literacy; Education Galaxy, Balanced Literacy;) Legends of Learning, BrainPop and BrainPopJr, Generation Genius, Discovery Education, iReady, Unique, Read Naturally, Zearn, STEMScopes, Nearpod, Classkick, Peardeck

School Processes & Programs Strengths

- School-wide behavior system (PBIS)
- Numerous opportunities for students to be involved in extracurricular activities including robotics, clubs, enriched art and music, and teacher led activities
-
  weekly meetings and PLC's to examine data, internalize and customize lessons
-
  Planned yearly calendar for family engagement
-
  Merging and planning with Hillside Academy
-
  Talented art and music is evaluated by assessment and orchestra opportunities available for 4th and 5th graders

Perceptions

Perceptions Summary

The staff turnover rate is commensurate from last year. The rate last year was 14% and the rate this year is 18%. Some new teachers did not feel supported with curriculum and procedures. Project Goal may have been more effective if there were regulary scheduled meetings. Team leads need to make sure that new teachers are pulled in and made to feel comfortable with the routines/procedures/curriculum. More opportunities would for vertical alignment would be helpful. SPED reports they would like staffing meetings with classes covered. It was suggested that Team leads need to make sure that new teachers are pulled in and made to feel more comfortable with the routines/procedures/curriculum. More opportunities for vertical alignments would be helpful. ALE reports that they would like staffing meetings with themselves and classroom teachers covered to be able to connect with classroom teachers for their students that are also learning in gen. ed.

According to the survey, staff feels supported by administration. Our group did not have much positive experiences to report about professional development that was led by GISD. They did express appreciation that campus staff development and meeting are concise and contain items that are helpful. Administration is respectful of staff's time during campus meetings and PLC's. The preference would be more weekly planning time within teams and more time to go observe other teachers in our building. (That would also help make connections across grade levels.) Grade level teachers are helpful to look out for others on their team and make strong connections, but teachers would also love to feel more connected to teachers on other grade levels.

82% of teachers said teaches ALWAYS help students do their best. 68% of parents report that teachers provide help on classroom assignments. On the negative side: 56% of parents said that the school does not support new ideas from parents. 29% of parents report that the teachers do not send enough support and materials to teach their students at home all the time, only sometimes. 21% of parents "sometimes" feel welcome on campus.

Teachers send weekly newsletters or send information through ClassDojo. We also have fall and spring parent-teacher conferences. During these conferences teachers are given an opportunity to explain expectations and goals. Parents are also provided with an opportunity to ask questions about their child during conferences, through ClassDojo, or through phone calls or emails, at any time throughout the year.

Perceptions Strengths

- Teachers feel supported by administration. Administration is approachable and supportive, with an "open-door" policy.
- Parents mostly feel welcomed at our school.
- A majority of students feel that KAE has a positive learning environment.
- A majority of students feel that they belong.
- A majority of students feel like they are engaged and focused.
- Most students feel respected by their teachers.
- Administrations provides planning days and routinely demonstrate that they respect our time.

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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications 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 equity in student management.

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading to 90% in 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: K-5 teachers will implement daily structured reading opportunities to develop stamina for reading with a purpose.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased level of stamina and comprehension fo all students in reading.
    Staff Responsible for Monitoring: Administrators
Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
	Nov	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: K-5 teachers will engage in vertical planning to align reading strategies to improve stamina and reading comprehension campus wide for all students including at-risk, ELL, SpEd and economically disadvantaged.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased level of stamina and comprehension for all students in reading.
    Staff Responsible for Monitoring: Administrators
Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
	Nov	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: K-5 teachers will implement motivational systems to celebrate reading on the campus, (i.e. video announcements, book club, student book talks, and adult sharing books).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in reading comprehension across all grade levels as evidenced in formative assessments, MAP, STAAR **Staff Responsible for Monitoring:** Administrators, Librarian **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will implement Sheltered Instruction techniques and strategies into daily lessons for English Language Learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased reading performance for ELLs. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

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 equity in student management.

Performance Objective 2: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase to 86% by 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will disaggregate TELPAS data with a focus on language proficiency.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Minimum one year student growth on TELPAS STAAR scores will improve across all content areas **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in planning, meeting and training with Instructional Design Facilitators and Sheltered Instruction coach to enhance skills for language acquisition utilizing Sheltered Instruction strategies among English Language Learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased growth in language acquisition for ELLs. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	**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 equity in student management.

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, at 90% Meets in 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: K-5 teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating; avoiding teaching science vocabulary in isolation.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase STAAR science scores
Comprehensive skill acquisition
    Staff Responsible for Monitoring: Administrators
Teachers
 	
    ESF Levers:
Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: K-5 Science teachers will teach with fidelity ensuring that all hands-on learning is accompanied by a formative assessment based on Student Expectations (TEKS) taught in the lab to connect the concrete to the abstract.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased STAAR science scores
Formative and summative assessments
    Staff Responsible for Monitoring: Administrators
Teachers
 	
    ESF Levers:
Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: K-5 Science teachers will incorporate science sentence stems in daily instruction to be displayed in multiple ways (i.e. on tables, interactive notebooks, and posted in the room) and to encourage writing for the Short Constructed Response on STAAR.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased STAAR Meets scores **Staff Responsible for Monitoring:** Administrators Teachers				

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 equity in student management.

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance for grades 3, 4, and 5 on STAAR Math will increase to 90% by 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: K-5 teachers will align with academic content vocabulary using the Lead4ward vocabulary resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in skill acquisition Increased STAAR math scores	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators ISTs Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: K-5 teachers will utilize model drawing instruction to increase problem solving success	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased MAP Growth Increased STAAR math scores	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators ISTs Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize Professional Learning Communities to enhance instruction through lesson customization and internalization, data analysis, lesson rehearsal, and team planning. **Strategy's Expected Result/Impact:** Enhanced data driven instruction **Staff Responsible for Monitoring:** Administrators ISTs Teachers	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 equity in student management.

Performance Objective 5: During the 24-25 school year, 100% of Kimberlin families will be invited to parent education opportunities. 80% of parents will rate the event as successful as measured by parent surveys.

    Evaluation Data Sources: Increased parent involvement
Increased student achievement

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide parents with resources in both Spanish and English to help their student(s) succeed in school such as GISD ReadyHub sites, student communication planners and Skyward Gradebook.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student academic success Increased parent involvement **Staff Responsible for Monitoring:** Administrators Teachers	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: 5th grade students will participate in planning for middle school transition planning and guidance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student preparedness **Staff Responsible for Monitoring:** Counselor Teachers	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: 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 compact will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased family engagement **Staff Responsible for Monitoring:** administrators **Title I:** 4.2 - **ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: 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. **Strategy's Expected Result/Impact:** Increased family engagement **Staff Responsible for Monitoring:** administration **Title I:** 4.2 - **ESF Levers:** Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June

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

Goal 2: Magnet Funding Justification

Performance Objective 1: 100% of our Magnet students will have the opportunity for an enriched academic curriculum

    Evaluation Data Sources: STAAR Spring Assessment testing data file will evidence high percentage of Masters level performance.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in vertical planning to prepare for enriched instructional activities for students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Masters level performance on STAAR. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Connect high school to career and college		**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Students will be able to participate in enriched music and art to support Gifted and Talented students		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased differentiation for Magnet students **Staff Responsible for Monitoring:** administration **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction		**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Students will have the opportunity to participate in extracurricular activities, including Robotics and clubs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Well rounded education **Staff Responsible for Monitoring:** administration **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture		**Nov**	**Feb**	**Apr**	**June**

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

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