

**Garland Independent School District
Liberty Grove Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

Our Liberty Grove School Family inspires and encourages one another to achieve personal and academic excellence by setting and achieving goals and providing accountability for all.

Vision

Support the whole child through authentic instruction in a positive and nurturing environment.

Value Statement

We believe that all students should receive quality instruction, We believe all children can learn, we value and celebrate the diversity of our families and communities, We encourage communication and collaboration to reach our full potent

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
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.	16
Targeted Support Strategies	32
Title I Personnel	33
2023-2024 Campus Improvement Team	34
Campus Funding Summary	35
Policies, Procedures, and Requirements	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

Liberty Grove is a Title 1 campus and has a total of 538 students with a grade span from EE-5th grade. We are located in the upper outskirts of Rowlett, TX= very close to Wylie, TX and has been opened since the Fall of 2007. Our building is clean and well maintained with modern technology needs of WiFi, 1 to 1 student devices and flat screen televisions in each classroom. Our school mascot is the Gators with our school colors being Orange and Green. Liberty Grove is nestled in an inviting neighborhood, near another high performing GISD elementary school. We start our days with announcements, welcoming rituals and SEL lessons. At Liberty Grove, we are big about taking care of the whole child and supporting a positive school climate. Over the years, Liberty Grove has continued to have community and parental support. Liberty Grove participates has free breakfast and lunch for all students. Teachers implement sheltered instruction practices to create a language-rich classroom. Special Education students receive inclusion support minutes as well as pull-out support for resource students. Fine arts include Music, PE, Library, and Art. We have 2 ECSE programs, 3 ALE programs, and 3 PreK programs, and our school has an active PTA. We are mainly a neighborhood school that also serves students from other parts of Garland. In past school years, discipline has been a rising concern. In 2023-2024, there were 296 behavioral incidents. Of those, 33% were confrontational behavior and 22% were disorderly conduct. As a result, the campus is focusing on PBIS structures as well as SEL practices campus wide to build a positive school and classroom culture. Liberty Grove is a very diverse campus that serves over 15 languages which include the following: African American: 31%, Asian: 7%, Hispanic: 31%, White: 24%, American Indian: 1%, Pacific Islander: 1%, Two-or-More Races: 7%. Our demographics include students that are: Economically disadvantaged:67%, English Language Learners: 15%, SPED: 25%, homeless: 1%, Gifted and Talented: 2%, At-Risk: 47%. Our campus staff demographics by race/ethnicity are: African American: 25%, Asian: 1%, Hispanic: 26%, White: 30%, American Indian: 1%, Pacific Islander: 1%, Two-or-More Races: 2%. The mobility rate of Liberty Grove is 24%. In order to address mobility rates, we are working to develop strong relationships with families and provide assistance to families whenever possible. Over the past few years, there has been significant teacher turnover, however that was not the case this past year. Class sizes average about 15 students to 1 teacher throughout the campus but we are noting that these numbers fluctuate throughout the school year.

Demographics Strengths

In order to align with our philosophy and beliefs, we will be implementing other extra-curricular activities, Choir, PTA events, SEL Lunch Bunches, and Family Engagement and Community Involvement Nights.

The average experience of teachers on the campus is 14 years.

We have strong parent involvement.

We have Title 1 funds that equip us to serve the needs of Economically Disadvantaged Students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 33% of office referrals resulted from physical confrontation between students in the classroom and common areas. **Root Cause:** The staff will develop and execute PBIS structures, be trained on de-escalation strategies and trauma informed care, execute SEL lessons daily and incorporate a cool down/reset room for these types of referrals/students.

Problem Statement 2: There is a need to enhance the climate and culture of the campus with students and adults. **Root Cause:** Lack of school wide language and structures that are necessary for at-risk students.

Student Learning

Student Learning Summary

From Spring 2023 to Spring 2024, Liberty Grove's overall accountability rating decreased from an 81 to a 67. Liberty Grove's overall accountability letter grade fell from a B to a D.

From Spring 2023 to Spring 2024, 3rd-5th grade STAAR Meets+ performance data indicates a decrease from 50% to 44% in RLA and 42% to 38% in Math. From Spring 2023 to Spring 2024, 5th grade STAAR Meets+ performance data indicates an increase from 19% to 26% in Science.

From Spring 2023 to Spring 2024, 3rd grade STAAR Meets+ performance data indicates a decrease from 41% to 40% in RLA and 44% to 25.88% in Math. From Spring 2023 to Spring 2024, 4th grade STAAR Meets+ performance data indicates a decrease from 40% to 20.34% in RLA and 35% to 25% in Math. From Spring 2023 to Spring 2024, 5th grade STAAR Meets+ performance data indicates an increase from 48% to 52.31% in RLA, 33% to 43.08% in Math, and 19% to 26% in Science.

From Fall 2023 to Spring 2024, all grade levels met or exceeded their projected growth on MAP Math for the year except for 4th grade and 5th grade. Spring 2024 MAP Math scores indicate that all grade levels have achievement scores at the 50th percentile or above except for 2nd grade (49th percentile) and 4th grade (34th percentile).

From Fall 2023 to Spring 2024, all grade levels met or exceeded their projected growth on MAP Reading for the year except for 4th grade. Spring 2024 MAP Reading scores indicate that all grade levels have achievement scores at the 50th percentile or above except for 2nd grade (46th percentile), 3rd grade, (42nd percentile) and 4th grade (24th percentile).

From Fall 2023 to Spring 2024, all grade levels met or exceeded their projected growth on MAP Science for the year.

Student Learning Strengths

There was a 7% increase in Science STAAR, 4% increase in Reading STAAR, and 10% increase in Math STAAR performance in 5th grade from the previous school year.

All grade levels except 4th grade and 5th grade met MAP Math projected growth last year.

All grade levels except 4th grade met MAP Reading projected growth last year.

All grade levels met MAP Science projected growth last year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MAP Growth measures for 4th grade Reading were not met for the 2023-2024 school year. **Root Cause:** Lack of structure and consistency with the 4th grade team last year.

Problem Statement 2 (Prioritized): MAP Growth measures for 4th and 5th grade Math were not met for the 2023-2024 school year. **Root Cause:** Lack of differentiation and small groups in math instruction and a lack of utilizing the learning continuum during individualized small group instruction to target learning gaps.

Problem Statement 3 (Prioritized): 3rd-5th grade combined STAAR Performance in RLA and Math decreased from Spring 2023 to Spring 2024. **Root Cause:** Lack of differentiation and small groups in math and reading instruction and a lack of utilizing the learning continuum during individualized small group instruction to target learning gaps.

School Processes & Programs

School Processes & Programs Summary

Recruiting and hiring high quality educators is done through the administration team. A pool of applicants are reviewed and vetted for interviews to be scheduled. Interviews are performed with the administration team and teachers as appropriate. Once the interviews occur, the team does background checks and determines that most appropriate, best fit for the team and the school. Consideration of performance, strengths, behaviors and class needs determine placement of teachers and support staff. Walkthroughs and coaching/feedback are provided for all staff to ensure growth throughout all areas. There are mentor programs and explicit coaching/modeling opportunities for new and struggling educators on campus. Roles and responsibilities of all employees is established and reviewed to ensure that everyone understands the expectations of leadership. Teachers are required to join various committees in order to distribute leadership to all stakeholders and ensure that everyone has the opportunity to get involved in the activities and happenings of the campus. In order to foster leadership, campus leadership and principal meetings occur bi-weekly. We use Title 1 CNA and CIP processes to develop a yearly plan that is monitored by the Campus Leadership Team (team leads) We use iReady, MAP, CBA, STAAR and TELPAS data and establish daily DOLs to track progress for intended outcomes and performance objectives. We are looking at data points weekly in PLC and planning reteach options for students.

School Processes & Programs Strengths

Structures in place for vetting and hiring high quality teachers

Establishing structures for planning and weekly data review

PBIS structures

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Roll-out of planning and data review structures to ensure teachers are responding to data weekly. **Root Cause:** Structures were not in place

Problem Statement 2 (Prioritized): Science has not been taught with fidelity. **Root Cause:** Lack of focus on Science instruction and curriculum

Problem Statement 3 (Prioritized): Our ELL students are consistently not making projected growth targets in both Math and Reading. **Root Cause:** Lack of sheltered instruction and differentiation in math and reading instruction and a lack of utilizing the learning continuum during instruction.

Perceptions

Perceptions Summary

Based on Panorama data, adults and students in the building have a positive sense of family and community present at Liberty Grove. Parents are willing to get involved with programs a school and work with the campus on campus goals. In the past, some teachers have felt a lack of support from administration with specific behaviors.

For new teachers, the program Project Goal is well implemented providing support for teachers new to the profession. All teachers have an accountability buddy on the campus that they can seek assistance from. In addition, PLC and planning times are provided for teachers to work together and collaborate.

The execution of the Positive Behavioral Intervention and Support system increased active engagement in students which provided teachers more instructional time for ultimate student and teacher success. Students are spending more time in the classroom and less time in trouble.

Teacher led committees were created to improve systems and procedures for Liberty Grove in the 2024-2025 school year.

Perceptions Strengths

Administration, Instructional Support Teachers, and district curriculum coordinators provide support during weekly PLC meetings and planning meetings for all grade levels. The administration supported student behaviors by developing strategies to assist teachers with positive behavior management systems. Teachers worked together across all grade levels to find success for all students. In response to the statement "This campus is a safe place for my child." in the Family Engagement Survey, 81.3% of parents responded "always". In response to the statement "Expectations for student behavior in classrooms and common areas are communicated to students and parents." in the Family Engagement Survey, 81.3% of

parents responded "always".

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Considering all open-ended responses in the Liberty Grove Family Engagement Survey, most parents stated that they did not have any issues with communication from the school/teachers, however, there were a few responses stating parents would like to be made aware of their students progress both behaviorally and academically on a more frequent basis. **Root Cause:** Staff members involved not organized to prepare in a more timely fashion.

Problem Statement 2 (Prioritized): Lack of materials and trainings to help parent and families work with their children at home to improve student achievement **Root Cause:** Parent and families do not understand how to support concepts taught to their students.

Priority Problem Statements

Problem Statement 1: 33% of office referrals resulted from physical confrontation between students in the classroom and common areas.

Root Cause 1: The staff will develop and execute PBIS structures, be trained on de-escalation strategies and trauma informed care, execute SEL lessons daily and incorporate a cool down/reset room for these types of referrals/students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: MAP Growth measures for 4th grade Reading were not met for the 2023-2024 school year.

Root Cause 2: Lack of structure and consistency with the 4th grade team last year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: MAP Growth measures for 4th and 5th grade Math were not met for the 2023-2024 school year.

Root Cause 3: Lack of differentiation and small groups in math instruction and a lack of utilizing the learning continuum during individualized small group instruction to target learning gaps.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 3rd-5th grade combined STAAR Performance in RLA and Math decreased from Spring 2023 to Spring 2024.

Root Cause 4: Lack of differentiation and small groups in math and reading instruction and a lack of utilizing the learning continuum during individualized small group instruction to target learning gaps.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Roll-out of planning and data review structures to ensure teachers are responding to data weekly.

Root Cause 5: Structures were not in place

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Science has not been taught with fidelity.

Root Cause 6: Lack of focus on Science instruction and curriculum

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Our ELL students are consistently not making projected growth targets in both Math and Reading.

Root Cause 7: Lack of sheltered instruction and differentiation in math and reading instruction and a lack of utilizing the learning continuum during instruction.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Considering all open-ended responses in the Liberty Grove Family Engagement Survey, most parents stated that they did not have any issues with communication from the school/teachers, however, there were a few responses stating parents would like to be made aware of their students progress both behaviorally and academically on a more frequent basis.

Root Cause 8: Staff members involved not organized to prepare in a more timely fashion.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Lack of materials and trainings to help parent and families work with their children at home to improve student achievement

Root Cause 9: Parent and families do not understand how to support concepts taught to their students.

Problem Statement 9 Areas: Perceptions

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)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PCESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: Percent of students in grades 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 50% in 2023 to 60% in 2024.





High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The intervention specialist will conduct personalized small group instruction for specific learning targets and support individual student needs in Tier 2 and Tier 3 in math and reading.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase and be monitored by the following: Eduphoria, MAP, STAAR, Exit tickets and Lesson plans</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade level teachers will meet during and after school throughout the school year to plan, rehearse and prepare lessons using HQIM- Amplify and follow lesson structures of the curriculum to provide rigorous lesson assignments and a well-rounded education to include reading, spelling, grammar and writing.</p> <p>Strategy's Expected Result/Impact: student achievement of Meets Grade Level at 60% mastery</p> <p>Staff Responsible for Monitoring: Teachers, admin., IST, grade level teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize strategic timing and planning for small group instruction in order to fill gaps with small group instruction and personalized learning strategies for math and reading. Teachers will be using district resources as well as online software (Lexia) that promotes higher levels of engagement and implementation of personalized learning.</p> <p>Strategy's Expected Result/Impact: Decrease student learning gaps in reading. Increase individual student reading performance</p> <p>Staff Responsible for Monitoring: Admin., IST, classroom teacher, Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Lexia online learning resource - 6300 Supplies and Materials- Title I Funds - \$7,521</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will meet during the school year during PLC and after school planning to promote student achievement by reviewing data (mclass, exit tickets, MAP) and create action plans for reteach, small group based on individual needs of students to increase meets and masters achievement level and ensure all students meet projected EOY growth and increase performance band achievement on STAAR.</p> <p>Strategy's Expected Result/Impact: Increase student achievement to reach campus academic goals by monitoring student data, small group instruction and lesson plan execution</p> <p>Staff Responsible for Monitoring: Admin, grade level teachers, Interventionist, SPED teachers, IST</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers, Substitutes and support staff will implement small group Reading groups and stations across grade levels to reteach low performing objectives, utilize high leverage strategies as needed to make connection and support individual students needs during Reading instructional block, small group and after school tutoring. (focusing on specific sub-populations to analyze areas of concern and address gaps)</p> <p>Strategy's Expected Result/Impact: student achievement of Meets Grade Level at 60% mastery</p> <p>Staff Responsible for Monitoring: Administration, IST, Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: Tutoring - 6100 Payroll- Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: All grade level teachers will use research based reading strategies, Lead4ward strategies and higher level thinking skills/extension materials (HQIM) to help close the achievement gap and increase student performance.</p> <p>Strategy's Expected Result/Impact: student achievement of Meets Grade Level at 60% mastery</p> <p>Staff Responsible for Monitoring: Admin, IST, grade level teachers, Interventionist, SPED teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 3rd-5th grade teachers will use progress trackers to monitor student growth and develop intervention plans based on collected data.</p> <p>Strategy's Expected Result/Impact: student achievement increase in Reading meets (60%) and masters (40%) STAAR results</p> <p>Staff Responsible for Monitoring: Admin, IST, Classroom teachers, SPED teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will facilitate Parent and Family Nights in order to engage in a read-aloud, small group reading comprehension instructional strategies, math problem solving and early numeral literacy.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement at all school sponsored events. Parents will attend a minimum of 2 events per semester.</p> <p>Staff Responsible for Monitoring: Admin, LG Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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: The percent of EL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase to 76% by 2025.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to EL's proficiency levels), and systematic (scaffolding instruction to meet progress) in developing English language skills.</p> <p>Strategy's Expected Result/Impact: Increase in MAP scores, increase in STAAR scores, increase in TELPAS scores, Sheltered Instructional strategies should be evident in the lesson plans and classroom instruction</p> <p>Staff Responsible for Monitoring: Admin., ELST, IST</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: EB students in need of intervention will receive personalized small group instruction to build background knowledge, vocabulary, and comprehension.</p> <p>Strategy's Expected Result/Impact: increased student achievement on MAP scores, Mclass scores, STAAR scores, TELPAS scores</p> <p>Staff Responsible for Monitoring: Admin, ELST, IST, Interventionist, classroom teacher, EB para</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide students with targeted language acquisition instruction to ensure EL students demonstrate one year's growth in their language development while incorporating increased peer to peer interactions, FlipGrid, sentence stems, and required full sentence responses into instruction weekly and practicing for TELPAS using headsets with microphones.</p> <p>Strategy's Expected Result/Impact: increased student achievement on TELPAS, STAAR Reading, STAAR Math</p> <p>Staff Responsible for Monitoring: Admin, IST, Interventionist, classroom teacher, EB Para</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide Parent Engagement programs for ELL parents to ensure that families understand TELPAS learning standards and progress measure</p> <p>Strategy's Expected Result/Impact: increased student achievement on TELPAS, STAAR Reading, STAAR Math</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Administrators and teachers will ensure that each EB student is provided with linguistic and instructional accommodations as determined by the LPAC committee</p> <p>Strategy's Expected Result/Impact: increased student achievement on TELPAS, STAAR Reading, STAAR Math</p> <p>Staff Responsible for Monitoring: Admin, IST, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
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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 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 22% in 2023 to 50% by 2024.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will teach academic vocabulary in context through visuals, and application that includes discussion, writing, and illustrating.</p> <p>Strategy's Expected Result/Impact: Increase student performance on science to Meets at 50% mastery</p> <p>Staff Responsible for Monitoring: Admin., IST</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement the required daily schedule of science and utilize the McGraw Hill curriculum and the 5E model in conjunction with research based strategies.</p> <p>Strategy's Expected Result/Impact: Improved Science instruction and performance to 50% meets grade level</p> <p>Staff Responsible for Monitoring: Admin, grade level teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use common assessments (district and campus) and monitor progress through data meetings to drive instructional planning, small groups, reteach and interventions.</p> <p>Strategy's Expected Result/Impact: increase of student achievement by aligning teacher created exemplars with student work</p> <p>Staff Responsible for Monitoring: Admin, grade level teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All grade levels will use hands-on learning science activities and investigations to support student academic growth for a minimum of K/1: 80%, 2/3: 60%, 4/5: 50% of science instructional time</p> <p>Strategy's Expected Result/Impact: Increase student understanding and real life experiences</p> <p>Staff Responsible for Monitoring: Admin, grade level teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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<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 percentage of grades 3, 4, and 5 students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math will increase from 42% in 2023 to 55% in 2024.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 3rd-5th grade teachers will use progress trackers to monitor student growth and develop intervention plans based on collected data.</p> <p>Strategy's Expected Result/Impact: Students will understand learning progress and the impact of their effort on work</p> <p>Staff Responsible for Monitoring: Increase in STAAR and MAP scores</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will facilitate Parent and Family Nights in order to engage in a read-aloud, small group reading comprehension instructional strategies, math problem solving and early numeral literacy.</p> <p>Strategy's Expected Result/Impact: Improve MAP & STAAR student achievement</p> <p>Staff Responsible for Monitoring: Admin, ELST, IST, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers, Substitutes and support staff will implement small group Math groups and stations across grade levels to reteach low performing objectives, utilize high leverage strategies as needed to make connection and support individual students needs during Math instructional block, small group and after school tutoring. (focusing on specific sub-populations to analyze areas of concern and address gaps)</p> <p>Strategy's Expected Result/Impact: closing instructional gaps, increased student achievement</p> <p>Staff Responsible for Monitoring: Admin, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: support teacher - 6100 Payroll- Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The intervention specialist will conduct personalized small group instruction for specific learning targets and support individual student needs in Tier 2 and Tier 3 in math and reading</p> <p>Strategy's Expected Result/Impact: fill student learning gaps and increase student achievement</p> <p>Staff Responsible for Monitoring: Interventionist, Teachers, Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Grade level teachers will meet during and after school throughout the school year to plan, rehearse and prepare lessons using HQIM- Eureka and follow lesson structures of the curriculum to provide rigorous lesson assignments and a well-rounded education to of math objectives</p> <p>Strategy's Expected Result/Impact: Improved STAAR and MAP data</p> <p>Staff Responsible for Monitoring: Admin, IST, Classroom Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: paid planning time - 6100 Payroll- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will utilize strategic timing and planning for small group instruction and stations across grade levels in order to fill gaps with small group instruction, utilizing manipulatives as needed to make connections between concrete and abstract models and support personalized learning strategies for math and reading.</p> <p>Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Admin, IST, Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will meet during the school year during PLC and after school planning to promote student achievement by reviewing data (IReady, exit tickets, MAP) and create action plans for reteach, small group based on individual needs of students to increase meets and masters achievement level and ensure all students meet projected EOY growth and increase performance band achievement on STAAR.</p> <p>Strategy's Expected Result/Impact: Student achievement increase in math meets and masters STAAR Staff Responsible for Monitoring: Admin, IST, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: All grade level teachers will use research based math strategies, STAAR practice materials, LEAD4WARD strategies and higher level thinking skills/extension materials to help close the achievement gap and increase student performance.</p> <p>Strategy's Expected Result/Impact: increased rigor and student engagement Staff Responsible for Monitoring: Admin, Classroom Teachers, IST</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</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 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 12% in 2022 to 10% in 2023 to reach 5% by 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use school wide Positive Behavior Intervention Strategies with a focus on using frequent, purposeful, and positive feedback. We will implement culturally responsive training to include SEL supports and improve the relationships between teacher to students and student to student so that students are mentally and emotionally ready to learn</p> <p>Strategy's Expected Result/Impact: Establish Tier 1 expectations, A decrease in exclusionary consequences, increase in school culture</p> <p>Staff Responsible for Monitoring: Administrators & counselor, all staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will have a planned and scheduled SEL time that will be on the master schedule and implemented daily. Teachers will implement a cool-down spot in their classrooms as well as a school-wide reset room option for an area to deescalate.</p> <p>Strategy's Expected Result/Impact: A decrease in exclusionary consequences, improved classroom culture</p> <p>Staff Responsible for Monitoring: Admin, counselor, other support staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Discipline data will be analyzed by staff monthly in staff meetings and with the PBIS/CIT team to recommend next steps for students in need of behavioral interventions discussed while teachers implement PBIS and CHAMPS structures and expectations to promote safe and positive student behavior and academic readiness</p> <p>Strategy's Expected Result/Impact: decrease classroom incidents, improvement in campus culture</p> <p>Staff Responsible for Monitoring: Admin, PBIS committee</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 the end of the 2024-2025 school year 80% or more of parents will attend at least 2 parent and family engagement opportunities geared towards engaging parents in their student's education and performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will communicate with parents using student folders, class dojo, school wide newsletter and grade level newsletter</p> <p>Strategy's Expected Result/Impact: Improved Parental Engagement and Involvement. Parents are more informed about what is going on to make an effort to be a part of it.</p> <p>Staff Responsible for Monitoring: Admin, classroom teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent training and involvement will be provided on how to help their children be successful at school through the use of supplemental materials,</p> <p>Strategy's Expected Result/Impact: Improved parental participation in activities to increase academic performance</p> <p>Staff Responsible for Monitoring: Admin, IST, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: materials for parents to support learning - 6300 Parent Involvement. Supplies T1 - \$2,405</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop jointly with, and distribute to parents, a written PFE and parent compact policy that describes how the school will inform parents of the school's participation in the Title 1, part A program, and strategies that the school will use to build the capacity of parents to support their child's academic goals. To meet the needs of the diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Annual Title 1 parent conference will be held in August where 100% of families will have the opportunity to review and provide feedback on the school-parent compact.</p> <p>Strategy's Expected Result/Impact: Parents understand what the expectation of the school is so that they are able to support their child in the best way possible.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Transition activities will be provided to incoming PREK/K and outgoing 5th graders. Support school readiness for incoming PREK/K through school transition meeting for families of incoming students where information about PREK/ K readiness will be reviewed. 5th graders will attend middle school recruitment activities and planning in the Spring of 5th grade where information on graduation plans, and college/career readiness will be reviewed</p> <p>Strategy's Expected Result/Impact: Students and parents are equipped to make a successful transition and feel confident in their child going to the next grade.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Complete parent conferences, Back to School Bash and Parent Information/Title 1 Night.</p> <p>Strategy's Expected Result/Impact: Parents have an opportunity to meet the teacher and visit the school prior to the first day. Parents are able to establish a connection with the school.</p> <p>Staff Responsible for Monitoring: Admin, counselor, classroom teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Build a community utilizing the PTA to build connections between teachers, school staff, students, neighbors and the wider community to support students. Through events, programs, fundraising and community outreach efforts, the PTA will create ties to the school in fun, engaging and innovative ways</p> <p>Strategy's Expected Result/Impact: Improved parental and community involvement through PTA activities and offerings.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</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>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to EL's proficiency levels), and systematic (scaffolding instruction to meet progress) in developing English language skills.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Schleef, Jennifer Lynn Purvis	Teacher Intervention Specialist	Title I, Part A	1.0

2023-2024 Campus Improvement Team

Committee Role	Name	Position
District-level Professional	Cheryl Beard	Gifted and Talented Education Administrator
Business Representative	George Touris	Dalrock Diner - Owner
District-level Professional	Dr. Kristin Wolfkill	EDL
Business Representative	Dr. Jeff Nelson	LakePointe Women's Center
Community Representative	Pastor Kurt Horting	Still Water Community Church
Parent	Melanie Taylor	Parent
Parent	Tammy Gossett	Parent
Parent	Michelle Marquez	Parent
Classroom Teacher	Brianne Gittermann	1st Grade
Paraprofessional	Victoria Winn	BIL PreK Para
Classroom Teacher	Stacy Mayberry	3rd Grade
Classroom Teacher	Brooke Bitner	ECSE
Non-classroom Professional	Sarah Lopez	Intervention Teacher
Administrator	Debra Bottoms	Principal
Administrator	Alicia Marshall	Assistant Principal

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutoring		\$10,000.00
1	4	3	support teacher		\$10,000.00
1	4	5	paid planning time		\$5,000.00
Sub-Total					\$25,000.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$0.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Lexia online learning resource		\$7,521.00
Sub-Total					\$7,521.00
Budgeted Fund Source Amount					\$7,521.00
+/- Difference					\$0.00

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	materials for parents to support learning		\$2,405.00
Sub-Total					\$2,405.00
Budgeted Fund Source Amount					\$2,405.00
+/- Difference					\$0.00
Grand Total Budgeted					\$34,926.00
Grand Total Spent					\$34,926.00
+/- 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