

Garland Independent School District
Lister Elementary School
2024-2025 Campus Improvement Plan

Mission Statement

We provide continuous growth through high-quality teaching & learning to empower our community of learners to thrive.

Title Plan presentation was conducted during the Annual Title Parent Meetings on 09/05/2024 and 09/12/2024.

Vision

We improve academic and socio-emotional outcomes for all students.

Value Statement

Our school values having a positive attitude and a willing spirit.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lister is a school in Garland ISD serving about 585 students.

Student & Staff Demographics:

AA: Students- 17%, Staff- 23%

Hispanic: Students- 37%, Staff-19%

White: Students- 11%, Staff- 38%

American Indian: Students- 1%, Staff- 0%

Asian: Students- 30%, Staff- 16%

Two or More: Students- 4%, Staff- 4%

Emergent Bilingual Students: 45%

Students receiving Special Education Services: 14%

Mobility Rate: 11%

Demographics Strengths

- Lister offers two dual language programs (Spanish and Vietnamese) that serves 64% of our emergent bilingual students.
- Lister offers inclusive communication. All communication is provided in English, Spanish, and Vietnamese. Also, all posts on Class Dojo (main communication hub for families) can be translated into more than 50 different languages.

- 16% of students receiving special education services.
- More diverse teacher and students population than schools comparable to our size.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lister Elementary has 14 risk factors. **Root Cause:** There are various causes for the academic and social & emotional struggles students are experiencing.

Problem Statement 2 (Prioritized): Our Hispanic student population is 18% more than Hispanic teacher population (19% teacher population versus 37% student population). **Root Cause:** More specific recruitment efforts need to be made in this area.

Problem Statement 3: Only 0.03% of staff members at Lister are male, while 53% of the students at Lister are male. **Root Cause:** There is a severe shortage of male staff members in the teaching profession.

Student Learning

Student Learning Summary

Progress still needs to be made in meeting the performance objectives set for overall MAP and STAAR performance.

Student Learning Strengths

Math meets performance increased by 4% for 3rd-5th grade.

Overall Meets level reading performance for AA/Black students was 1% above the target for math.

Reading performance for emergent bilinguals met the Meets level target.

59% of emergent bilinguals met their growth target for TELPAS 2024.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets. **Root Cause:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

Problem Statement 2 (Prioritized): On average, 5-15% of students in each grade level were at Masters (target is 15% for science and 20% for math and reading). **Root Cause:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

Problem Statement 3 (Prioritized): On average, 35-40% of students in each grade level were at Meets for math and reading (target is 50% for math and reading, and 30% for science). **Root Cause:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

Problem Statement 4: On average, 60-70% of students in each grade level were at Approaches (target is 55% for science and 75% for math and reading). **Root Cause:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

Problem Statement 5: Only 59% of emergent bilingual students met their annual progress goal on TELPAS in 2024 (long term target for GISD is 76%) **Root Cause:** There was inconsistency in monitoring that strategies for language support were being consistently implemented in the classroom.

School Processes & Programs

School Processes & Programs Summary

Grades K-2 are self-contained and 3-5 teachers are self-contained & departmentalized. Lister also offers a one-way Dual Language Vietnamese program for Kinder-5th grade. We also offer a one-way Dual Language Spanish program for Kinder-5th grade. District required instructional expectations have been defined through campus handbooks, trainings, walkthroughs and learning meetings throughout the year. Campus academic goals and objectives are aligned with District Improvement Plan.

School Processes & Programs Strengths

Discipline incidents for Hispanic students is 7% below the population % of Hispanic students.

Suspension percentages for AA and Hispanic populations align with population percentages (AA 20% of population, 23% of exclusionary placements; Hispanic students 40% of population, 39% of exclusionary placements).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Nearly 23% of discipline incidents were for physical confrontation. **Root Cause:** Students do not have proper strategies for emotional coping.

Problem Statement 2 (Prioritized): Students receiving special education services represent 26% of discipline incidents although they only represent 16% of student population. **Root Cause:** Teachers and students need more effective strategies in increasing emotional regulation.

Problem Statement 3 (Prioritized): 95% of discipline incidents are reported for male students although they are only 53% of the student population. **Root Cause:** Teachers and students need more effective strategies in increasing emotional regulation.

Problem Statement 4 (Prioritized): Data shows 29% of incidents were reported were for students of African American decent, which is a total of 19% of the school population **Root Cause:** Teachers need more support in following campus behavior strategies and maintaining cultural awareness and responsiveness.

Perceptions

Perceptions Summary

Lister elementary has worked to increase parent engagement and establish effective relationships with parents and families. This can be evidenced through the increase of parents in our Class Dojo platform responding to our posts. Our staff post on Class Dojo 3-5 times each week and use it as a platform to interact with parents regularly.

Perceptions Strengths

95% of parents feel that we provide information in a language they can understand.

93% of parents feel the campus is a safe place for their students.

94% of parents feel administrators and teachers are knowledgeable about how to teach and support their child.

92% of parents believe that teachers show respect to all students.

98% of parents feel that the school welcomes and supports parental concerns.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 37% of parents feel their children read for fun at home. **Root Cause:** We need to provide more school-wide incentives to motivate students to read more.

Problem Statement 2 (Prioritized): 59% of parents feel their students struggle to get organized for school. **Root Cause:** Offer parents more opportunities to learn how to guide students in improving organizational skills.

Priority Problem Statements

Problem Statement 1: Our Hispanic student population is 18% more than Hispanic teacher population (19% teacher population versus 37% student population).

Root Cause 1: More specific recruitment efforts need to be made in this area.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets.

Root Cause 2: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: On average, 35-40% of students in each grade level were at Meets for math and reading (target is 50% for math and reading, and 30% for science).

Root Cause 3: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students receiving special education services represent 26% of discipline incidents although they only represent 16% of student population.

Root Cause 4: Teachers and students need more effective strategies in increasing emotional regulation.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 95% of discipline incidents are reported for male students although they are only 53% of the student population.

Root Cause 5: Teachers and students need more effective strategies in increasing emotional regulation.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Only 37% of parents feel their children read for fun at home.

Root Cause 6: We need to provide more school-wide incentives to motivate students to read more.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 59% of parents feel their students struggle to get organized for school.

Root Cause 7: Offer parents more opportunities to learn how to guide students in improving organizational skills.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Data shows 29% of incidents were reported were for students of African American decent, which is a total of 19% of the school population

Root Cause 8: Teachers need more support in following campus behavior strategies and maintaining cultural awareness and responsiveness.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: On average, 5-15% of students in each grade level were at Masters (target is 15% for science and 20% for math and reading).

Root Cause 9: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Nearly 23% of discipline incidents were for physical confrontation.

Root Cause 10: Students do not have proper strategies for emotional coping.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Lister Elementary has 14 risk factors.

Root Cause 11: There are various causes for the academic and social & emotional struggles students are experiencing.

Problem Statement 11 Areas: Demographics

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 on grade level literacy skills as measured by STAAR performance will increase (based on STAAR 2024) from 70% to 75% for Approaches, 37% to 50% for Meets, 14% to 20% for Masters performance in 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Grades 3-5 STAAR Reading
 Grades 3-5 Measure of Academic Progress (MAP)
 Grades 3-5 Curriculum Based Assessments (CBAs)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will lead, plan and participate in weekly PLCs (professional learning communities) with admin and coaches to disaggregate MAP, (Measures of Academic Progress), CBA (curriculum based assessments), mCLASS, Sirius STAAR Reading prep and daily demonstration of learning (DoL) data to provide immediate feedback, and then whole or small group reteach instruction (with a special emphasis on target areas such as performance of Black and Hispanic students).</p> <p>Strategy's Expected Result/Impact: At least 55% of students will meet their growth measure on MAP reading, and at least 50% of students will perform at the meets level for reading CBAs and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches & Admin</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: ESGI - 6300 Supplies and Materials- Title I Funds - \$1,300, Sirius for Reading, Math & Science Online (3rd-5th) - 6300 Supplies and Materials- Title I Funds - \$8,100, Classroom Supplies for Teachers - 199 - PIC 24 State Comp Ed Funds - \$6,615, Push-In Tutoring - 6100 Payroll- Title I Funds - \$10,248</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in two full day instructional planning days during the school year and participate in weekly planning meetings with their teams and coaches. Teachers will have time during the planning days to make activities for their classes using the poster maker and laminator.</p> <p>Strategy's Expected Result/Impact: At least 55% of students will meet their growth measure on MAP, and at least 50% of students will perform at the meets level for CBAs and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Cycles 1 & 2 Planning Days PreK-5 - 6100 Payroll- Title I Funds - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers in their first-third year of teaching or those in need of additional support will participate in at least one full day of classroom observations and an additional planning day.</p> <p>Strategy's Expected Result/Impact: Improvement in the quality of Tier 1 and small group instruction</p> <p>Staff Responsible for Monitoring: Admin & Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Classroom Observations & Planning Days - 6100 Payroll- Title I Funds - \$1,000</p>	Formative			Summative
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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 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 from 59% in 2024 to 70% in 2025.

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Newcomer students will receive specialized intervention at least 4 times per week in a small group setting.</p> <p>Strategy's Expected Result/Impact: Each student making one year's progress on TELPAS and increased language ability in academic settings.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Admin, Emergent Bilingual Aide</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Resources for Emergent Bilinguals - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,418</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The LPAC teacher and emergent bilingual aide will guide teachers, coaches, admin in partnering with district multilingual program staff to provide multiple practice and goal-setting opportunities for students participating in TELPAS.</p> <p>Strategy's Expected Result/Impact: At least 70% of students taking TELPAS will meet their annual progress target</p> <p>Staff Responsible for Monitoring: LPAC Teacher, Emergent Bilingual Aide, Teacher, Coaches, Admin</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, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
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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 STAAR performance will increase (based on Spring 2024) from 31% to 55% for Approaches, 4% to 30% for Meets, 1% to 15% for Masters performance in Spring 2025.





High Priority

Evaluation Data Sources: 5th Grade STAAR Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use Sirius Science STAAR prep and materials to guide students through weekly practice sessions, and students will complete weekly exit tickets in Sirius in addition to participating in weekly hands-on lab experiments to connect concrete and abstract scientific theories.</p> <p>Strategy's Expected Result/Impact: Increase in meets grade level performance on Science STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, and Admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Push-In Tutors - 6100 Payroll- Title I Funds - \$10,248</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will lead, plan and participate in monthly PLCs (professional learning communities) with admin and coaches to disaggregate MAP, (Measures of Academic Progress), CBA (curriculum based assessments), Sirius STAAR Science prep and daily demonstration of learning (DoL) data to provide immediate feedback, and then whole or small group reteach instruction.</p> <p>Strategy's Expected Result/Impact: At least 55% of students meeting EoY MAP growth in science 55% of students performing at Approaches, 30% of students performing at Meets, and 15% of students performing at Masters on STAAR Science.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, 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 and students will participate in 50 minutes of weekly science intervention beginning in September 2024. All students will be in small groups and data will be tracked from a weekly exit ticket.</p> <p>Strategy's Expected Result/Impact: At least 55% of students meeting EoY MAP growth in science 55% of students performing at Approaches, 30% of students performing at Meets, and 15% of students performing at Masters on STAAR Science.</p> <p>Staff Responsible for Monitoring: Teachers, coaches and admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in two full day instructional planning days during the school year and participate in weekly planning meetings with their teams and coaches. Teachers will have time during the planning days to make activities for their classes using the poster maker and laminator.</p> <p>Strategy's Expected Result/Impact: At least 55% of students meeting EoY MAP growth in science 55% of students performing at Approaches, 30% of students performing at Meets, and 15% of students performing at Masters on STAAR Science.</p> <p>Staff Responsible for Monitoring: Teachers, coaches, admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Subs for Planning Days - 6100 Payroll- Title I Funds - \$2,250</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets. Root Cause: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.</p>
<p>Problem Statement 2: On average, 5-15% of students in each grade level were at Masters (target is 15% for science and 20% for math and reading). Root Cause: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.</p>
<p>Problem Statement 3: On average, 35-40% of students in each grade level were at Meets for math and reading (target is 50% for math and reading, and 30% for science). Root Cause: There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.</p>





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

Performance Objective 4: Percent of students in grades demonstrating 3-5 mathematical proficiency as measured by STAAR performance will increase (based on Spring 2024) from 65% to 75% for Approaches, 40% to 50% for Meets, 12% to 20% for Masters performance in Spring 2025.

High Priority

Evaluation Data Sources: Grades 3-5 Math STAAR
 Grades 3-5 Measures of Academic Progress (MAP)
 Grades 3-5 Curriculum Based Assessments (CBAs)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly PLCs with admin and coaches to disaggregate MAP, CBA, Sirius Math STAAR prep and weekly demonstration of learning (DoL) data to create and implement small group, targeted reteach instruction (with a special emphasis on target areas such as performance of Asian and Hispanic students).</p> <p>Strategy's Expected Result/Impact: Increased percentage of students will meet their growth measure on MAP math, and an increased percentage of students will perform at the meets level for math STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches & Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Push-In Tutors - 6100 Payroll- Title I Funds - \$10,248</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in two instructional planning days during the school year and participate in weekly planning meetings with their teams and coaches. Teachers will have time during the planning days to make activities for their classes using the poster maker and laminator.</p> <p>Strategy's Expected Result/Impact: Increase in the effectiveness of Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Teachers, Coaches & Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Laminator and Poster Maker Supplies - 6300 Supplies and Materials- Title I Funds - \$8,200, Additional Resources - 199 - PIC 23 SPED State Allotment Funds - \$1,653, Cycles 3 & 4 Planning Days - 6100 Payroll- Title I Funds - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers in their first-third year of teaching or those in need of additional support will participate in at least one a full day of classroom observations or work with a push-in support teacher to enhance classroom management skills.</p> <p>Strategy's Expected Result/Impact: Increase in the quality of Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Coaches & Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Classroom Observations - 6100 Payroll- Title I Funds - \$1,000</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 being implemented 11% from of the time to being implemented 8% or less of the time.


High Priority

Evaluation Data Sources: Exclusionary discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will implement year 3 of the Positive Behavior & Intervention Supports (PBIS) systems and processes including CHAMPS strategies in each classroom and monthly student management trainings.</p> <p>Strategy's Expected Result/Impact: Decrease in the amount of discipline incidents and exclusionary consequences</p> <p>Staff Responsible for Monitoring: PBIS Team, Admin, Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: PBIS Resources - 6300 Supplies and Materials- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The counselor will work with teachers to help guide students in setting weekly social & emotional learning goals each week. Each grade level will participate in a mandatory daily SEL time for 15-20 minutes at the beginning of each day.</p> <p>Strategy's Expected Result/Impact: Increase in student's ability to regulate their emotions</p> <p>Staff Responsible for Monitoring: Counselor, Admin, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 2, 3, 4</p> <p>Funding Sources: SEL Resources - 6300 Supplies and Materials- Title I Funds - \$2,500, 7 Mindsets Curriculum - 6300 Supplies and Materials- Title I Funds - \$3,700</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs

Problem Statement 1: Nearly 23% of discipline incidents were for physical confrontation. **Root Cause:** Students do not have proper strategies for emotional coping.

Problem Statement 2: Students receiving special education services represent 26% of discipline incidents although they only represent 16% of student population. **Root Cause:** Teachers and students need more effective strategies in increasing emotional regulation.

Problem Statement 3: 95% of discipline incidents are reported for male students although they are only 53% of the student population. **Root Cause:** Teachers and students need more effective strategies in increasing emotional regulation.





Problem Statement 4: Data shows 29% of incidents were reported were for students of African American decent, which is a total of 19% of the school population **Root Cause:** Teachers need more support in following campus behavior strategies and maintaining cultural awareness and responsiveness.

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 May 2023, at least 70% of parents will participate in at least one parent engagement event.

Evaluation Data Sources: Sign-in sheets from parent events

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be offered volunteer opportunities at least monthly. Strategy's Expected Result/Impact: Increased parental involvement on campus Staff Responsible for Monitoring: Counselor, Admin</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: The counselor and school administration will work with families to create and implement a school and family engagement policy and school & parent compact to be made available in English, Spanish & Vietnamese. Strategy's Expected Result/Impact: Continued, consistent and meaningful involvement of parents in their students' education. Staff Responsible for Monitoring: Admin & Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The counselor and school administrators will implement strategies and processes to ensure successful transitions for pre-kindergarten & kindergarten (i.e. PreK & Kinder Round-Up) and 5th grade to 6th grade (i.e. EOY scheduling meetings with counselor).</p> <p>Strategy's Expected Result/Impact: Ensure that students are able to successfully transition</p> <p>Staff Responsible for Monitoring: Counselor & Admin</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Families will be provided with resources to support students' academic and social emotional learning at home.</p> <p>Strategy's Expected Result/Impact: Increased engagement in literacy; improved ability to socially interact and regulate emotions</p> <p>Staff Responsible for Monitoring: Admin, Coaches, Teachers, Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: SEL Game for Families (117) - 6300 Parent Involvement. Supplies T1 - \$2,405</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 7: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2023 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

AA/ Black Students: Reading Academic Achievement from 29 (2024) to at least 45 (min target)

AA/ Black Students: Mathematics Academic Achievement from 34 (2024) to at least 42 (long term target)


Hispanic Students: Reading Academic Achievement from 22 (2024) to at 39 (min target)


Hispanic Students: Mathematics Academic Achievement from 28 (2024) to at 44 (min target)


High Priority


Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will individually track progress of all student populations through TELPAS, CBAs, MAP and other formative assessments to create individual student reteach plans.</p> <p>Strategy's Expected Result/Impact: The Meets performance level for AA/Black and Hispanic students will meet or exceed the minimum target.</p> <p>Staff Responsible for Monitoring: Admin, Coaches & Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will lead, plan and participate in weekly PLCs (professional learning communities) with admin and coaches to disaggregate MAP, (Measures of Academic Progress), CBA (curriculum based assessments), mCLASS, Sirius STAAR Reading prep and daily demonstration of learning (DoL) data to provide immediate feedback, and then whole or small group reteach instruction (with a special emphasis on target areas such as performance of Black and Hispanic students).
1	1	3	Teachers in their first-third year of teaching or those in need of additional support will participate in at least one full day of classroom observations and an additional planning day.
1	2	2	The LPAC teacher and emergent bilingual aide will guide teachers, coaches, admin in partnering with district multilingual program staff to provide multiple practice and goal-setting opportunities for students participating in TELPAS.
1	4	1	Teachers will participate in weekly PLCs with admin and coaches to disaggregate MAP, CBA, Sirius Math STAAR prep and weekly demonstration of learning (DoL) data to create and implement small group, targeted reteach instruction (with a special emphasis on target areas such as performance of Asian and Hispanic students).
1	4	3	Teachers in their first-third year of teaching or those in need of additional support will participate in at least one a full day of classroom observations or work with a push-in support teacher to enhance classroom management skills.
1	6	3	The counselor and school administrators will implement strategies and processes to ensure successful transitions for pre-kindergarten & kindergarten (i.e. PreK & Kinder Round-Up) and 5th grade to 6th grade (i.e. EOY scheduling meetings with counselor).
1	7	1	We will individually track progress of all student populations through TELPAS, CBAs, MAP and other formative assessments to create individual student reteach plans.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will lead, plan and participate in weekly PLCs (professional learning communities) with admin and coaches to disaggregate MAP, (Measures of Academic Progress), CBA (curriculum based assessments), mCLASS, Sirius STAAR Reading prep and daily demonstration of learning (DoL) data to provide immediate feedback, and then whole or small group reteach instruction (with a special emphasis on target areas such as performance of Black and Hispanic students).
1	4	1	Teachers will participate in weekly PLCs with admin and coaches to disaggregate MAP, CBA, Sirius Math STAAR prep and weekly demonstration of learning (DoL) data to create and implement small group, targeted reteach instruction (with a special emphasis on target areas such as performance of Asian and Hispanic students).

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Non-classroom Professional	Angie Mitchell	LPAC Teacher
Non-classroom Professional	Cassi Schweder	Instructional Support Teacher
Non-classroom Professional	Katherine "KC" Harbour	Interventionist
Non-classroom Professional	Tristan Upchurch	Instructional Support Teacher
Paraprofessional	Lisa Holland	Paraprofessional
Community Representative	Erica Falconer	Community Represenative
Community Representative	Anjel Coleman	Community Member
Business Representative	Yvonne Barbee	Business Representative
Technical Assistance Provider	Kim Murphy	Technical Assistance Provider
Classroom Teacher	Kaitlyn Cummings	5th Grade Teacher
Classroom Teacher	Yasmin Suissi	4th Grade Teacher
Classroom Teacher	Lizbeth Espino	3rd Grade Teacher
Classroom Teacher	Teresa Tools	2nd Grade Teacher
Classroom Teacher	Melina Garcia	1st Grade Teacher
Classroom Teacher	Chelsea Nelson	Kinder Teacher
District-level Professional	Jonathan Armstrong	Coordinator Family and Community Engagement
Parent	Rori Sanders	Parent
Parent	Jackie Lockett	Parent
Non-classroom Professional	Shundra Hopkins	Counselor
Assistant Principal	Kenia Green	Assistant Principal
Principal	Danielle Riddick	Principal

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Additional Resources		\$1,653.00
Sub-Total					\$1,653.00
Budgeted Fund Source Amount					\$1,653.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Supplies for Teachers		\$6,615.00
Sub-Total					\$6,615.00
Budgeted Fund Source Amount					\$6,615.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Resources for Emergent Bilinguals		\$5,418.00
Sub-Total					\$5,418.00
Budgeted Fund Source Amount					\$5,418.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Push-In Tutoring		\$10,248.00
1	1	2	Cycles 1 & 2 Planning Days PreK-5		\$12,000.00
1	1	3	Classroom Observations & Planning Days		\$1,000.00
1	3	1	Push-In Tutors		\$10,248.00
1	3	4	Subs for Planning Days		\$2,250.00
1	4	1	Push-In Tutors		\$10,248.00
1	4	2	Cycles 3 & 4 Planning Days		\$12,000.00
1	4	3	Classroom Observations		\$1,000.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$58,994.00
Budgeted Fund Source Amount					\$58,994.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESGI		\$1,300.00
1	1	1	Sirius for Reading, Math & Science Online (3rd-5th)		\$8,100.00
1	4	2	Laminator and Poster Maker Supplies		\$8,200.00
1	5	1	PBIS Resources		\$2,500.00
1	5	2	SEL Resources		\$2,500.00
1	5	2	7 Mindsets Curriculum		\$3,700.00
Sub-Total					\$26,300.00
Budgeted Fund Source Amount					\$30,250.00
+/- Difference					\$3,950.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4	SEL Game for Families (117)		\$2,405.00
Sub-Total					\$2,405.00
Budgeted Fund Source Amount					\$2,405.00
+/- Difference					\$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

6400 Parent Inv. Healthy Snacks/Bus/Travel T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$105,335.00
Grand Total Spent					\$101,385.00
+/- Difference					\$3,950.00

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