

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



Mission Statement

We will work together to empower students with the knowledge they need to succeed.

Vision

We will develop learners and leaders that will make an impact in our community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Montclair Elementary is a neighborhood school founded in 1968. We serve approximately 550 students from Pre-K to Fifth Grade. Students range from the ages of 4 to 11 years old. We are a standardized dress campus. Students can be heard reciting the Montclair motto each morning during our live video announcements to help prepare and focus for each day. Found on Broadmoor Drive, right off I-635 and Centerville Road, the students at this Title I school enjoy free Breakfast-in-the-classroom along with quality academic programs. 85% of our students are considered economically disadvantaged. Our student population consists of: 73.95% Hispanic/Latino, 15.21% African American, 5.51% White, 2.66% Asian, and 2.47% two or more races. Students participate in college shirt Mondays, spirit Fridays, awards assemblies, tutorials, family engagement nights, Robotics, Social Emotional Learning, and PTA events. Montclair staff is highly qualified and holds the ability to develop relationships with their students. Montclair has a total of 32 highly qualified teachers who hold a bachelor's degree and a teaching license from TEA which demonstrate competence in the subject areas they teach. Around 40% of teachers hold an advanced degree that allows skills, training, and certification to be aligned with our students' needs and demographics. Since different students succeed through different teaching methods, Montclair is highly diverse in teacher population. Montclair demonstrates teachers with exceptional leadership capabilities. We have amazing teachers who understand the importance of building community to create a collaborative, inclusive learning environment and above all are passionate about their work.

Demographics Strengths

- In 2023- 2024 Montclair staff has been able to identify students who need specialized behavior support and provide the proper placement
- In 2023- 2024 Montclair staff has been able to meet the needs of students based on their MAP growth in reading and math. 70% of students met or exceeded their predicted MAP math goal. 61% of students met or exceed their predicted MAP reading goal.
- In 2023- 2024 Montclair Elementary has been able to meet the social emotional needs of students by providing award winning SEL practices and was awarded the bronze SEL medal from Garland ISD

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers are not able to differentiation which program, between Branching Minds and Review 360 to use to document incidents based on the increase of classroom incidents from 156 to 502 which is an increase from the 22-23 school year. **Root Cause:** According to the different data shown on Review 360 and Branching minds, behavior documentation was not consistent and/ or categorized accurately.

Problem Statement 2: When surveyed on Student behaviors, 54% of families responded favorably which is below the district average of 57%. **Root Cause:** Parent activities are not communicated well enough in advance for parents to plan to attend.

Problem Statement 3: The number of classroom incidents increased from 156 incidents in the 22-23 school year to 502 incidents in the 23-24 school year. **Root Cause:** Grade levels were not given time to establish team expectations for students.

Student Learning

Student Learning Summary

In the 23-24 school year, our campus's overall score fell from 75 C. In the 23-24 school year, consistent campus systems were continuously implemented to support student achievement and overall campus growth, but did not have the desired effect. Inconsistent instruction in specific areas led to an overall decline in test scores. Weekly PLCs were held to review student progress and adjust instructional practices based on student needs. Administrators followed the campus coaching and walkthrough cycle to ensure rigorous instructional practices and grow teachers. When data is compared for 22-23 and 23-24, we can see that students have the capacity for higher achievement. We focused systems on tightening Tier 1 instruction across grade levels. The focus this coming year will be targeted small group instruction that positively impacts student performance. There will be a continued focus during PLC in the coming year on rehearsing and looking at student work.

Student Learning Strengths

- According to the Student Growth Summary Report; Kinder, 1st, and 2nd grade exceeded their projected growth for EOY MAP Math.
- According to the 2023 Campus STAAR Performance By Content Report, 3rd grade reading had an increase in the percentage of students at Meets level on STAAR compared to the 2021-2022 school year.
- According to the Student Growth Summary Report; 2nd, 3rd, and 5th grades met or exceeded their growth goal on EOY MAP Science.
- According to the 2023 TELPAS Performance Report, 4th and 5th grades have Composite scores that exceed the goal (46%) for Advanced and Advanced High set by the state.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 60% of students in 3rd, 4th, and 5th grades are achieving a "Meets" level in Math, as measured by STAAR. **Root Cause:** According to the 2023 Campus STAAR Performance by Content report, students in 3rd grade were at 30% Meets, 4th graders were at 50% Meets, and 5th graders were at 40% Meets on the Math STAAR. Eureka curriculum demands that teachers are teaching grade level content to all students and does not allow for reteaching of material day after day until mastery is achieved. This increases the importance of

Problem Statement 2 (Prioritized): Less than 60% of students in 3rd, 4th, and 5th grades are achieving a "Meets" level in Reading, as measured by STAAR **Root Cause:** According to the 2023 Campus STAAR Performance by Content report, 3rd grade had 34% of students at the Meets level, 4th graded had 30% at the Meets level, and 5th grade had 56% at the Meets level. Amplify curriculum is set up for students to read 1 genre for several weeks and they are not applying the skills they learn to other texts and genres during their day to day classroom learning time. Also

Problem Statement 3 (Prioritized): On 5th grade STAAR Science test in 2022-2023, 18% of students achieved "Meets" level. **Root Cause:** According to the 2023 Campus STAAR Performance by Content report, 18% of the students in 5th grade achieved Meets grade level on the STAAR Science test. According to the Student Growth Summary Report for the same year, students in grades 2-5 took the EOY MAP Science test and students in grades 2-4 did not achieve their projected growth.

Problem Statement 4 (Prioritized): Students that were assessed through TELPAS in 2023 fell below the state goal of 46% of students at Advanced or Advanced High in Kinder through 4th grade on the writing portion. **Root Cause:** According to the 2023 TELPAS Report, in the area of Writing; students in Kinder were 17% proficient, students in first were 15% proficient, students in second were 16% proficient, students in third were 28% proficient, and students in fourth were 36% proficient. W

School Processes & Programs

School Processes & Programs Summary

The District provides a specific Scope and Sequence, pacing guide, and lesson structure for each content area. Teachers meet weekly to internalize and rehearse math and reading lessons. However, there is no evidence that science lessons are reviewed. There has been a decrease in the attendance rate over the years. Attendance is impacting student learning and outcomes.

Personnel - policy, and procedures: Collaborative walks have been performed throughout the school year to leverage teachers' strengths. New Teachers have a mentor and are provided with the support needed to be successful. Administrators invite teachers to job fairs to recruit teachers for current openings. Grade-level teachers also participate in the interview process.

Professional Practices: Administrators engage teachers in a coaching cycle with the main goal of growing each teacher. Instructional coaches also provide support based on teachers' needs.

Programs and Opportunities for Students The school Interventionist and dyslexia therapists serve vulnerable populations.

The population of emerging bilingual students has been increasing from 276 students in 2021-2022 to 307 students in 2023-2024. 40 of these students are considered "newcomers". When a newcomer is enrolled, there isn't a specific process/protocol that is in place to support the student and the families. These students may have gaps in formal education and may need more support than the typical student.

Procedures - We are a PBIS campus and have strong campus-wide systems. Most incidents happen in the regular classroom, so additional time will be utilized at the beginning of the school year to develop strong classroom development and grade-level behavioral management plans.

School Processes & Programs Strengths

We have a variety of programs on campus to meet the needs of students such as: dual language, SPED, Robotics, intervention, and Dyslexia.

Data systems are utilized weekly during PLC time to review student data and adjust instruction.

Students have access to 1:1 technology, as well as a computer lab.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 5th grade students did not meet projected growth in EOY MAP Math and Reading. **Root Cause:** Students are not getting evaluations quickly enough due to a backlog of evaluations from previous years.

Problem Statement 2 (Prioritized): Increase in classroom incidents from 156 incidents to 502 classroom incidents which was up from 22-23 school year. **Root Cause:** Transition between systems caused confusion in determining appropriate system to report specific incidents.

Problem Statement 3: In the 23-24 school year the number of student code of conduct violations increased from 69 in the 22-23 school year to 80. **Root Cause:** Teachers are not provided adequate time to meet with teams and discuss and adjust behavioral expectations and systems.

Perceptions

Perceptions Summary

The Montclair administration team has led the campus together for 1 year. The principal has 5 years at the campus and the AP completed her first year in the role and at this campus. As a Montclair family, we continually strive to develop deeper connections with our families and our community. Along with our strengthened PTA, we were able to hold many events that provided an opportunity for parents to visit campus and take part in what their children are learning. Some of the activities included Literacy Night, Loteria Night to kick off Hispanic Heritage Month, Transition/Night and Art Show, and our Holidays Around the World multicultural night and program. Our Robotics team completed their inaugural year and one team even made it to the VEX regional finals competition.

Perceptions Strengths

- On the adult well being panoramic survey 85% of staff members feel that they are valued members of the school community
- According to the On Data Suite report from the 22-23 academic year to the 23-24 academic year there was an increase in attendance for all 7 ethnicity groups
- The student grade levels 3-5 panoramic survey shows that there was an increase of 2 points since the last survey in the area of students regulating their emotions.
- According to the adult well being panoramic survey 85% of staff felt that they are valued members of the school community. There was a 100% favorable response from staff when asked if they know what is expected from them at work.
- In the winter family panoramic survey there was a 95% favorable response with parents feeling welcomed to the school. The survey also reveals a 96% favorable response with parents feeling safe about their student getting to school safely.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The adult well being panoramic survey reveals that 33% of adults frequently to almost always feel exhausted at work. **Root Cause:** According to the teacher retention focus survey, teacher responses, reveal that teachers would like more independent working time in their classroom and streamlining documents so that they are not having to fill out paperwork multiple times.

Problem Statement 2 (Prioritized): According to the On Data suite data 6 out of the 7 ethnicity groups are not meeting the 97% attendance rate goal. **Root Cause:** According to on data suite there was a total of 154 students between 10-20 absences. Students are missing instructional time throughout the school year.

Problem Statement 3: According to the student panoramic survey grade levels 3-5; 62% of students are not focused on the same goal for more than 3 months at a time. **Root Cause:** Students must remain consistent with goals and growth. Students are setting long term goals with no goals in between. There must be a focus on setting short term goals in between to see progression toward the long term goal.

Problem Statement 4: Students are not continuing their learning behaviors at home. The family panoramic survey shows that only 54% of students continue their learning behaviors at home. **Root Cause:** Campus is not clearly communicating learning opportunities for families to continue learning development at home.

Priority Problem Statements

Problem Statement 1: Less than 60% of students in 3rd, 4th, and 5th grades are achieving a "Meets" level in Math, as measured by STAAR.

Root Cause 1: According to the 2023 Campus STAAR Performance by Content report, students in 3rd grade were at 30% Meets, 4th graders were at 50% Meets, and 5th graders were at 40% Meets on the Math STAAR. Eureka curriculum demands that teachers are teaching grade level content to all students and does not allow for reteaching of material day after day until mastery is achieved. This increases the importance of

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Less than 60% of students in 3rd, 4th, and 5th grades are achieving a "Meets" level in Reading, as measured by STAAR

Root Cause 2: According to the 2023 Campus STAAR Performance by Content report, 3rd grade had 34% of students at the Meets level, 4th graded had 30% at the Meets level, and 5th grade had 56% at the Meets level. Amplify curriculum is set up for students to read 1 genre for several weeks and they are not applying the skills they learn to other texts and genres during their day to day classroom learning time. Also

Problem Statement 2 Areas: Student Learning

Problem Statement 3: On 5th grade STAAR Science test in 2022-2023, 18% of students achieved "Meets" level.

Root Cause 3: According to the 2023 Campus STAAR Performance by Content report, 18% of the students in 5th grade achieved Meets grade level on the STAAR Science test. According to the Student Growth Summary Report for the same year, students in grades 2-5 took the EOY MAP Science test and students in grades 2-4 did not achieve their projected growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students that were assessed through TELPAS in 2023 fell below the state goal of 46% of students at Advanced or Advanced High in Kinder through 4th grade on the writing portion.

Root Cause 4: According to the 2023 TELPAS Report, in the area of Writing; students in Kinder were 17% proficient, students in first were 15% proficient, students in second were 16% proficient, students in third were 28% proficient, and students in fourth were 36% proficient. W

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 5th grade students did not meet projected growth in EOY MAP Math and Reading.

Root Cause 5: Students are not getting evaluations quickly enough due to a backlog of evaluations from previous years.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Increase in classroom incidents from 156 incidents to 502 classroom incidents which was up from 22-23 school year.

Root Cause 6: Transition between systems caused confusion in determining appropriate system to report specific incidents.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The adult well being panoramic survey reveals that 33% of adults frequently to almost always feel exhausted at work.

Root Cause 7: According to the teacher retention focus survey, teacher responses, reveal that teachers would like more independent working time in their classroom and streamlining documents so that they are not having to fill out paperwork multiple times.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: According to the On Data suite data 6 out of the 7 ethnicity groups are not meeting the 97% attendance rate goal.

Root Cause 8: According to on data suite there was a total of 154 students between 10-20 absences. Students are missing instructional time throughout the school year.

Problem Statement 8 Areas: Perceptions

Goals





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

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 28% Meets in 2024 to 53% Meets in 2025.

Evaluation Data Sources: STAAR Spring 23-24 Data, EOY MAP 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades K-5 will receive targeted small group intervention during and after school.</p> <p>Strategy's Expected Result/Impact: Improved scores, fill student learning gaps, prioritize students with learning needs.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrators</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Small Group Tutors - 6100 Payroll- Title I Funds - \$12,999</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students performing below grade level will utilize instructional resources to develop foundational skills in reading.</p> <p>Strategy's Expected Result/Impact: Improved scores in reading</p> <p>Staff Responsible for Monitoring: Teachers, coaches, and administrators</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>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Educational programs - 6300 Supplies and Materials- Title I Funds - \$17,240</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in before or after school planning to internalize lessons and utilize best teaching practices.</p> <p>Strategy's Expected Result/Impact: Increased engagement during skills lessons</p> <p>Staff Responsible for Monitoring: Instructional coaches, admin</p> <p>Title I: 2.4, 2.5, 2.6</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Subs/Planning - 6100 Payroll- Title I Funds - \$2,700</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will attend field trips to build background knowledge in reading concepts.</p> <p>Strategy's Expected Result/Impact: Increased background knowledge in area of reading leading to an improvement of reading performance</p> <p>Staff Responsible for Monitoring: Teachers, instructional 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 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 2: Less than 60% of students in 3rd, 4th, and 5th grades are achieving a "Meets" level in Reading, as measured by STAAR Root Cause: According to the 2023 Campus STAAR Performance by Content report, 3rd grade had 34% of students at the Meets level, 4th graded had 30% at the Meets level, and 5th grade had 56% at the Meets level. Amplify curriculum is set up for students to read 1 genre for several weeks and they are not applying the skills they learn to other texts and genres during their day to day classroom learning time. Also</p>
School Processes & Programs
<p>Problem Statement 1: 5th grade students did not meet projected growth in EOY MAP Math and Reading. Root Cause: Students are not getting evaluations quickly enough due to a backlog of evaluations from previous years.</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 2: Percent of ELL students demonstrating English language acquisition, as measured by the annual yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 49% in 2024 to 56% in 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Bilingual students will receive targeted small group instruction by a Bilingual Paraprofessional.</p> <p>Strategy's Expected Result/Impact: Improved achievement of second language learners.</p> <p>Staff Responsible for Monitoring: Interventionist, LPAC Lead, LPAC Admin, Principal</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 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will utilize technology software that develops a strong first language foundation and promote second language acquisition.</p> <p>Strategy's Expected Result/Impact: Improved performance of second language learners</p> <p>Staff Responsible for Monitoring: LPAC Lead, LPAC Admin, Principal</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Technology software - language acquisition - 6300 Supplies and Materials- Title I Funds - \$6,752</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize visuals to support student language and content acquisition in the classroom.</p> <p>Strategy's Expected Result/Impact: Improved vocabulary and understanding of concepts</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Materials for poster maker, paper, ink - 6300 Supplies and Materials- Title I Funds - \$1,194</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 4: Students that were assessed through TELPAS in 2023 fell below the state goal of 46% of students at Advanced or Advanced High in Kinder through 4th grade on the writing portion. Root Cause: According to the 2023 TELPAS Report, in the area of Writing; students in Kinder were 17% proficient, students in first were 15% proficient, students in second were 16% proficient, students in third were 28% proficient, and students in fourth were 36% proficient. W</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 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 6% in 2024 to 35% in 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in hands-on science instructional activities and programs to ensure the learning of specific skills and learning objectives for mastery.</p> <p>Strategy's Expected Result/Impact: Increased performance on CBAs and STAAR at the Meets and Masters levels in Science.</p> <p>Staff Responsible for Monitoring: Administrator, classroom teachers, Instructional Coaches</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Science materials - 6300 Supplies and Materials- Title I Funds - \$1,145</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 3: On 5th grade STAAR Science test in 2022-2023, 18% of students achieved "Meets" level. Root Cause: According to the 2023 Campus STAAR Performance by Content report, 18% of the students in 5th grade achieved Meets grade level on the STAAR Science test. According to the Student Growth Summary Report for the same year, students in grades 2-5 took the EOY MAP Science test and students in grades 2-4 did not achieve their projected growth.</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 demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR will increase from 20% to 47% in grade 3, from 33% to 53% in grade 4 and from 44% to 53% in grade 5 in 2024-2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive targeted intervention after school.</p> <p>Strategy's Expected Result/Impact: lesson plans, STAAR data, attendance sheets, CBA scores</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrators, instructional coaches, 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>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: after school tutoring - 6100 Payroll- Title I Funds - \$12,550</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in hands-on math instructional activities and programs to ensure the learning of specific skills and learning objectives for mastery.</p> <p>Strategy's Expected Result/Impact: lesson plans, increased student performance on CBAs and STAAR, student understanding of math concepts,</p> <p>Staff Responsible for Monitoring: teachers, instructional coaches, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will utilize instructional programs that support mathematics standard mastery.</p> <p>Strategy's Expected Result/Impact: Increased student performance on CBAs and STAAR, and increased student understanding of mathematical concepts</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</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>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Less than 60% of students in 3rd, 4th, and 5th grades are achieving a "Meets" level in Math, as measured by STAAR. Root Cause: According to the 2023 Campus STAAR Performance by Content report, students in 3rd grade were at 30% Meets, 4th graders were at 50% Meets, and 5th graders were at 40% Meets on the Math STAAR. Eureka curriculum demands that teachers are teaching grade level content to all students and does not allow for reteaching of material day after day until mastery is achieved. This increases the importance of</p>
School Processes & Programs
<p>Problem Statement 1: 5th grade students did not meet projected growth in EOY MAP Math and Reading. Root Cause: Students are not getting evaluations quickly enough due to a backlog of evaluations from previous years.</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 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 align with the district goal of 35% 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: Support school readiness for student transition into next grade level for PreK-5th grade students. Provide information to parents on PreK/K and grade level readiness.</p> <p>Strategy's Expected Result/Impact: Improved student performance, relationship building, clear communication, alignment between campus and grade levels</p> <p>Staff Responsible for Monitoring: teachers, admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Paper for parent flyers and communication - 6300 Parent Involvement. Supplies T1 - \$2,405</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of families who attend fall Parent-Teacher conferences will have an opportunity to review and provide feedback on the school-parent compact and engagement policy.</p> <p>Strategy's Expected Result/Impact: improved school-family connections</p> <p>Staff Responsible for Monitoring: teachers, administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will have the opportunity to earn behavioral incentives that reinforce and recognize positive behavior and attendance through our PRIDE recognition system.</p> <p>Strategy's Expected Result/Impact: Positive behavioral reinforcement</p> <p>Staff Responsible for Monitoring: Admin, instructional coaches, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Behavioral incentives - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Parents will have the opportunity to develop our campus Parent-Family Engagement Policy and Family Compact.</p> <p>Strategy's Expected Result/Impact: Collaboration between home and school, alignment of expectations, and clear expectations to support student learning.</p> <p>Staff Responsible for Monitoring: Administration team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will participate in field trips that align with grade-level TEKS to allow students access to experiences off-campus activities.</p> <p>Strategy's Expected Result/Impact: Building student background knowledge over grade-level topics</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.5</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> <p>Funding Sources: Buses for field trips - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs

Problem Statement 2: Increase in classroom incidents from 156 incidents to 502 classroom incidents which was up from 22-23 school year. **Root Cause:** Transition between systems caused confusion in determining appropriate system to report specific incidents.





Perceptions

Problem Statement 2: According to the On Data suite data 6 out of the 7 ethnicity groups are not meeting the 97% attendance rate goal. **Root Cause:** According to on data suite there was a total of 154 students between 10-20 absences. Students are missing instructional time throughout the school year.

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: Build teacher capacity and effectiveness resulting in increased student outcomes and positive school environment.

Evaluation Data Sources: Campus leadership survey, walkthrough data

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher effectiveness through reading materials. Strategy's Expected Result/Impact: Improved campus culture and leadership capacity Staff Responsible for Monitoring: Admin team, instructional coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Books for book study - 6300 Supplies and Materials- Title I Funds - \$787</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide time for teachers to plan lessons to promote effective tier one instruction Strategy's Expected Result/Impact: Well supported teachers, reduced teacher burnout and exhaustion Staff Responsible for Monitoring: Admin, leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Subs for teacher planning - 6100 Payroll- Title I Funds - \$10,800</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>				

Performance Objective 6 Problem Statements:

Perceptions

Problem Statement 1: The adult well being panoramic survey reveals that 33% of adults frequently to almost always feel exhausted at work. **Root Cause:** According to the teacher retention focus survey, teacher responses, reveal that teachers would like more independent working time in their classroom and streamlining documents so that they are not having to fill out paperwork multiple times.

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Small Group Tutors		\$12,999.00
1	1	3	Subs/Planning		\$2,700.00
1	4	1	after school tutoring		\$12,550.00
1	6	2	Subs for teacher planning		\$10,800.00
Sub-Total					\$39,049.00
Budgeted Fund Source Amount					\$39,049.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Educational programs		\$17,240.00
1	2	2	Technology software - language acquisition		\$6,752.00
1	2	3	Materials for poster maker, paper, ink		\$1,194.00
1	3	1	Science materials		\$1,145.00
1	5	3	Behavioral incentives		\$1,000.00
1	6	1	Books for book study		\$787.00
Sub-Total					\$28,118.00
Budgeted Fund Source Amount					\$28,118.00
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Paper for parent flyers and communication		\$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
1	5	5	Buses for field trips		\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$72,572.00
Grand Total Spent					\$72,572.00
+/- 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