

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



Mission Statement

The staff of Northlake Elementary assumes full responsibility for preparing our students to live and work in a continuously changing world. We will provide opportunities for all students to learn the skills needed to progress successfully through the elementary school years and promote readiness for secondary school years, college and careers. Our students will be challenged to develop critical thinking skills, to apply decision-making strategies, to experience positive coping skills and to communicate effectively. We will provide educational programs that strengthen parenting skills and furnish support to parents. Effective communication lines between parents and teachers will be established to promote mutual cooperation and support.

The Northlake staff will provide a positive atmosphere for continuous learning. Students will be motivated to develop positive self-esteem, responsible behavior, self-reliance, respect and empathy for others. These goals will be reached as parents, teachers and students work together as a team.

Vision

Northlake Elementary.....STEMulating Learning!!!

A united team of educators, students, parents, and community members working toward a common goal....educating students to the highest standards while focusing on the integration of Science, Technology, Engineering, & Mathematics into all we do!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Northlake is a diverse, small neighborhood PK-5 elementary school, with a predominantly Hispanic population. Northlake's bilingual and ESL programs are strong and experienced, scoring well relative to similar campuses. Teachers at Northlake are experienced, with very few teachers having less than 3 years teaching experience.

Northlake's student demographic makeup is as follows:

483 students

Hispanic 76%

African American 8%

American Indian >1%

Asian 5%

White 10%

Two or more Races 1.5%

Dyslexia 8%

GT 2%

504 5%

Sped 14%

EB 56%

Title 1 part A 100%

At Risk 76%

Eco Dis 84%

Northlake's professional instructional staff makeup

Hispanic 54%

White 36%

African American 6 %

Asian 3%

Demographics Strengths

52% of Northlake teachers are Hispanic which is almost aligned with the Emergent Bilingual population of 56%.

81% of Northlake teachers have more than 0-2 years experience.

Students feel safe on campus, and feel comfortable with staff members. The neighborhood and community view Northlake favorably and hold it in high regard.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the District Risk Load Report (23-24), Northlake teacher turnover rate was 30.6%. **Root Cause:** Teachers were looking for growth opportunities around the district.

Problem Statement 2 (Prioritized): According to the District Risk Load Report (23-24), Northlake teacher alternative certification rate is 3.1%. There are currently 4 teachers who are non-certified. **Root Cause:** There is a teacher shortage.

Student Learning

Student Learning Summary

Northlake has done well with the English Language Assessments and has met the TELPAS goal. While students are making growth as evidence by Domain 2, Domain 1 (Student Achievement) has been declining. Northlake is in the 50th percentile in Achievement for Reading and 52nd percentile for Math according to the End of the Year MAP school profile report.

Campus STAAR Results 2023-2024

MATH:

Approaches- 64%

Meets- 40%

Masters- 13%

READING:

Approaches-71%

Meets- 40%

Masters- 15%

SCIENCE:

Approaches- 61%

Meets- 18%

Masters- 3%

Student Learning Strengths

Northlake is in the 50th percentile in Achievement for Reading and 52nd percentile for Math according to the End of the Year MAP school profile report.

68% percentile for math growth, and 69% percentile for reading growth, with 50% being the national average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 40% of 3rd, 4th, and 5th grade students scored at the Meets level on the 2024 Math STAAR compared to 41% on the 2023 Math STAAR.

Root Cause: The level of rigor has increased with the curriculum and testing.

Problem Statement 2 (Prioritized): 15% of 3rd, 4th, and 5th grade students scored at the Masters level on the 2024 Reading STAAR which is lower than the Approaches (82%) and Meets (40%) standard. **Root Cause:** Students who are performing at or above grade level will need to receive accelerated instruction.

Problem Statement 3 (Prioritized): Percent of students demonstrating proficiency in Science, as measured by Meets Grade Level performance on the 2024 Science STAAR is 18%.

Root Cause: Students need more hands-on activities and help with bridging the gap between abstract concepts and concrete understanding.

Problem Statement 4 (Prioritized): 46% of Kinder students, 49% of 1st Graders, and 44% of 2nd graders fell below the 40th percentile on the Spring Reading MAP assessment.

Root Cause: There are gaps in foundational literacy skills.

Problem Statement 5 (Prioritized): 9% of Kinder students, 17% of 1st Graders, and 24% of 2nd graders fell below the 40th percentile on the Spring Math MAP assessment. **Root**

Cause: Students need more help in transitioning from skills to conceptual knowledge.

School Processes & Programs

School Processes & Programs Summary

Recruiting, maintaining, and hiring staff is a collaborative process that takes a high priority.

All teaching staff are trained and compliant with state standards for instruction, GT etc...

Each grade level is led by a qualified and seasoned teacher leader

Leadership team meets regularly to discuss campus needs whether they be instructional, safety related, regarding culture/climate, and community involvement.

NLKE strives to practice distributed leadership in which the principal oversees programs and initiatives on campus that are then led by the most qualified campus leaders.

NLKE has a strong instructional support team who provide training, materials, coaching, and support to teachers PK-5th grade.

NLKE holds weekly PLC's for every grade level, PK-5.

NLKE has an honor choir that performs throughout the year both on campus and within the community.

NLKE has a top notch robotics program, qualifying for World Championships.

NLKE is a 1:1 campus for all grade levels PK-5.

NLKE has both a gen-ed and bilingual PK program.

School Processes & Programs Strengths

Teachers integrate technology and digital teaching tools in their everyday instruction as evidence in classroom walkthroughs and lesson planning.

Implementation of PBIS on campus has reduced exclusionary consequences with a 15% overall reduction in comparison to the previous year. This includes a 20% decrease for African American students, and an 86% decrease for Hispanic students, who constitute 73% of our population for the year 2023-2024.

NLKE attendance for the 23-24 school year increased to 95% compared to 94.6% for the 22-23 school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 47% of students progressed 1 level or more on TELPAS 23-24. **Root Cause:** Students need more opportunities to practice listening and speaking in an academic environment. Sheltered Instruction strategies are not consistently implemented.

Perceptions

Perceptions Summary

Northlake is viewed as a desirable campus by the community. The campus communicates and works with the neighborhood watch program. Staff members also exhibit a "student first" mentality in decision making. Northlake is not viewed as a campus with a "discipline problem" by either the community or staff due to the implementation of PBIS (Positive Behavioral Intervention and Supports). Parents are expressing that they would like more parent engagement opportunities. NLKE operates on the belief that all students can grow and that every member of the campus takes ownership over the care, nurture, and growth of our students.

Perceptions Strengths

Northlake is a safe environment for staff, parents, and children, with low disciplinary incidents.

Parents trust teachers and administration to educate their children and keep them safe.

Parent survey results were overwhelmingly positive, with particular areas of strength in communication, perceptions regarding teacher ability and care for students, and student enjoyment at NLKE.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 45% of parents responded favorably to "How often does your child give up on learning activities that s/he finds hard?" on the 23-24 Parent Survey. **Root Cause:** Students may get frustrated easily if parents are unsure of how to help with the assignment.

Problem Statement 2 (Prioritized): 57% of parents responded favorably that the school explained the purpose of the School Parent Compact and the Parent Involvement Policy on the 23-24 Parent Survey. **Root Cause:** Not enough communication was sent out about these documents and their purpose.

Problem Statement 3 (Prioritized): 39% of students responded favorably that they are able to pull themselves out of a bad mood according to the 2024 Spring Panorama Student Survey. **Root Cause:** Students need to be provided more techniques to help cool down and self regulate.

Priority Problem Statements

Problem Statement 1: 47% of students progressed 1 level or more on TELPAS 23-24.

Root Cause 1: Students need more opportunities to practice listening and speaking in an academic environment. Sheltered Instruction strategies are not consistently implemented.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: 46% of Kinder students, 49% of 1st Graders, and 44% of 2nd graders fell below the 40th percentile on the Spring Reading MAP assessment.

Root Cause 2: There are gaps in foundational literacy skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Percent of students demonstrating proficiency in Science, as measured by Meets Grade Level performance on the 2024 Science STAAR is 18%.

Root Cause 3: Students need more hands-on activities and help with bridging the gap between abstract concepts and concrete understanding.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 40% of 3rd, 4th, and 5th grade students scored at the Meets level on the 2024 Math STAAR compared to 41% on the 2023 Math STAAR.

Root Cause 4: The level of rigor has increased with the curriculum and testing.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 15% of 3rd, 4th, and 5th grade students scored at the Masters level on the 2024 Reading STAAR which is lower than the Approaches (82%) and Meets (40%) standard.

Root Cause 5: Students who are performing at or above grade level will need to receive accelerated instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 9% of Kinder students, 17% of 1st Graders, and 24% of 2nd graders fell below the 40th percentile on the Spring Math MAP assessment.

Root Cause 6: Students need more help in transitioning from skills to conceptual knowledge.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 45% of parents responded favorably to "How often does your child give up on learning activities that s/he finds hard?" on the 23-24 Parent Survey.

Root Cause 7: Students may get frustrated easily if parents are unsure of how to help with the assignment.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: 57% of parents responded favorably that the school explained the purpose of the School Parent Compact and the Parent Involvement Policy on the 23-24 Parent Survey.

Root Cause 8: Not enough communication was sent out about these documents and their purpose.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: 39% of students responded favorably that they are able to pull themselves out of a bad mood according to the 2024 Spring Panorama Student Survey.

Root Cause 9: Students need to be provided more techniques to help cool down and self regulate.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: According to the District Risk Load Report (23-24), Northlake teacher alternative certification rate is 3.1%. There are currently 4 teachers who are non-certified.

Root Cause 10: There is a teacher shortage.

Problem Statement 10 Areas: Demographics

Problem Statement 11: According to the District Risk Load Report (23-24), Northlake teacher turnover rate was 30.6%.

Root Cause 11: Teachers were looking for growth opportunities around the district.

Problem Statement 11 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: The percent of students demonstrating early literacy as measured by Approaches, Meets, and Masters Grade Level performance on STAAR Reading will be:

3rd grade:

65% Approaches, 42% Meets, and 22% Masters

4th grade:

73% Approaches, 42% Meets, and 15% Masters





5th grade:

80% Approaches, 48% Meets, and 20% Masters

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize data from Circle, MClass, iReady, MAP, and TELPAS to plan small group, teacher led instruction and stations/centers to specifically target and support individual student needs in reading to include intervention and reading acceleration. Teachers will plan targeted, high level questions in order to deepen student understanding and meet the demands of a high quality curriculum and assessments. Teachers will also pay close attention to our special populations (Students with disabilities (Special Education), Emergent Bilinguals (EBs), Gifted and Talented (G/T) and 504 students) to support their diverse and individual needs.</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from beginning of year (BOY) and middle of year (MOY) to end of year (EOY) . 2. Classroom walkthrough data showing effective use of small group instruction and differentiation.</p> <p>Evaluation: -MClass -MAP -iReady -Reading STAAR</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Intervention Team, Instructional Support Teacher (CST), and Language Proficiency Assessment Committee Lead Teacher(LPAC)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2, 4 Funding Sources: Differentiated reading materials/stations to ensure mastery of TEKS - 199 - PIC 24 State Comp Ed Funds - \$3,500, Special Education Reading Materials - 199 - PIC 23 SPED State Allotment Funds - \$611, Substitutes for Instructional Planning - 6100 Payroll- Title I Funds - \$2,500, Targeted Technology Stations/Software/Materials - 6300 Supplies and Materials- Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The intervention teacher and aides will use the Multi-Tiered System of Support (MTSS) to provide robust, intervention support that targets Tier 2 and Tier 3 students in small group.</p> <p>Strategy's Expected Result/Impact: An increase in reading acquisition skills, comprehension, and reading fluency as evidenced by an increase in student achievement levels according to MAP, mClass, and curriculum based assessments (CBAs).</p> <p>Staff Responsible for Monitoring: Intervention Teacher, Intervention Aides, and Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: Substitutes to pull additional small groups - 6100 Payroll- Title I Funds - \$8,000, Materials for Intervention - 6300 Supplies and Materials- Title I Funds - \$2,346</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and Administrators will provide parents with resources and strategies to help their children become better readers by hosting parent nights, posting ideas in the parent monthly Smore, Parent Square, and Class Dojo.</p> <p>Strategy's Expected Result/Impact: Increase parent awareness on reading strategies that may be implemented at home and increase parent involvement and family engagement.</p> <p>Staff Responsible for Monitoring: Principal and Classroom Teachers</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 4 - Perceptions 1</p> <p>Funding Sources: Materials for Family Reading Night - 6300 Parent Involvement. Supplies T1 - \$2,405</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop jointly with, and distribute to parents, a written Parent Family Engagement (PFE) policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost. Families will have an opportunity to review the compact and provide feedback.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 15% of 3rd, 4th, and 5th grade students scored at the Masters level on the 2024 Reading STAAR which is lower than the Approaches (82%) and Meets (40%) standard. Root Cause: Students who are performing at or above grade level will need to receive accelerated instruction.</p>
<p>Problem Statement 4: 46% of Kinder students, 49% of 1st Graders, and 44% of 2nd graders fell below the 40th percentile on the Spring Reading MAP assessment. Root Cause: There are gaps in foundational literacy skills.</p>
Perceptions
<p>Problem Statement 1: 45% of parents responded favorably to "How often does your child give up on learning activities that s/he finds hard?" on the 23-24 Parent Survey. Root Cause: Students may get frustrated easily if parents are unsure of how to help with the assignment.</p>

Perceptions

Problem Statement 2: 57% of parents responded favorably that the school explained the purpose of the School Parent Compact and the Parent Involvement Policy on the 23-24 Parent Survey. **Root Cause:** Not enough communication was sent out about these documents and their purpose.

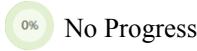
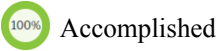
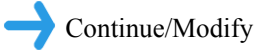

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 2: Percent of Emergent Bilingual (EB) students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 44% in 2024 to 54% in 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide targeted language acquisition instruction through whole group and small group instruction to ensure Emergent Bilinguals (EBs) demonstrate at least one year's growth in language development as evidenced by TELPAS.</p> <p>Strategy's Expected Result/Impact: Emergent Bilinguals will show increased levels of performance on TELPAS and MAP</p> <p>Staff Responsible for Monitoring: LPAC Administrator, LPAC Lead, Classroom Teachers, Special Education Teachers, Intervention Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Centers/Stations Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,000, Headphones with microphones to assist students in language acquisition - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,500, Bilingual classroom supplies and materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and administration will ensure that each Emergent Bilingual student is provided with linguistic and instructional accommodations as decided by LPAC (Language Proficiency Assessment Committee). The instructional accommodations will be reviewed each nine weeks for effectiveness. Adjustments and supports will be implemented, as needed.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will show increased levels of performance on MAP, curriculum based assessments (CBAs), mClass, and TELPAS.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, LPAC Lead, Classroom Teachers, & Intervention Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 47% of students progressed 1 level or more on TELPAS 23-24. Root Cause: Students need more opportunities to practice listening and speaking in an academic environment. Sheltered Instruction strategies are not consistently implemented.</p>

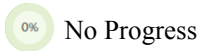
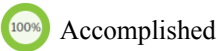
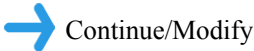

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

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 18% in 2024 to 35% in 2025. 75% of students will meet Approaching standards and 15% of students will meet Masters standards.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan whole group and small group, targeted instruction in 5th grade. All classroom teachers will incorporate hands-on activities and follow up science questions that are presented in an open-ended and multiple choice format, in the students' language of instruction, in order to assess their level of understanding of science content. During small group instruction, teachers will target specific subpopulations to ensure their success (Emergent Bilinguals, Special Education, 504, Economically Disadvantaged, and G/T).</p> <p>Strategy's Expected Result/Impact: Student Achievement in Science with an emphasis on special subpopulations (Emergent Bilinguals, Special Education, 504, Economically Disadvantaged, and G/T).</p> <p>Evaluation: -Lesson Plans -Curriculum Based Assessments -MAP -Science STAAR</p> <p>Staff Responsible for Monitoring: Administration, 5th grade teachers, Instructional Support Teacher (CST)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Robots & Circuits - 6300 Supplies and Materials- Title I Funds - \$1,000, Supplies and Materials for Science Lab - 6300 Supplies and Materials- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will teach science with fidelity incorporating high, quality instructional materials to supplement and and differentiate for both advanced and remedial learners in science and emphasize academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Student Achievement in Science with an emphasis on special subpopulations (Emergent Bilinguals, Special Education, 504, Economically Disadvantaged, and G/T).</p> <p>Evaluation: -Lesson Plans -Curriculum Based Assessments -MAP -Science STAAR</p> <p>Staff Responsible for Monitoring: Administration and Instructional Support Teacher (IST)</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: Percent of students demonstrating proficiency in Science, as measured by Meets Grade Level performance on the 2024 Science STAAR is 18%. Root Cause: Students need more hands-on activities and help with bridging the gap between abstract concepts and concrete understanding.</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: The percent of students demonstrating mathematical proficiency as measured by Approaches, Meets, and Masters Grade Level performance on STAAR Math will be:

- 3rd grade:
65% Approaches, 42% Meets, and 22% Masters
- 4th grade:
73% Approaches, 42% Meets, and 15% Masters
- 5th grade:
80% Approaches, 48% Meets, and 20% Masters

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate and implement training on how to plan aligned, high leverage Tier 1 lessons by unpacking TEKS, creating daily learning objectives, and developing teacher and student exemplars. Teachers will also plan small group instruction to specifically target and support individual student needs (including G/T, Special Education, 504, and Tier 2 and 3 students).</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, grades, curriculum based assessments (CBAs), and end of unit assessments). 2. Classroom walkthrough data showing effective whole group and small group instruction that focuses on differentiated strategies.</p> <p>Evaluation: -Lesson Plans -Curriculum Based Assessments -End of Unit Assessments -MAP -Math STAAR</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Instructional Support Teacher (IST), Intervention Team, Special Education Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 5</p> <p>Funding Sources: Substitutes for Instructional Planning - 6100 Payroll- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize data from MAP, specifically, the learning continuum and other assessments to plan Tier 1 instruction and small group, teacher led instruction. Teachers will plan hands-on, interactive stations/centers, including technology, to specifically target and support individual student needs in the area of math to include intervention (learners who need more support) and math acceleration (students on and above grade level)</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, grades, curriculum based assessments (CBAs), and end of unit assessments). 2. Classroom walkthrough data showing effective whole group and small group instruction that focuses on differentiated strategies.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Instructional Support Teacher (IST), Intervention Team, Special Education Team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Differentiated math materials/stations to ensure mastery of TEKS - 199 - PIC 24 State Comp Ed Funds - \$3,500, SPED Math Materials - 199 - PIC 23 SPED State Allotment Funds - \$700, Targeted Technology Stations/Software/Materials - 6300 Supplies and Materials- Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and Administrators will provide parents with resources and strategies to help their children become better mathematicians by hosting parent nights, posting ideas in the parent monthly Smore, and posting ideas in the weekly chronicle.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement and awareness of math strategies that may be implemented at home.</p> <p>Staff Responsible for Monitoring: Principal & Classroom Teachers</p> <p>Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 5 - Perceptions 1</p> <p>Funding Sources: Take home materials for math and science night - 6300 Parent Involvement. Supplies T1 - \$2,000</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>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: 40% of 3rd, 4th, and 5th grade students scored at the Meets level on the 2024 Math STAAR compared to 41% on the 2023 Math STAAR. **Root Cause:** The level of rigor has increased with the curriculum and testing.

Problem Statement 5: 9% of Kinder students, 17% of 1st Graders, and 24% of 2nd graders fell below the 40th percentile on the Spring Math MAP assessment. **Root Cause:** Students need more help in transitioning from skills to conceptual knowledge.

Perceptions

Problem Statement 1: 45% of parents responded favorably to "How often does your child give up on learning activities that s/he finds hard?" on the 23-24 Parent Survey. **Root Cause:** Students may get frustrated easily if parents are unsure of how to help with the assignment.





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 Alternative Education Center (AEC)] will remain below 7%.

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 implement training on Social and Emotional Lessons, Positive Behavioral Interventions and Supports (PBIS), & MTSS (Multi-Tiered Systems of Support) to help students self-regulate their behavior and maximize their instructional time and time on task.</p> <p>Strategy's Expected Result/Impact: Decreased discipline incidents and maximized whole group and small group instructional time.</p> <p>Evaluation: -Branching Minds -Review 360 -Weekly Eagles Nest Participation</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers & Positive Behavioral Interventions & Supports Team (PBIS)</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: PBIS Rewards and Incentives for Students - 6300 Supplies and Materials- Title I Funds - \$1,000, Sensory and Calming Items for Students - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide parents with resources and strategies to help students feel socially and emotionally safe to transition to Pre-K/Kinder and Middle School (Pre-K/Kindergarten Round Up, AVID Parent Night and 5th Grade Middle School Transition Meeting).</p> <p>Strategy's Expected Result/Impact: 1. Increase parent awareness on strategies that may be implemented at home and increase parent involvement. 2. Promote students' social and emotional learning as they transition to the next grade level.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, and Classroom Teachers</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Transition Activity Materials - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:





Perceptions
<p>Problem Statement 1: 45% of parents responded favorably to "How often does your child give up on learning activities that s/he finds hard?" on the 23-24 Parent Survey. Root Cause: Students may get frustrated easily if parents are unsure of how to help with the assignment.</p>
<p>Problem Statement 3: 39% of students responded favorably that they are able to pull themselves out of a bad mood according to the 2024 Spring Panorama Student Survey. Root Cause: Students need to be provided more techniques to help cool down and self regulate.</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 6: By June 2025, the turnover rate at Northlake Elementary will be reduced from 30.6% from the 2023-2024 school year to 20% by the end of the 2024-2025 school year, as measured by the District Risk Load Report.

Evaluation Data Sources: -District Risk Load Report
-OnDataSuite Campus Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Complete campus and district on-boarding processes and maintain open communication with all employees through various channels, such as face to face meetings, weekly PLCs, classroom observations, weekly newsletter, campus events, and mentor-mentee monthly meetings.</p> <p>Strategy's Expected Result/Impact: Recruit and retain high quality teachers.</p> <p>Staff Responsible for Monitoring: Campus administration, Lead Teacher Mentor, and Teacher Mentors</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: According to the District Risk Load Report (23-24), Northlake teacher turnover rate was 30.6%. Root Cause: Teachers were looking for growth opportunities around the district.</p> <p>Problem Statement 2: According to the District Risk Load Report (23-24), Northlake teacher alternative certification rate is 3.1%. There are currently 4 teachers who are non-certified. Root Cause: There is a teacher shortage.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carolina Dennis	Intervention Specialist	Title I Part A	1.0

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Administrator	Salina Allen	Principal
Administrator	Leticia Arthur	AP
Support Staff	Ivy McGraw	Instructional Support Teacher
Support Staff	Zurie Tafciu	LPAC Lead
District-level Professional	Amadi Heyliger	MTSS Coordinator
Classroom Teacher	Gina Aguilar	2nd Grade
Classroom Teacher	Jill Olthouse	3rd Grade Teacher
Classroom Teacher	Debbie Garza	5th Grade Teacher
Paraprofessional	Ashley Price	Pre-K Aide
Paraprofessional	Leticia Torres	CTE
Business Representative	Victor Lee	Realtor
Special Education	Rhonda Ratcliff	CBSE
Community Representative	Keatra Lee	Community Member
Community Representative	Julian Olalde	Community Member
Parent	Leland Joseph	Parent
Parent	Brenda Nevarez	Parent
Parent	Veronica Piedras	Parent
Parent	Maria Morales	Parent

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Education Reading Materials		\$611.00
1	4	2	SPED Math Materials		\$700.00
Sub-Total					\$1,311.00
Budgeted Fund Source Amount					\$1,311.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Differentiated reading materials/stations to ensure mastery of TEKS		\$3,500.00
1	4	2	Differentiated math materials/stations to ensure mastery of TEKS		\$3,500.00
Sub-Total					\$7,000.00
Budgeted Fund Source Amount					\$7,000.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Bilingual classroom supplies and materials		\$2,500.00
1	2	1	Centers/Stations Supplies		\$2,000.00
1	2	1	Headphones with microphones to assist students in language acquisition		\$1,500.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for Instructional Planning		\$2,500.00
1	1	2	Substitutes to pull additional small groups		\$8,000.00
1	4	1	Substitutes for Instructional Planning		\$2,500.00
Sub-Total					\$13,000.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$13,000.00
+/- Difference					\$0.00
6200 Parent Involvement. Contracted Services/Reg -					
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	1	Targeted Technology Stations/Software/Materials		\$10,000.00
1	1	2	Materials for Intervention		\$2,346.00
1	3	1	Robots & Circuits		\$1,000.00
1	3	1	Supplies and Materials for Science Lab		\$2,000.00
1	4	2	Targeted Technology Stations/Software/Materials		\$10,000.00
1	5	1	PBIS Rewards and Incentives for Students		\$1,000.00
1	5	1	Sensory and Calming Items for Students		\$1,000.00
1	5	2	Transition Activity Materials		\$1,000.00
Sub-Total					\$28,346.00
Budgeted Fund Source Amount					\$28,346.00
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Materials for Family Reading Night		\$2,405.00
1	4	3	Take home materials for math and science night		\$2,000.00
Sub-Total					\$4,405.00
Budgeted Fund Source Amount					\$4,405.00
+/- Difference					\$0.00
Grand Total Budgeted					\$60,062.00
Grand Total Spent					\$60,062.00

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- 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