

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

**Accountability Rating: F**



# Mission Statement

At Williams Elementary, we provide a safe and supportive environment that impacts the lives of every student, every day by promoting academic and personal excellence through perseverance, integrity and compassion.

## Vision

Creating an inclusive environment for students to continuously achieve growth and success through a positive culture, and stakeholder partnerships that empower children to become global change agents. (Revised 23-24)

## Core Beliefs

1. **Compassion:** Staff members promote a sense of community and belonging within their classrooms and school. They encourage kindness, empathy, and cooperation among students, fostering an environment where everyone feels valued and connected. Compassionate individuals recognize that each student has unique strengths, challenges, and needs. They tailor their instructional approaches and provide personalized support to help students thrive academically, socially, and emotionally.
2. **Integrity:** Employees with integrity demonstrate consistency between their words, actions, and values, acting with honesty, fairness, and transparency in their interactions with students, colleagues, parents, and the broader educational community. Employees with integrity take their professional responsibilities seriously. They meet deadlines, and prepare lessons and materials to the best of their abilities. They seek continuous professional development to enhance their knowledge and skills and stay current with educational advancements.
3. **Perseverance:** Staff members with perseverance are committed to their goals and objectives, even when progress is slow or obstacles arise. They demonstrate a steadfast determination to overcome challenges and find solutions to problems. Perseverance at school involves a deep commitment to the teaching profession and the well-being of students. Teachers with perseverance go above and beyond their required duties, investing additional time and effort to support student learning and create a positive educational experience.
4. **Trust:** Trustworthy staff members are dependable and consistent in their actions and commitments. They follow through on their promises, meet deadlines, and maintain a high level of professionalism in their interactions with students, parents, and colleagues. Trust is fostered through open and transparent communication. Trustworthy teachers actively listen to their students and colleagues, provide clear instructions and feedback, and engage in constructive dialogue. They are approachable and accessible to address concerns and provide guidance.
5. **Service:** Staff members in service prioritize the needs and interests of their students. They strive to create engaging and inclusive learning environments that cater to the diverse learning styles, abilities, and backgrounds of their students. They tailor their instruction to meet

individual student needs and provide support and guidance for their academic and personal growth. Employees in service embrace lifelong learning as part of their professional growth. They continuously seek opportunities to expand their knowledge, skills, and expertise.

6. **Optimism:** Optimistic employees embrace a growth mindset, viewing challenges and mistakes as opportunities for learning and growth. They believe that intelligence and abilities can be developed, and they encourage students to adopt a similar mindset, promoting a culture of continuous improvement and resilience. Optimistic employees provide consistent encouragement and motivation to their students. They recognize and celebrate students' efforts and achievements, fostering a sense of accomplishment and self-confidence. They inspire students to set goals, believe in their potential, and strive for excellence.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The new M. D. Williams Elementary has an enrollment of 552 students. The grade span is from PK to 5th grade with the ages ranging from 4-11 years old. We are a Choice of School district. Williams Elementary is located at 2232 Parkcrest Drive, Garland, TX 75041. Williams has a very diverse population. During the 23-24 school year, students were part of different student programs.

The student behavior trends have been increasing. The discipline issues may present an immediate effect on students but the teachers are trained to handle situations using Social Emotional Learning Strategies and Positive Behavioral Intervention and Supports.

### Demographics Strengths

Williams continues being a diverse school that serves Williams Elementary does meet the needs of our diverse population of our GT, Special Education, and ESL students. Every teacher who has students identified as GT has the G/T training. The staff dedication to meeting the needs of all students no matter their disability, socioeconomic status, and cultural background. They promote inclusion without bias.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** According to the PEIMS report, 62% of the student population were identified as Emergent Bilinguals for the 22/23 school year. Based on the 22-23 TELPAS results, 30% of the EB population showed a year's growth as measured by TELPAS Listening, 23% in TELPAS Speaking, and 31% in TELPAS Reading. **Root Cause:** Instructional strategies were not effectively implemented to target the four TELPAS language domains: listening, speaking, reading, and writing.

**Problem Statement 2:** According to Review 360 for the 22/23 school year, African American students had 30.2% of incidents, but only 7.72% of the school demographics. **Root Cause:** Alternative strategies or interventions were not utilized to reduce the number of multiple referrals for African American Students.

**Problem Statement 3 (Prioritized):** Students attendance rate dropped 2% during the 3rd grading period from fall to spring semester. **Root Cause:** Opportunities for parents to receive information connected to attendance and student outcomes did not occur on a campus-wide basis, and differentiated pre-calendared events/incentives for good attendance did not occur.

**Problem Statement 4 (Prioritized):** Student discipline incidents have increased 8% from the 22-23 school year to the 23-24 school year. **Root Cause:** According to the school's master schedule, during early mornings and afternoons when students are transitioning to and from specials, breakfast, and the arrival of students entering their first period, along with late arrivals, it opens the opportunity for minor discipline incidents.

**Problem Statement 5 (Prioritized):** 50% of teaching staff are non-certified **Root Cause:** Recruitment strategies do not include reaching out to colleges or using connection opportunities such as Linked In or other Social Media to identify and gain the interest of potential candidates.

# Student Learning

## Student Learning Summary

Student Learning Summary: The campus utilized a variety of researched based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades PK-5, the campus utilized MAP testing as a TIER 1 strategy. MTSS resources were utilized for tier 2/3 students and small group intervention. With the focus on the Student Culture, Staff Culture, Collaborative Planning, Data Driven Instruction, and Observation and Feedback as a campus, we are striving to achieve academic excellence on a district and state level. We will also continue to implement the district's comprehensive professional development program in coordination with district growth goals, overall vision, and individualized on-campus teacher support.

As we go into 2024-2025, we will continue to use various data collection tools that help support and track learner growth and specific areas of need: Panorama Data STAAR/TELPAS data, Grades, Assignments, Observations from Progress Monitoring Tools Data Collection for House Bill 1615 - Tutoring/Documentation of Learner Growth.

## Student Learning Strengths

Academic learning to ensure student success

### STAAR Spring 2024 (Williams/Park Crest combined)

|                     | Reading       |            |              |           |              |            |              | Math          |            |              |           |              |            |              | Science       |           |              |          |             |            |             |
|---------------------|---------------|------------|--------------|-----------|--------------|------------|--------------|---------------|------------|--------------|-----------|--------------|------------|--------------|---------------|-----------|--------------|----------|-------------|------------|-------------|
|                     | Approaches GL |            |              | Meets GL  |              | Masters GL |              | Approaches GL |            |              | Meets GL  |              | Masters GL |              | Approaches GL |           |              | Meets GL |             | Masters GL |             |
|                     | N             | N          | %            | N         | %            | N          | %            | N             | N          | %            | N         | %            | N          | %            | N             | N         | %            | N        | %           | N          | %           |
| <b>All Students</b> | <b>254</b>    | <b>155</b> | <b>61.0%</b> | <b>85</b> | <b>33.5%</b> | <b>29</b>  | <b>11.4%</b> | <b>255</b>    | <b>147</b> | <b>57.6%</b> | <b>73</b> | <b>28.6%</b> | <b>28</b>  | <b>11.0%</b> | <b>91</b>     | <b>29</b> | <b>31.9%</b> | <b>3</b> | <b>3.3%</b> | <b>0</b>   | <b>0.0%</b> |
| Grade 3             | 80            | 38         | 47.5%        | 22        | 27.5%        | 8          | 10.0%        | 80            | 45         | 56.3%        | 25        | 31.3%        | 7          | 8.8%         |               |           |              |          |             |            |             |
| English             | 48            | 26         | 54.2%        | 17        | 35.4%        | 6          | 12.5%        | 70            | 39         | 55.7%        | 21        | 30.0%        | 7          | 10.0%        |               |           |              |          |             |            |             |
| Spanish             | 32            | 12         | 37.5%        | 5         | 15.6%        | 2          | 6.3%         | 10            | 6          | 60.0%        | 4         | 40.0%        | 0          | 0.0%         |               |           |              |          |             |            |             |
| Grade 4             | 84            | 55         | 65.5%        | 32        | 38.1%        | 10         | 11.9%        | 84            | 43         | 51.2%        | 19        | 22.6%        | 9          | 10.7%        |               |           |              |          |             |            |             |
| English             | 59            | 43         | 72.9%        | 26        | 44.1%        | 8          | 13.6%        | 79            | 43         | 54.4%        | 19        | 24.1%        | 9          | 11.4%        |               |           |              |          |             |            |             |
| Spanish             | 25            | 12         | 48.0%        | 6         | 24.0%        | 2          | 8.0%         | 5             | 0          | 0.0%         | 0         | 0.0%         | 0          | 0.0%         |               |           |              |          |             |            |             |
| Grade 5             | 90            | 62         | 68.9%        | 31        | 34.4%        | 11         | 12.2%        | 91            | 59         | 64.8%        | 29        | 31.9%        | 12         | 13.2%        | 91            | 29        | 31.9%        | 3        | 3.3%        | 0          | 0.0%        |
| English             | 69            | 55         | 79.7%        | 30        | 43.5%        | 11         | 15.9%        | 83            | 57         | 68.7%        | 29        | 34.9%        | 12         | 14.5%        | 82            | 29        | 35.4%        | 3        | 3.7%        | 0          | 0.0%        |
| Spanish             | 21            | 7          | 33.3%        | 1         | 4.8%         | 0          | 0.0%         | 8             | 2          | 25.0%        | 0         | 0.0%         | 0          | 0.0%         | 9             | 0         | 0.0%         | 0        | 0.0%        | 0          | 0.0%        |

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 25% of K-3 students are not showing growth on mCLASS assessments. **Root Cause:** The campus did not have an Early Literacy Support Teacher for the 2023-2024 school year.

**Problem Statement 2 (Prioritized):** On district CBAs in grades 3-5 for 2023-24, 37% of students met grade level in Math while 22% mastered grade level in Math and 30% met grade level in Reading while 14% mastered grade level in Reading. **Root Cause:** During the 2023-2024 school year, informal data (DOLs) and formal data (MAP, CBAs, etc.) was

not used consistently to drive small group instruction.

**Problem Statement 3:** Based on the student growth summary report (STAAR Projection), 49.7% of students are projected to perform at the Did Not Meet Grade Level on the STAAR Math Assessment. **Root Cause:** Based on the student growth summary report (STAAR Projection), 49.7% of students are projected to perform at the Did Not Meet Grade Level on the STAAR Math Assessment.



# School Processes & Programs

## School Processes & Programs Summary

Hiring Process Includes:

1. Training a hiring committee on hiring practices (screening, interviewing, hiring process).
2. Go through applications in recruit and hire system.
3. Focus on applicants within a certain teacher insight Gallup score range.
4. Consider teaching experience.
5. Consider educational experiences.
6. Examine certification (HR always double checks this.)
7. Interview using standard Williams questioning protocol.
8. Applicant completes in-box activities such as creating an action plan based on data (as necessary).
9. Check all references
10. Follow up interview (if needed) 1
11. Recommend to HR for hire.

Our campus develops leaders through our committees and special projects. Each committees' responsibility is outlined at the beginning of the school year. Depending on the committee, we have one-on-one meetings and check-ins with those committee leaders (i.e. AVID site team leads, PBIS team, GT lead teacher, Events committee).

### **What is our process for developing a focused improvement plan that addresses the root causes of low performance? Are our stakeholders involved in this process? How do we track progress towards intended outcomes or performance objectives?**

1. After BOY local assessment window closes, meet as a grade level.
2. Hold an MTSS meeting to create groups based on Tiers.
3. Analyze students in need of additional support (historical data/interventions)
4. Monitor progress during first semester.
5. Meet again after MOY assessment testing window.

6. Adjust groups based on MOY scores and teacher input.
7. Either start or revisit existing MTSS paperwork.
8. Look at Interim STAAR testing and/or semester test results. (Data on Strive is presented differently.)
9. List next steps before STAAR testing and EOY MAP.

At Williams, we have several programs in place to promote a safe environment and focus on high expectations.

1. Williams's PBIS (Positive Behavioral Intervention Strategies) team presents our school's process and procedures during staff development. This team also meets to review behavior data, processed in place, and any concerns.
2. CHAMPS is Williams' acronym that represents our school's values. Posters with the CHAMPS acronym are displayed in each of the following areas: hallway, cafeteria, restroom, and gym. Specific behaviors are listed by each letter to reflect the expected behavior in each location.
3. Social Emotional Learning is being implemented in classrooms. SEL lessons as well as circles/check-ins are being held. Check-Ins & Check-Outs are held daily with students.

|   |  |  |
|---|--|--|
| <p><b><u>Bathroom Expectations</u></b></p> <p><b>F</b>- Flush the toilet<br/> <b>L</b>- Leave the area clean<br/> <b>U</b>- Use voice level 0<br/> <b>S</b>- Soap and water<br/> <b>H</b>- Head back to class</p>               | <p><b><u>Classroom Expectations</u></b></p> <p><b>S</b> - Sit up straight<br/> <b>L</b> - Listen carefully<br/> <b>A</b> - Ask &amp; answer questions<br/> <b>N</b> - Nod your head Yes/No<br/> <b>T</b> - Track the speaker</p>   | <p><b><u>Hallway Expectations</u></b></p> <p><b>S</b> - Stand 2 feet from wall<br/> <b>H</b> - Hands to yourself<br/> <b>A</b> - Attention forward<br/> <b>R</b> - Respect your environment<br/> <b>P</b> - Proper voice level (0)</p> |
| <p><b><u>Playground Expectations</u></b></p> <p><b>S</b>-Safety first<br/> <b>A</b>-Anything on the ground stays on the ground<br/> <b>F</b>-Find friends and invite them to play<br/> <b>E</b>-Everyone follows directions</p> | <p><b><u>Cafeteria Expectations</u></b></p> <p><b>Y</b>- You know your number.<br/> <b>U</b>- Use voice level 0-1<br/> <b>M</b>- Make good choices.<br/> <b>M</b>- Mind your manners.<br/> <b>Y</b>- You leave your area neat.</p> | <p><b><u>Assembly Expectations</u></b></p> <p><b>M</b>- Make sure to sit quietly<br/> <b>E</b>- Eyes on speaker<br/> <b>E</b>- Ears open<br/> <b>T</b>- Take part<br/> <b>S</b>- Silence - voice level 0</p>                           |

Our district's online curriculum helps provide a year-long scope and sequence. Teachers are provided with a calendar for teaching specific concepts and TEKS. This guides teachers as they plan lesson and account for learning expectations. The district also provides curriculum based assessments to assess TEKS that were expected to be taught based on the year-long scope and sequence.

GISD places a strong emphasis on unity within the district as well as college readiness. The online curriculum provides a guide to all teachers at every grade level within the district. This helps streamline transitions within the school district when changing schools whether that be during the school year or moving from one grade level to the next. Many resources are provided to students including parent education sessions, services from counselors, resources on school websites, telephone calls, and e-mails from the district.

Skyward is uniform program provided to students that provides support to students by providing access to grades, testing information, attendance, school lunch account balances, and much more.

### School Processes & Programs Strengths

Our processes...

1. Are data driven

2. Technology Access-students have 1 to 1 laptop or iPad
3. Ample participation from all stakeholders
4. School culture/climate
5. 100% of teachers use MAP data to track the progress of every student and provide needed intervention or extension/enrichment based on need.
6. Williams developed an MTSS process resulting in students being identified and moving through the tiers based on data.
7. The school has developed a Parent Handbook to communicate expectations to all parents (handbook is also available in Spanish).

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** There was a turnover rate of 50% among the instructional staff at Williams Elementary during the 2023-24 school year. **Root Cause:** Feedback and recognition are essential for employee engagement and motivation.

**Problem Statement 2:** During the 2023-2024 school year there was a low number of parent contacts (19, 10%) connected to the 190 Branching Minds Incident Reports. **Root Cause:** The 2023-2024 school year was the first year that Branching Minds was implemented. Classroom incidents were logged in Branching Minds, while office referrals were logged in Review 360 which caused confusion.

**Problem Statement 3 (Prioritized):** "The PBIS committee did not have a pre-planned and calendared set of activities or incentives for the campus to continue to push for the set expectations. - This led to a high number of incidents (Branching Minds and Review360) that occurred in un-structured areas such as the hallways, cafeteria, and playground. - The Principal's 100 parties did not occur regularly. " **Root Cause:** A defined plan with calendared events/incentives, goals for the year, and action plans to address needs was not developed before the school year started.

**Problem Statement 4:** The students who are chronically absent are scoring below grade level on all assessments across the board (STAAR, mClass, MAP, iReady, CBAs, etc.) compared to the students who are NOT chronically absent. **Root Cause:** During the 2023-2024 school year, parents did not have opportunities to receive information connected to attendance and student outcomes on a campus-wide basis (during campus events).

# Perceptions

## Perceptions Summary

We believe that we are service providers to our learners, families and fellow campuses. Expectations/values and beliefs are clearly outlined during the interview process (which includes learner and a parent) to ensure transparency and understanding of the Great Expectations culture and workplace-model philosophy as learners accept enrollment offers. Demonstration of the expectations is central to the core of the values of Williams. Distractions are limited, including technology, and classroom environments are structured to promote a conducive setting for learners to complete their class work and interact with others. Incentives are available for learners demonstrating responsibility and effort as they earn privileges. A Restorative Discipline (PBIS/ CHAMPS) approach to behavior choices and social-emotional growth is the preferred model of skill building in a culture of a healthy growth mindset.

According to Panorama survey student enjoy their learning environment and feel safe, and strong sense of belonging.

## Perceptions Strengths

Perception strengths...

1. Multiple communication tools between teachers and parents: Dojo, email, phone, Avid binders, and s'more
2. Frequent communication between teachers and parents
3. Multiple opportunities for parent/family engagement (Parent University, Learning nights, Concerts, Fine Art Night)
4. Students are treated respectfully by the teachers
5. Good relationships between teachers and students
6. Extracurricular activities (choir, robotics)
7. Behavior reward and consequence system
8. Staff and families feel like school is a safe place to be.
9. Parents and staff have a positive perception of staff members.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to the Skyward ADA Summary Report, the campus had an overall average daily attendance rate of 93.2%. **Root Cause:** Communication of attendance policies and consequences were not communicated to parents effectively.

**Problem Statement 2:** According to the On Data Suite, the Teacher Turnover Rate was 47.37% going into the 22-23 school year compared to 60% going into the 23-24 school year. **Root Cause:** In the 2022-2023 school year, teachers did not feel supported by administration when discipline issues escalated in the classroom.

**Problem Statement 3 (Prioritized):** According to Panorama data for the 23-24 school year, only 54% of students appear to be enthusiastic about being at school in the school climate section of the survey. **Root Cause:** Inconsistent implementation of differentiated engagement strategies used daily in Tier I instruction.

**Problem Statement 4:** According to Review 360 for the 23-24 school year, behavior incidents spiked in November with 22 incidents and April with 20 incidents. **Root Cause:** Out of 190 incidents logged in Branching Minds, parent contact occurred 19 times (10%). Teachers are reviewing behavior expectations and procedures upon return from break, resulting in 3.6% of incidents occurring in January, compared to a marked increase each month from January to April due to a higher need for behavior expectations to be consistently reviewed and implemented.

# Priority Problem Statements

**Problem Statement 1:** According to the Skyward ADA Summary Report, the campus had an overall average daily attendance rate of 93.2%.

**Root Cause 1:** Communication of attendance policies and consequences were not communicated to parents effectively.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** There was a turnover rate of 50% among the instructional staff at Williams Elementary during the 2023-24 school year.

**Root Cause 2:** Feedback and recognition are essential for employee engagement and motivation.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Students attendance rate dropped 2% during the 3rd grading period from fall to spring semester.

**Root Cause 3:** Opportunities for parents to receive information connected to attendance and student outcomes did not occur on a campus-wide basis, and differentiated pre-calendared events/incentives for good attendance did not occur.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Student discipline incidents have increased 8% from the 22-23 school year to the 23-24 school year.

**Root Cause 4:** According to the school's master schedule, during early mornings and afternoons when students are transitioning to and from specials, breakfast, and the arrival of students entering their first period, along with late arrivals, it opens the opportunity for minor discipline incidents.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** 50% of teaching staff are non-certified

**Root Cause 5:** Recruitment strategies do not include reaching out to colleges or using connection opportunities such as Linked In or other Social Media to identify and gain the interest of potential candidates.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** On district CBAs in grades 3-5 for 2023-24, 37% of students met grade level in Math while 22% mastered grade level in Math and 30% met grade level in Reading while 14% mastered grade level in Reading.

**Root Cause 6:** During the 2023-2024 school year, informal data (DOLs) and formal data (MAP, CBAs, etc.) was not used consistently to drive small group instruction.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** "The PBIS committee did not have a pre-planned and calendared set of activities or incentives for the campus to continue to push for the set expectations. - This led to a high number of incidents (Branching Minds and Review360) that occurred in un-structured areas such as the hallways, cafeteria, and playground. - The Principal's 100 parties did not occur regularly. "

**Root Cause 7:** A defined plan with calendared events/incentives, goals for the year, and action plans to address needs was not developed before the school year started.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** According to Panorama data for the 23-24 school year, only 54% of students appear to be enthusiastic about being at school in the school climate section of the survey.

**Root Cause 8:** Inconsistent implementation of differentiated engagement strategies used daily in Tier I instruction.

**Problem Statement 8 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability 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
- Prekindergarten Self-Assessment Tool
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 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
- 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
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

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





**Performance Objective 1:** Percent of students on grade 3-5 demonstrating early literacy as measured by meets grade level performance on STAAR reading will increase in all grade levels as follows: in grade 3 from 27.5% to 80% by 2025, in grade 4 from 38.1% to 80%, and in grade 5 from 34.4% to 80%.

**High Priority**

**Evaluation Data Sources:** 24-25 STAAR spring administration testing data file (accountability subset)

| Strategy 1 Details   | Reviews                                   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Intervention specialist, ELST, SPED teachers, and classroom Reading/Writing teachers will participate in PLC's weekly, learning meetings, and planning days twice each semester that include, creating and implementing Reading instructional agreements, and the use of protocols for lesson internalization and rehearsals, and analysis of student work and CBA data.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. MAP quadrant reports after MOY &amp; EOY showing 75% of students in quadrants #1 or 2 (high growth/high achiever &amp;/or high growth/low achiever)<br/>                 2. MAP MOY reports showing 75% of students meeting their Reading goal.<br/>                 3. Use high leverage protocols and practices to facilitate the process for practicing a key learning moment in upcoming lessons by delivering that part of the lesson as if in front of students to ensure the "first teach" is the "best teach"<br/>                 4. Formative assessment data and unit assessment data that shows improvement from the previous assessment.<br/>                 5. List of "look-fors for structured literacy time &amp; walkthrough feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, SPED team, Interventionist, CST, ELST</p> <p><b>Title I:</b><br/>                 2.4, 2.5<br/>                 - <b>TEA Priorities:</b><br/>                 Build a foundation of reading and math, Improve low-performing schools<br/>                 - <b>ESF Levers:</b><br/>                 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Subs for teacher planning - 6100 Payroll- Title I Funds - \$1,000</p> | Formative                                 |     |     | Summative |
|  | Nov                                       | Feb | Apr | June      |
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| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> All classroom teachers will utilize small group teacher-led &amp; student led instruction to specifically target and support individual student needs (including EB, SPED, GT &amp; Economically Disadvantaged special populations) by providing targeted skill-based instruction to meet the needs of diverse learners.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, mClass, report card grades in reading/writing).<br/>2. Classroom walkthrough data showing effective use of small group instruction including opportunities for students to use one-to-one technology resources for lesson differentiation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, SPED team, Interventionist</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Chart paper, copy paper, white boards and dry erase markers - 6300 Supplies and Materials- Title I Funds - \$2,000, Subs for small group instruction - STAAR plan - 199 - PIC 24 State Comp Ed Funds - \$3,000</p> | Formative |     |     | Summative |
|   | Nov       | Feb | Apr | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Create and hold a campus literacy night event to engage students and their families in sharing the discovery of learning and build community with literacy knowledge to support students at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall, PK-5 students will meet grade level expectations in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ELAR/SLAR Teachers, Intervention teacher</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6, 4.2<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Supplemental pay for staff - 6100 Parent Inv. Payroll T1 - \$1,350, Supplies for literacy night - 6300 Parent Involvement. Supplies T1 - \$901</p>  | Formative |     |     | Summative |
|   | Nov       | Feb | Apr | June      |
|   |           |     |     |           |

| Strategy 4 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 4:</b> SPED teachers will utilize small group teacher-led &amp; student led instruction to specifically target and support individual student needs (by providing targeted skill-based instruction to meet the needs of diverse learners).</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, mClass, report card grades in reading/writing).<br/>2. Classroom walkthrough data showing effective use of small group instruction including opportunities for students to use one-to-one technology resources for lesson differentiation.</p> <p><b>Staff Responsible for Monitoring:</b> SPED teachers<br/>AP<br/>Principal</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies, materials for small group instruction - 199 - PIC 23 SPED State Allotment Funds - \$608</p> | Formative |     |     | Summative |
|   | Nov       | Feb | Apr | June      |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>  |           |     |     |           |

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

**Performance Objective 2:** Percent of students in 3-5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR math, will increase in grade 3 from 31.3% to 80%, in grade 4 from 22.6% to 80%, and in grade 5 from 31.9% to 80%.


**High Priority**


**Evaluation Data Sources:** 24-25 STAAR spring administration testing data file (accountability subset)

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Intervention specialist, SPED teachers, and classroom Math teachers will participate in PLC's weekly, learning meetings, and planning days twice each semester that include, analysis of MAP data and CBA assessments to monitor EB learners, SPED, Hispanic, and Economically Disadvantaged special populations and determine appropriate concepts to spiral into future lessons and activities and to plan for reteach.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, IL, report card grades in Mathematics).<br/>2. Classroom walkthrough data showing effective use of small group instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, IST, Interventionist, Teachers, SPED team</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Subs for content area planning days - 6100 Payroll- Title I Funds - \$1,000</p> | Formative |     |     | Summative |
|   | Nov       | Feb | Apr | June      |
|   |           |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> All math teachers will utilize small group teacher-led and student led instruction to specifically target and support the needs of the school's diverse learners including Emergent Bilinguals (EB), Special Education, &amp; Economically Disadvantaged populations.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, report card grades, unit assessments in math).<br/>2. Classroom walkthrough data showing effective use of small group instruction including implementation of one-to-one technology devices</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team, IST, Interventionist, Math Teachers, SPED team, EB Teacher</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> STAAR-related software and workbooks to be used during small group instruction ; cardstock for math word walls and math manipulatives for small group instruction. - 6300 Supplies and Materials- Title I Funds - \$6,170, Substitutes for small group instruction - STAAR plan - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,000 , Supplies, materials for small group (Emergent Bilingual) - 199 - PIC 25 Bil./ESL State Allotment Funds - \$381</p> | Formative |     |     | Summative |
|  | Nov       | Feb | Apr | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> K-5th grade teachers will guide 100% of students in setting academic math goals based on their own individual level of performance on iReady and MAP.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Student data tracking sheets showing steady gains from one assessment to the next.<br/>2. Student assessment data showing improvements from grading cycle to grading cycle (STAAR, MAP, iReady)</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CST, Interventionist, Teachers, SPED team</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p>   | Formative |     |     | Summative |
|  | Nov       | Feb | Apr | June      |
|  |           |     |     |           |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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





**Performance Objective 3:** Percent of Emergent Bilingual (EB) students demonstrating English Language Acquisition, as measured by Learning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 57% to 80% .

**High Priority**

**Evaluation Data Sources:** TELPAS (24-25) spring administration testing data file (only students with progress measure; accountability subset)

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Interventionist, ESL/Bilingual certified classroom teachers, special education staff, and Emergent Bilingual instructional aide will focus on the development of academic language proficiency level descriptions for listening, speaking, reading, and writing by using content-based instruction strategies across content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased composite scores of TELPAS with one year's proficiency level growth.<br/>Increased student achievement levels according to MAP, mClass, CBAs, report cards, etc</p> <p><b>Staff Responsible for Monitoring:</b> ESL/Bilingual certified staff, Interventionist, ELST, SPED staff, EB instructional aide, and Leadership Team</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>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 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Instructional LPAC meetings will be held as needed each grading cycle for EB students not meeting grade level expectations. Strategies for EB success will be discussed along with supports/resources available.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. EB students will show increased levels of performance on STAAR Interim, report card grades, MAP data, and MClass assessments</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Administrator-Assistant Principal, Classroom teachers, EB instructional aide, EB Teacher</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|  | Nov       | Feb | Apr | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Provide a TELPAS for Parents workshop to increase the knowledge, skills and capabilities of emergent bilingual families so that they can better support their students at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Offer one parent/student training throughout school year to engage bilingual/ESL families in understanding TELPAS components/results.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</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 4:** Percent of students in grade 5 demonstrating Scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 3.3% to 50% by 2025.

**High Priority**

**Evaluation Data Sources:** 24-25 STAAR spring administration testing data file (accountability subset)

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> All teachers will provide real-world hands-on experiences for all Kindergarten to 5th Grade students in science.<br/> <b>Strategy's Expected Result/Impact:</b> Increased results for all students on science district assessments.<br/> <b>Staff Responsible for Monitoring:</b> Leadership Team, Science Teachers</p> <p><b>Title I:</b><br/>                     2.4, 2.5, 2.6<br/>                     - <b>TEA Priorities:</b><br/>                     Improve low-performing schools<br/>                     - <b>ESF Levers:</b><br/>                     Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br/> <b>Funding Sources:</b> Science materials for hands-on experiences - 6300 Supplies and Materials- Title I Funds - \$1,000,<br/>                     Supplies for hands-on science learning - 199 - PIC 24 State Comp Ed Funds - \$300</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 Alternative Education Center (AEC)] will remain below 10%.

**Evaluation Data Sources:** 24-25 Review 360 and Branching Minds reports

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Establish and implement a recognition program for students who demonstrate the "Williams Way" each nine weeks in order to promote a positive behavior school environment and SEL on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of discipline referrals that occur in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Social Emotional Learning materials - 6300 Supplies and Materials- Title I Funds - \$500, Subs for teachers - NVCI training - 6100 Payroll- Title I Funds - \$330</p> | Formative |     |     | Summative |
|   | Nov       | Feb | Apr | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support with scheduling and communication of events. Students will be more confident and better prepared to transition to middle school.</p> <p><b>Staff Responsible for Monitoring:</b> 5th grade teachers<br/>Counselor<br/>Leadership Team</p> <p><b>Title I:</b><br/>2.5</p> <p>- <b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>                                 | Formative |     |     | Summative |
|   | Nov       | Feb | Apr | June      |
|   |           |     |     |           |

| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p><b>Strategy's Expected Result/Impact:</b> Home and school will be more aligned on our collective goals for students. Collaborate with parents in the development of a PFE policy.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers<br/>Administration<br/>Parent Involvement Committee<br/>Counselor</p> <p><b>Title I:</b><br/>4.1, 4.2<br/>- <b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | Formative |     |     | Summative |
|  | Nov       | Feb | Apr | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <p><b>Strategy 4:</b> Develop jointly with, and distribute to parents/families, 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 policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Home and school will be more aligned on our collective goals for students.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers<br/>Administration<br/>Parent Involvement Committee<br/>Counselor</p> <p><b>Title I:</b><br/>4.1, 4.2<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>   | Formative |     |     | Summative |
|  | Nov       | Feb | Apr | June      |
|  |           |     |     |           |

| Strategy 5 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 5:</b> Provide PD opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive learning environment</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b><br/>2.5, 4.2</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|  | Nov       | Feb | Apr | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> |           |     |     |           |

**Performance Objective 5 Problem Statements:**

| School Processes & Programs  |
|--|
| <p><b>Problem Statement 3:</b> "The PBIS committee did not have a pre-planned and calendared set of activities or incentives for the campus to continue to push for the set expectations. - This led to a high number of incidents (Branching Minds and Review360) that occurred in un-structured areas such as the hallways, cafeteria, and playground. - The Principal's 100 parties did not occur regularly. " <b>Root Cause:</b> A defined plan with calendared events/incentives, goals for the year, and action plans to address needs was not developed before the school year started.</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 Williams Elementary will be reduced by 30% %.

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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Recruit and retain high quality teachers</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Lead Teacher Mentor, and Teacher Mentors</p> <p><b>Title I:</b><br/>2.6</p> <p><b>- ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative |     |     | Summative |
|  | Nov       | Feb | Apr | June      |
|  |           |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 2:</b> Provide ongoing opportunities for professional development for all staff through PLCs, lesson rehearsal/ planning experiences, and a consistent walkthrough/coaching/feedback cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> *Professional development opportunities allow teachers to deepen their knowledge and skills in various areas of instruction.<br/>           *Teachers will implement evidence-based strategies that better meet the diverse needs of their students, leading to improved learning outcomes.<br/>           *Providing ongoing professional development opportunities demonstrates a commitment to the growth and development of teachers.<br/>           *Ongoing professional development and feedback cycles contribute to a culture of continuous improvement within the school.<br/>           *Teachers are encouraged to reflect on their practices, identify areas for growth, and engage in targeted professional learning to enhance their effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team<br/>Instructional coaches</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/> <b>- TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools<br/> <b>- ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|  | Nov       | Feb | Apr | June      |
|  |           |     |     |           |

# Title I Personnel

| <u>Name</u>    | <u>Position</u>         | <u>Program</u> | <u>FTE</u> |
|----------------|-------------------------|----------------|------------|
| LaQuita Larkin | Title 1 Interventionist |                | Full Time  |



# Campus Funding Summary

| 199 - PIC 23 SPED State Allotment Funds     |           |          |  |              |            |
|---|-----------|----------|--|--------------|------------|
| Goal  | Objective | Strategy | Resources Needed   | Account Code | Amount     |
| 1   | 1         | 4        | Supplies, materials for small group instruction          |              | \$608.00   |
| <b>Sub-Total</b>                            |           |          |  |              | \$608.00   |
| <b>Budgeted Fund Source Amount</b>          |           |          |  |              | \$608.00   |
| <b>+/- Difference</b>                       |           |          |  |              | \$0.00     |
| 199 - PIC 24 State Comp Ed Funds            |           |          |  |              |            |
| Goal  | Objective | Strategy | Resources Needed   | Account Code | Amount     |
| 1   | 1         | 2        | Subs for small group instruction - STAAR plan            |              | \$3,000.00 |
| 1   | 4         | 1        | Supplies for hands-on science learning                   |              | \$300.00   |
| <b>Sub-Total</b>                            |           |          |  |              | \$3,300.00 |
| <b>Budgeted Fund Source Amount</b>          |           |          |  |              | \$3,300.00 |
| <b>+/- Difference</b>                       |           |          |  |              | \$0.00     |
| 199 - PIC 25 Bil./ESL State Allotment Funds |           |          |  |              |            |
| Goal  | Objective | Strategy | Resources Needed   | Account Code | Amount     |
| 1   | 2         | 2        | Supplies, materials for small group (Emergent Bilingual) |              | \$381.00   |
| 1   | 2         | 2        | Substitutes for small group instruction - STAAR plan     |              | \$3,000.00 |
| <b>Sub-Total</b>                            |           |          |  |              | \$3,381.00 |
| <b>Budgeted Fund Source Amount</b>          |           |          |  |              | \$3,381.00 |
| <b>+/- Difference</b>                       |           |          |  |              | \$0.00     |
| 6100 Payroll- Title I Funds                 |           |          |  |              |            |
| Goal  | Objective | Strategy | Resources Needed   | Account Code | Amount     |
| 1   | 1         | 1        | Subs for teacher planning                                |              | \$1,000.00 |
| 1   | 2         | 1        | Subs for content area planning days                      |              | \$1,000.00 |
| 1   | 5         | 1        | Subs for teachers - NVCi training                        |              | \$330.00   |
| <b>Sub-Total</b>                            |           |          |  |              | \$2,330.00 |
| <b>Budgeted Fund Source Amount</b>          |           |          |  |              | \$2,330.00 |
| <b>+/- Difference</b>                       |           |          |  |              | \$0.00     |

| 6100 Parent Inv. Payroll T1                |           |          |  |              |             |
|--|-----------|----------|--|--------------|-------------|
| Goal                                       | Objective | Strategy | Resources Needed   | Account Code | Amount      |
| 1  | 1         | 3        | Supplemental pay for staff   |              | \$1,350.00  |
| <b>Sub-Total</b>                           |           |          |  |              | \$1,350.00  |
| <b>Budgeted Fund Source Amount</b>         |           |          |  |              | \$1,350.00  |
| <b>+/- Difference</b>                      |           |          |  |              | \$0.00      |
| 6300 Supplies and Materials- Title I Funds |           |          |  |              |             |
| Goal                                       | Objective | Strategy | Resources Needed   | Account Code | Amount      |
| 1  | 1         | 2        | Chart paper, copy paper, white boards and dry erase markers  |              | \$2,000.00  |
| 1  | 2         | 2        | STAAR-related software and workbooks to be used during small group instruction ; cardstock for math word walls and math manipulatives for small group instruction. |              | \$6,170.00  |
| 1  | 4         | 1        | Science materials for hands-on experiences   |              | \$1,000.00  |
| 1  | 5         | 1        | Social Emotional Learning materials  |              | \$500.00    |
| <b>Sub-Total</b>                           |           |          |  |              | \$9,670.00  |
| <b>Budgeted Fund Source Amount</b>         |           |          |  |              | \$9,670.00  |
| <b>+/- Difference</b>                      |           |          |  |              | \$0.00      |
| 6300 Parent Involvement. Supplies T1       |           |          |  |              |             |
| Goal                                       | Objective | Strategy | Resources Needed   | Account Code | Amount      |
| 1  | 1         | 3        | Supplies for literacy night  |              | \$901.00    |
| <b>Sub-Total</b>                           |           |          |  |              | \$901.00    |
| <b>Budgeted Fund Source Amount</b>         |           |          |  |              | \$901.00    |
| <b>+/- Difference</b>                      |           |          |  |              | \$0.00      |
| <b>Grand Total Budgeted</b>                |           |          |  |              | \$21,540.00 |
| <b>Grand Total Spent</b>                   |           |          |  |              | \$21,540.00 |
| <b>+/- Difference</b>                      |           |          |  |              | \$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:

| <b>Title</b>               | <b>Person Responsible</b>   | <b>Review Date</b> | <b>Addressed By</b> | <b>Addressed On</b> |
|----------------------------|---|--------------------|---------------------|---------------------|
| Coordinated Health Program | <a href="https://garlandisd.net/about/coordinated-school-health">https://garlandisd.net/about/coordinated-school-health</a>             |                    | Kimberly Caddell    | 6/10/2024           |
| Dropout Prevention         | Student Services  |                    | Kimberly Caddell    | 6/10/2024           |
| Dyslexia Treatment Program | Dyslexia Department - <a href="https://garlandisd.net/programs-services/dyslexia">https://garlandisd.net/programs-services/dyslexia</a> |                    | Kimberly Caddell    | 6/10/2024           |