Garland Independent School District

Pearson Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Achieving excellence through academics, actions and attitudes.

Vision

Pearson Ponies are positive and show respect with integrity, determination and excellence.

Core Beliefs

Pearson Ponies are positive and show respect with integrity, determination and excellence.

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Needs Assessment Overview Summary

Five Big Goals

Demographics: More activities for all students to be motivated with no limit to student participation.

Perceptions: Transparent expectations for all procedures with feedback from all stakeholders to drive improvement.

Academic Achievement: Focus on instructional strategies and vertical alignment to increase reading, math and science achievement towards district goals.

Processes & Programs: Increase teacher leadership and participation on ALL campus programs, clubs, and activities. Delegated leadership throughout the school year beyond the administrative teams.

Overall - Transitioning with new leadership and continued improved school achievement.

Demographics

Demographics Summary

According to our mission statement: "Achieving excellence through academics, actions, and attitudes." We implement SEL into our daily schedule and facilitate PBIS values to support the attitudes of our students, we also serve GT students, Bilingual, Special Education through our ALE program to meet the different learning needs of our students. These programs align with the philosophy of the campus by instilling excellence and school-wide expectations.

We are a Title I Campus serving 545 students grades PK-5th. Our campus is composed of 42.39% Hispanic students, 35.05% African American, 11.38% White, 6.05% Asian, 4.77% two or more races. Our campus is open enrollment, located in Rowlett, Texas.

Pearson offers many student programs including: Dyslexia (5.5% of students), Gifted and Talented (0.73% of students), Section 504 (5.5%), Special Education 14.5% of students (general education, inclusion, resource, and Applied Learning Environment), Title III (Bilingual-25.32% and ESL-15.6%), and Title I (100% of students).

School Environment Data

What are student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learning?

"MOY Progress: Exclusionary Disc. Down 77% at MOY

22-23 Semester 1 Exclusionary incidents: ISS (12) OSS (58)

23-24 Semester 1 Exclusionary incidents: ISS (3) OSS (13)

EOY Progress: Exclusionary Disc. Down 74% at EOY

22-23 Exclusionary incidents: ISS (14) OSS (83)

23-24 Exclusionary incidents: ISS (5) OSS (20)

Exclusionary Discipline has greatly decreased in 23-24 compared to 22-23 school year. An increased focused on MTSS behavior plans, tracking student behavior goals, and referring students for additional support has lead to an increase in students in class learning and a decrease in exlusionary discipline.

Successes:

-Teachers have efficiently implemented the new behavior system of partnering students with buddy rooms versus kicking them out of class/sending them straight to the office. Students are removed from their audience, able to calm down, reflect, and return to class.

-Teachers are documenting classroom incidents in Branching Minds and partnering with parents to address classroom behaviors/ provide teacher consequences.

-Teachers are implementing Tier 2 and 3 MTSS daily behavior plans, logging daily scores, and completing check-in and check-out meetings with students.

-Increase in behaviors at the end of the year due to high demand for testing and teacher/student burnout.

-No full-time Counselor on campus

-Principal on Medical Leave

-Assistant Principal is pregnant and cannot restrain/ address physically aggressive students

Campus disciplinary data shows a dramatic decrease in behaviors requiring administrative disciplinary actions from the previous school year. The 2023-24 school year had a total of 27 disciplinary actions.   The breakdown below is by reporting period in 2023-24.

Reporting Period 1: 2

Reporting Period 2: 9

Reporting Period 3: 5

Reporting Period 4: 2

Reporting Period 5: 3

Reporting Period 6: 6

These disciplinary actions were code of conduct violations. One was a serious violation.

2022-23 School Year

Reporting Period 1: 5

Reporting Period 2:   14

Reporting Period 3:   46

Reporting Period 4:   26

Reporting Period 5:   4

Reporting Period 6:   17

Two of these were serious violations. All others were code of conduct violations

"RaWee Truancy & Dropout Prevention System:

327 Warning Letters Sent Out

189 Attendance Contracts

12 students sent to Truancy Officer

0 Court Actions Taken

Strengths:

-Popcorn party attendance incentive 23-24 to promote perfect attendance per class. However, some classes took many months to meet the incentive. Could maybe benefit from a variety of incentives to motivate attendance.

Weaknesses:

-Assistant Principal new to RaWee Attendance Management 23-24 school year and did not have time to keep up with Parent conferences and Truancy Court referrals while covering Counselor and Principal duties

Overall attendance rate is 94.0% for the 2023-24 school year. In both the first and second semesters 93 students had an attendance rate below 89.99%. This is significant improvement over the previous two years. In the 2021-22 school year, overall attendance was 91.7% with 170 students below 89.99% attendance rate in the first semester and 199 students in the second semester. The 2022-23 school year had 93.2% overall attendance rate with 142 student below 89.99% in the first semester and 115 in the second semester.

In the 2023-24 school year, the two student subpopulations with the lowest attendance rates were Homeless and Special Education. Homeless attendance rate was 91%. Special Education attendance rate was 90%.

Among ethnic groups, campus attendance trends are stable to increasing over the past three years.

2023-24 Rates:

Hispanic: 94.9%

American Indian/Alaska Native: 97.4%

Asian: 92%

African American or Black: 93%

White: 94%

Two or More Races: 92%

2022-23 Rates:

Hispanic: 94.0%

American Indian/Alaska Native: 88.3%

Asian: 90%

African American or Black: 92.1%

White: 94%

Two or More Races: 93.4%

2021-22 Rates:

Hispanic: 92%

American Indian/Alaska Native: 87%

Asian: 89%

African American or Black: 93%

White: 93%

Two or More Races: 89%"

Students Race/Ethnicity (7 groups)

How many students do we serve by race/ethnicity? List the percentage of each group: African American, Asian, Hispanic, White, American Indian, Pacific Islander, Two-or-More Races.

"545 students grades PK-5th

42.39% Hispanic students,

35.05% African American,

11.38% White,

6.05% Asian,

4.77% two or more races

0.37% American Indian/Alaskan Native

0% Pacific Islander"

How does this information differ from the previous 3-5 years?

"Total Student Enrollment:

19-20: 665

20-21: 610

21-22: 606

22-23: 558

23-24: 545

Student Demographics are consistent over the last 5 years; however, next year 24-25 we will be losing our K-5 Bilingual classes which may dramatically impact our both our overall student enrollment as well as our Hispanic Enrollment.

Student Groups

What Student Groups do we serve? List the percentage in each group: economically disadvantaged, English learner, special education, former special education, continuously enrolled and non-continuously enrolled. Also include Title I, homeless, migrant, gifted and talented, and at-risk. List the percentage of other designations, such as homelessness, and discuss trends, etc.

"Economically Disadvantaged: 410 (75.23%)

Free Meals: 313 (57.43%) However, we are a CIP campus so all students get free breakfast and lunch

English Learners: 138 (25.32%)

Special Education: 79 (14.5%)

Former Special Education:

Continuously Enrolled:

Non-Continuously Enrolled:

Title I: 545 (100%)

Homeless: 7 (1.28%)

Migrant: 0 (0%)

Gifted & Talented: 4 (0.73%)

At-Risk: 276 (50.64%)"

What do we know about the needs of each of the groups of students we serve, especially those who are failing or at risk of failing?

"51% of SPED students scoring Approaches or above on STAAR Reading 3-5 in 2023

54% of SPED students scoring Approaches or above on STAAR Reading 3-5 in 2022

63% of SPED students scoring Approaches or above on STAAR Math 3-5 in 2023

46% of SPED students scoring Approaches or above on STAAR Math 3-5 in 2022

59% of SPED students scoring Approaches or above on STAAR Science 5th in 2023

55% of SPED students scoring Approaches or above on STAAR Science 5th in 2022

69% of EcoDis students scoring Approaches or above on STAAR Reading 3-5 in 2023

73% of EcoDis students scoring Approaches or above on STAAR Reading 3-5 in 2022

66% of EcoDis students scoring Approaches or above on STAAR Math 3-5 in 2023

61% of EcoDis students scoring Approaches or above on STAAR Math 3-5 in 2022

43% of EcoDis students scoring Approaches or above on STAAR Reading 3-5 in 2023

41% of EcoDis students scoring Approaches or above on STAAR Reading 3-5 in 2022

72% of EB (ESL/BIL) students scoring Approaches or above on STAAR Reading 3-5 in 2023

75% of EB (ESL/BIL) students scoring Approaches or above on STAAR Reading 3-5 in 2022

72% of EB (ESL/BIL) students scoring Approaches or above on STAAR Math 3-5 in 2023

75% of EB (ESL/BIL) students scoring Approaches or above on STAAR Math 3-5 in 2022

64% of EB (ESL/BIL) students scoring Approaches or above on STAAR Science 3-5 in 2023

65% of EB (ESL/BIL) students scoring Approaches or above on STAAR Science 3-5 in 2022

Staff Data

"Total Staff: 71

Total Professional Staff (Teachers): 35.5

Teacher Years of Experience:

  Beginning Teachers: 2 (5.6 %)

  1-5 Years experience: 8 (22.5%)

  6-10 Years experience: 12 (33.8%)

11-20 Years experience: 8.5 (23.9%)

Over 20 Years experience: 5 (14.1%)

Total Certified Professional Staff: 33.5 (94%)

Total Administrative support: 11

Total Educational Aides: 12

Staff Demographics: (pulled from 22-23 TAPR report since 23-24 not available)

30.4% Hispanic

18.7% African American

45.6% White

5.3% Asian

0% two or more races

0% American Indian/Alaskan Native

0% Pacific Islander"

Demographics Strengths

Variety of student clubs and activities available to all students.
CIP campus: free breakfast and lunch for all students
Decrease in exclusionary discipline from 22-23 to 23-24 school year.
Increasing attendance rates over the past 3 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Offer students more extra curricular activities to encourage student participation and extrinsic motivation.   **Root Cause:** BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.

Problem Statement 2 (Prioritized): Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities.   **Root Cause:** Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

Problem Statement 3: More opportunities for our diverse campus demographics to be represented in celebrations. We did multicultural night and it was a success. More involvement

from parents helped to make the events more successful and highly attended. **Root Cause:** Parent involvement and information from all sources like admin and teachers.

Problem Statement 4: Although exclusionary discipline decreased 74% during the 23-24 school year compared to the 22-23 school year; the percentage of incidents reported and addressed by African American and Hispanic students is not proportionate compared to our demographics **Root Cause:** Lack of communication and collaborative partnerships between teachers and parents. Decrease in support from parents/guardians at home.

Problem Statement 5: While we do have a racially diverse staff on the campus, we could benefit from adding male teachers (not just coaches) to our staff. **Root Cause:** Lack of male interest at elementary level outside of physical education or upper grades.

Problem Statement 6: Although campus attendance rates have increased over the past three years from 91.7% in 21-22 to 94% in 23-24, we are still not meeting the district attendance goal of 97%. **Root Cause:** "We are a Title I Campus with 75.23% of our students labeled as economically disadvantaged. Most students rely on bus transportation and walking to get to and from school. We also see higher abscences from our homeless students due to lack of reliable transportation and ALE students due to medical interventions and outside services. Assistant Principal was new to RaWee Attendance Management 23-2

Problem Statement 7: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities and community members. **Root Cause:** More career driven connections would be beneficial. Due the resignation of our counselor mid year, our students missed out on many opportunities such as career day, SEL night, transition activities, etc.

Problem Statement 8: In order to reach and build connections to a variety of students, offer multple opportunities for students to take leadership roles on campus and participate in events outside of the regular school activities. **Root Cause:** Students are limited based on interest and academic performance in the clubs and programs that are currently available. NEHS, BUGs/Kiwanis (Bringing up grades), and honor choir programs were offered. (Grades included 3rd-5th and not for younger grades.) But more student leadership programs need to be available without academic or specific skill requirements such as 5th grade safety patrol (flag an

Problem Statement 9: In order to provide consistent and clear communication across the campus to stakeholders, all teachers will utilize Class Dojo to communicate classroom, campus, and grade-level events. Campus administrators and counselor will utilize Class Dojo, Skylert, Twitter, and Facebook to promote campus events, and communicate campus updates. **Root Cause:** Grade levels and teachers utilizing multiple different platforms to communicate with parents (Class Dojo, Remind 101, etc.)

Student Learning

Student Learning Summary

"We have yet to receive our 23-24 Accountability Rating, Our campus was rated 89, or B+ for the 22-23 school year based on 21-22 data. The campus was rated C for accountability during the 21-22 school year. 24-25 Preliminary score is expected to be a D rating.

What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years.

"51% of SPED students scoring Approaches or above on STAAR Reading 3-5 in 2023

54% of SPED students scoring Approaches or above on STAAR Reading 3-5 in 2022

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Student performance on report cards does not reflect student performance on state assessments and Local CBAs. Students are scoring lower on STAAR assessments and local CBAs than their scores reflected in Reading, Math, and Science on report cards.

Student Learning Strengths

Curriculum and instructional resources available to teachers for Tier I instruction as well as targeted Tier 2 and 3 instruction
Intervention pullouts for targeted Tier 3 math and reading intervention
Monthly MTSS meetings to review Tier 2 and 3 student accommodations and intervention supports

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Focus on EB (ESL/BIL) sheltered instruction strategies and implementation within general education classes to promote growth in listening, speaking, reading, and writing in English Language. **Root Cause:** Lack of training and staff implementation accountability for sheltered instruction and differentiation strategies utilized in lesson planning and implementation.

Problem Statement 2: Teachers need training on data-instruction-evaluation cycle for instructional planning purposes. **Root Cause:** Continue PLC work with targeted instructional and achievement outcomes.

Problem Statement 3: Academic achievement for 5th grade science has shown a high need for improvement. Lack of time (self-contained) and focus on content knowledge. **Root Cause:** Lack of time (self-contained) and focus on content knowledge from 5th grade team. Also having students self-contained did not allow for a teacher to grow in their knowledge of science curriculum and instructional needs.

Problem Statement 4: Teachers need training and monitored use of district purchased intervention programs. . **Root Cause:** Instructional staff do not consistently use district purchased programs for individualized intervention.

School Processes & Programs

School Processes & Programs Summary

The process for recruiting involves social media, job fairs, word of mouth, and professional recommendations. High quality teachers are placed in classrroms based on student need and teacher strength.

Our campus develops instructional leaders by opportunities for professional development, instructional specialist support, previews of new instructional materials through pilot programs, setting professional goals through TTESS. Rules and responsibilities are clear as outlined in the employee and addressed as needed in staff meetings.

During staff meetings, PLCs, and staff communication we develop a focused improvement plan. We use objective measurements such as MAP, STAAR, STAAR Interim, CBA, MClass, and Circle. Yes, all our school community are in

The following programs are operating at Pearson: B.A.N.D.S. NHS, Art Club, Choir, Robotics, Beach Club, Men/Women of Honor and Kiwanis Club. These programs align with our campus' vision and goals because they focus on building student character. Our programs focus on a safe environment and high expectations.are involved in this process. Progress is tracked using BOY and MOY scores, progress monitoring, formal and informal assessment and classroom observations.

Students are given opportunities through differentiated instruction, intervention, tutoring, individualized goal setting, and constant parent communication for improved partnership for meeting academic goals. Enrichment and acceleration will be provided by creating programs that will be able to manifest a student's fullest potential.

School Processes & Programs Strengths

Experienced Teachers and department leaders on Staff						
MTSS monthly grade-level meetings to review Tier 2 and 3 students and adjusting both academic and behavior plans to meet needs						
Documenting daily behavior goals in Branching Minds for Tier 2 and 3 behavior students (MTSS, 504, and SPED)						
The implementation of PBIS has enhanced our school climate and culture.						
Enrichment programs such as NHS, Art Club, Choir, and Robotics give opportunities for educational acceleration.						
Community collaboration with First Baptist, and various other professional community organizations provide opportunities for support.						

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 24-25school year.   **Root Cause:** Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.

Problem Statement 2: Fluid utilization of a well rounded math program based on student needs that would strengthen desired educational outcomes for all grades as compared to our literacy program Amplify.   **Root Cause:** District does not provide a choice in purchased curriculum. Use of additional resources from the math department and campus purchases must be aligned to the needs of the student. Planning must be priority based on student needs.

Problem Statement 3: In order to better serve Tier 2 and 3 MTSS Students and track student achievement, additional teacher training in the implementation of interventions and tracking of interventions, student goals, and minutes served in Branching Minds is needed.   **Root Cause:** GISD has been rolling out different levels of Branching Minds to document student MTSS accommodations, interventions, goals, and minutes served over the past two school years as well as to document HB1416 requirements to meet the needs of our at risk students.

Problem Statement 4 (Prioritized): Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 24-25 school year.   **Root Cause:** No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.

Problem Statement 5: UIL Participation for the 24-25 school year as compared to the previous school year in which we did not participate.   **Root Cause:** Not promoted nor led by a staff member.

Problem Statement 6: Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration from same department teachers across grade levels compared to the previous school year.   **Root Cause:** PLC time was very focused on data analysis and addressing grade-level specific and individual MTSS student needs. Need to spend more time on the implementation of instructional practices while addressing vertically aligned TEKS and resource alignment to meet the academic needs of all students.

Problem Statement 7: Teachers and staff members are not properly trained on how to manage escalated students or to identify antecedents and prevent student escalation.   **Root Cause:** An increase in Tier 3 student behaviors have led to more teachers experiencing behavioral disregulation in the classroom leading to loss of instructional time and a decrease in student safety.

Problem Statement 8: Grade-level team leaders are not currently receiving additional training or support on how to guide/lead team planning and campus processes and procedures.   **Root Cause:** Team Lead Roles and Responsibilities are established but not communicated well. Campus PD is not provided on roles and responsibilities and is not ongoing to help support leaders. This often leads to campus confusion, or teams making decisions based on what has been done in the past versus new policies and procedures. Lack of dedicated time to meet as a leadership team. Lack of communication betwe

Perceptions

Perceptions Summary

AREA OF FOCUS: PERCEPTIONS

Helps us understand what students, parents, teachers, and others think about the learning environment. It is also information about questionnaires, interviews, and observations. Answers the question: How well do we conduct business at school?

QUESTIONS FOR CONSIDERATION

Student Engagement

"Overall attendance rate is 94.0% % for the 2023-24 school year. In both the first and second semesters 93 students had an attendance rate below 89.99%. This is significant improvement over the previous two years.   In the 2021-22 school year, overall attendance was 91.7% with 170 students below 89.99% attendance rate in the first semester and 199 students in the second semester. The 2022-23 school year had 93.2% overall attendance rate with 142 students below 89.99% in the first semester and 115 in the second semester.

In the 2023-24 school year, the two student subpopulations with the lowest attendance rates were Homeless and Special Education. Homeless attendance rate was 91%. Special Education attendance rate was 90%.

Among ethnic groups, campus attendance trends are stable to increasing over the past three years.

2023-24 Rates:

Hispanic: 94.9%

American Indian/Alaska Native: 97.4%

Asian: 92%

African American or Black: 93%

White: 94%

Two or More Races: 92%

2022-23 Rates:

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American Indian/Alaska Native: 88.3%

Asian: 90%

African American or Black: 92.1%

White: 94%

Two or More Races: 93.4%

2021-22 Rates:

Hispanic: 92%

American Indian/Alaska Native: 87%

Asian: 89%

African American or Black: 93%

White: 93%

Two or More Races: 89%"

What is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the 7 race/ethnicity groups and 7 student groups?

"Campus disciplinary data shows a dramatic decrease in behaviors requiring administrative disciplinary actions from the previous school year. The 2023-24 school year had a total of 27 disciplinary actions.   The breakdown below is by reporting period in 2023-24.

Reporting Period 1: 2

Reporting Period 2: 9

Reporting Period 3: 5

Reporting Period 4: 2

Reporting Period 5: 3

Reporting Period 6: 6

"Based on the 237 student survey responses, the data below describes how students feel about their learning environment. In the GRIT section of the survey, students their ability to focus on goals and limit distractions to their learning. The campus average responses were 52%. The district average was 53%. At Pearson Elementary, 35% of students are extremely likely, 29% quite likely, and 21% somewhat likely, 11% slightly likely, 4% not likely at all to try again if they ""fail to reach and important goal"". When students were asked about their ability to limit distractions and focus on a project that matters, 19% responded extremely focused, 34% quite focused, 23% somewhat focused, 16% slightly focused, and 8% not at all focused. When asked about staying focused on a goal for more than 3 months at a time, students responded 16% almost always, 23% frequently, 37% sometimes, 17% once in a while, and 7% almost never. When asked about their ability to keep working toward a goal after encountering a problem, 16% responded extremely well, 34 % quite well, 31% somewhat well, 16% slightly well, and 3% not well at all.

When questions focused on self-efficacy, the campus average response was 40% favorable. The district average was 47%. Regarding their confidence to complete class work assignments, 14% responded extremely sure, 32% quite sure, 29% somewhat sure, 17% slightly sure, and 8% not sure at all. When students were asked about their ability to discuss and understand complicated ideas in class, 9% were extremely sure, 21% quite sure, 36% somewhat sure, 26% slightly sure, and 9% not at all sure. Related to their confidence in being able to learn all the topics taught in class, 17% responded extremely sure, 35 % quite sure, 23% somewhat sure, 16% slightly sure, and 9% not at all sure. When asked ""how sure are you that you can do the hardest work that is assigned in your class?"" responses were, 10% extremely sure, 22% quite sure, 29% somewhat sure, 22% slightly sure, and 18% not at all sure. In responding to their confidence in remembering what was learned in class for the success the next year, 21% extremely sure, 23% quite sure, 25% somewhat sure,

22% slightly sure, 9% not at all sure.

Staff Engagement

What is the staff turnover rate and how does it compare with previous years? Discuss staff mentoring results, staff perceptions of academic expectations, and average number of staff absences. Summarize any climate and culture survey reports.

"Pearson Elementary is served by 64 staff members which include 2 administrators, 1 counselor, 1 nurse, 3 district support staff (IT, curriculum, and instruction), 35 teachers, 16 paraprofessional support staff, 1 Student Resource Officer, 2 dyslexia therapists, and 1 speech therapist. Within the campus structure, each grade level team has a dedicated team lead teacher.   This teacher attends monthly meetings with administrators and instructional staff on behalf of their grade level team to review student and staff needs, professional development, and campus activities. First year teachers are also assigned a mentor teacher on campus and attend district-wide support meetings and activities.

From 2022-23 school there was a 17% teacher turnover. In the 2023-24 school year, there was a 20% teacher turnover.

In the winter of 2023, 17 staff members completed a campus survey. Summary of results are as follows:

Belonging: 66% of staff feel that they are valued member of the school community.

Engagement: 69% of staff feel that students are attentive and invested in class.

School Climate: 39% perceived a positive overall social and learning climate of the school.

Staff-Leadership Relationships: 37% of staff have favorable relationships with school leaders.

Well-being: 55% of staff have positive perceptions of the own professional well-being."   "Based on 17 staff responses regarding belonging, 66% of staff have a sense of belongingness to the campus, compared to 71% district-wide.   In the breakdown of the sense of belonging at school, 41% responded completely belong, 29% quite a bit, 29% somewhat, 0% a little, and 0% not at all. When asked how well their colleagues understand them as a person, responses were 18% completely, 47% quite a bit, 35% somewhat, 0% a little, and 0% not at all. Regarding connectedness to other adults at school, 12% extremely, 41% quite connected, 47% somewhat, 0% slightly, and 0% not at all. In reflection on respect from colleagues, responses were 29% tremendous, 47% quite a bit, 18% some, 6% a little, and 0% not at all. Concerning how much staff matter to each other, responses were 18% tremendous, 47% quite a bit, 35% some, 0% a little, and 0% not at all.

When asked about engaged staff are in work and their opportunities to grow, 69% of campus staff responded favorable, compared to 77% at the district level. Feeling that someone at work encourages their development, 71% responded favorably. When asked about opportunities to grow in the past year, 51% responded favorably.   82% Favorably agree that they have the equipment to their work. Also, 82% fell they have the opportunity to do their best work every day.   55% of campus staff and 72% of district staff have a favorable perception of professional support and well-being."

"In the 2023-24 school year, 13 district or campus staff development days were scheduled. Throughout the year, district professional development sessions are differentiated and designated for new to district staff, required grade level trainings and choice learning sessions.   The professional development sessions are conducted by curriculum specialists, content leaders, teachers, and special programs staff.

On campus, staff grade level teams participate in weekly Professional Learning Community sessions.   During these sessions, teacher meeting with campus administrators and instructional leaders to review student success, instructional needs, and review student data for MTSS supports.   Teachers also with the district assigned curriculum support teacher and literacy support teacher for coaching cycles, planning support and local professional development."

Parent/Family/Guardian/Community Engagement

For school-wide events, teachers keep sign-in sheets to documents parent attendance. On Fridays, parents can have lunch with their students, the front office checks in all parents coming to lunch events.   Additional campus activities such as multi-cultural night, grandparent's day, muffins with mom, and family fun night are held throughout the year. Parents

also assist in chaperoning field trips. Those applications are kept in the office for approval, pending background checks.

When surveyed in the winter 2024, 35 parents responded. 86% of respondents feel welcome at school. Parents favorably indicated that they receive communication in a language they understand. The school provides materials and resources to help them work with their children and improve achievement. 77% reported that they are encouraged to be involved in school activities. 46% indicated they have been made aware of opportunities to serve on campus or district committees, 20% were neutral and 23% disagreed. 57% of parents are aware of what their child is learning and 86% understand the types of local and state tests that their child will be taking, how to interpret results, and how to help their child learn. 57% state that they received a copy of the School-Parent Compact and 51% know its purpose is to outline school and parent responsibilities to student success.

The busy schedule of parents was indicated as a barrier to participation by 74% of parents in the winter survey.

Each grade level provides a weekly newsletter about current learning. The campus provides a monthly calendar with events and activities for families. The school provides materials and resources to help them work with their children and improve achievement. 77% reported that they are encouraged to be involved in school activities. Two parent-teacher conferences are held during the school year.

86% of respondents feel welcome at school. 89% of families responded favorably to feelings of safety at school.   83% were favorable to their school-home transportation needs being met.

Perceptions Strengths

Increasing attendance rates (94% currently)
Decreasing behavior referrals
Students are motivated to try their best
Staff feel they are allowed to do their best work
Parents feel welcome at school
Parents are aware of opportunities to get involved
Pearson has a welcoming atmosphere with parent and community involvement
PBIS has improved campus positivity with students
Pearson has increased its attendance rate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PBIS needs to be consistent and better organized for student behavior. **Root Cause:** Lack of additional support of the PBIS program from all staff members as an area of accountability. Delegation of responsibility only shared from admin rather than the PBIS team. Events planned because of high need and observations from the admin team rather than the campus.

Problem Statement 2: There is low teacher, parent, community input into procedures before and after events have taken place. More input should be collected to improve the perceptions of upcoming or future events. **Root Cause:** Lack of surveys provided after campus events. Providing surveys must be a high need of events after they have taken place.

Problem Statement 3: Learning expectations and TEKS need to be communicated consistently to parents. **Root Cause:** Staff sends out data and event based information on various platforms. (ClassDojo, Remind, Skyward, Facebook, Canvas). More academic information should be shared on a routine basis.

Problem Statement 4 (Prioritized): Consistent dismissal procedures for school events during the school day that benefit the school climate and culture as a whole. **Root Cause:** Front office motivation and high need to provide intense customer service to large crowds.

Priority Problem Statements

Problem Statement 1: Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 24-25school year.

Root Cause 1: Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: PBIS needs to be consistent and better organized for student behavior.

Root Cause 2: Lack of additional support of the PBIS program from all staff members as an area of accountability. Delegation of responsibility only shared from admin rather than the PBIS team. Events planned because of high need and observations from the admin team rather than the campus.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Consistent dismissal procedures for school events during the school day that benefit the school climate and culture as a whole.

Root Cause 3: Front office motivation and high need to provide intense customer service to large crowds.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 24-25 school year.

Root Cause 4: No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Offer students more extra curricular activities to encourage student participation and extrinsic motivation.

Root Cause 5: BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities.

Root Cause 6: Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

Problem Statement 6 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

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
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: Early Literacy (Reading) Percent of students in grades 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading will increase in 3rd grade from 25% to 38%, 4th grade from 31% to 55% and 5th grade from 60% to 70% by 2025. (SY24 interim goal- grade 3- 48%, grade 4- 65%, grade 5- 69%).

High Priority

Evaluation Data Sources: 2025 STAAR spring administration testing data file (accountability subset), MAP Reading Growth (K-5th English)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in August and on-going through May. The certified teacher will provide services for G/T, Special Education and English Learner students in addition to grade level General Education students.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2025 STAAR administration. **Staff Responsible for Monitoring:** Campus administrators, classroom teachers, intervention team. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $200				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet through the year to focus on instructional planning. The PLCs will include Special Education team, Campus Professional Development team and Tier 1-3 teachers and support staff. (Intervention/Dyslexia/ESL Aide). Teachers will dis-aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities. Feedback for Learning and strategy collaboration through the use of exemplars. Teachers will also be provided time to plan horizontally and vertically every nine weeks . Teachers will use progress monitoring tools such as All In Learning and MAP in order to analyze data. Purchase "All In Learning" and"Sirius" technology to facilitate data-driven dialogue and decision-making from common assessments, demonstrations of learnings, and informal	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2025 STAAR administration. **Staff Responsible for Monitoring:** Campus administrators, classroom teachers, intervention team. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $500				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use STAAR Formatted questions to support students 3rd - 5th grade students and TEKS based assessments for Kinder-2nd grade as they move from concrete to abstract concepts in reading and writing using supplemental instructional resources and supplies for all students such as whiteboard, posters, poster machine, cricket, post its, binders, pencils, highlighters, markers, colors, paint, communicators, printer, laminate machine, reading carpet rug, sentence strips, Think Up! Reading/Think Up! Math/Think Up! Science; ESGI, ect)	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase STAAR Reading and Math scores by 10% in overall Approaches Grade Level rate for Sped, EB, Tier 1-3, GT, students for the 2025 STAAR Reading and Math administration. **Staff Responsible for Monitoring:** Campus administrators, classroom teachers, intervention team. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Funds to purchase resources, books, supplies - 6300 Supplies and Materials- Title I Funds - $15,000				

Strategy 4 Details		Reviews		
Strategy 4: Teachers will utilize school day programs to provide small group intervention during grade level small group intervention time, after and before school, and Saturday tutoring an request a sub for the teacher of record to attend professional development, teacher or record to participate in instructional planning, and for the teacher of record to pull students from class for tutoring. In short, the teacher of record is being pulled out of the classroom and the sub is facilitating the class for student groups including at Risk, Tier 1, 2, 3, Special Education, African American, Economically Disadvantaged and EB students beginning in August 2024 and going through May 2025.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase STAAR Reading and Math scores by 10% in overall Approaches Grade Level rate at Risk, Tier 1, 2, 3, Special Education, African American, Economically Disadvantaged and EB students for the 2025 STAAR Reading and Math administration. **Staff Responsible for Monitoring:** Campus administrators, classroom teachers, intervention team. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2 **Funding Sources:** Supplies for small group instruction and Substitutes - 6300 Supplies and Materials- Title I Funds - $2,000, Substitutes - 6100 Payroll- Title I Funds - $4,000				

Strategy 5 Details		Reviews		
Strategy 5: Teachers will utilize computer programs to increase opportunities to show reading comprehension with all students (Grades Pre-Kindergarten - 5th) through increased student participation in various, daily technology settings.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student reading achievement will increase with grades Kindergarten-3rd grade in MAP Reading growth. **Staff Responsible for Monitoring:** Administrators and Teachers using Education Galaxy, and iReady Reports. Prek-2nd & SPED Resource using ESGI resource to track reading comprehension. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Purchase of Education Galaxy program for reading - 6300 Supplies and Materials- Title I Funds - $3,278				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities.   **Root Cause**: Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

School Processes & Programs
Problem Statement 1: Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 24-25school year.   **Root Cause**: Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.

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

Performance Objective 2: Percent of Emergent Bilingual students demonstrating English language acquisition, as measured by Texas English Language Proficiency Assessment System (TELPAS) progress indicator, will increase in 2024 from 48% to 55% and to 76% by 2025. (SY 23-24 Interim goal 55%)

High Priority

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

Strategy 1 Details		Reviews		
Strategy 1: Second-Fifth grade teachers will designate a 25 minute block of instructional time twice a week to focus on writing, using technology, to connect writing to show comprehension in reading, writing to explain and grammar usage using district provided curriculum.		**Formative**		**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase STAAR reading scores, District Assessments and Benchmarks, **Staff Responsible for Monitoring:** Campus administrators, Teachers, Interventionist, ELST **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2 - School Processes & Programs 1 **Funding Sources:** Supplies - 6100 Payroll- Title I Funds - $500				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will dis-aggregate data from TELPAS 2024 and BOY and MOY MAP during PLCs to plan targeted reteach of previous grade level curriculum and standards.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2025 STAAR administration.
    Staff Responsible for Monitoring: LPAC Administrator, Classroom Teachers, Sheltered Instruction Lead Teacher
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 1
    Funding Sources: Suplies - 6100 Payroll- Title I Funds - $500				

Strategy 3 Details	Reviews			
Strategy 3: Campus will host three, cost-free family/community literacy nights involving books, writing activities and careers in literacy involvement targeted to increase family literacy for all throughout the 2023-2024 school year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase family literacy and students level of literacy involvement (ex: books/words read per year) from >40, 000 to <50, 000 for the school year based on MyOn/Library check-out reports.
    Staff Responsible for Monitoring: Campus leadership, Team Leads, Campus Librarian and Reading IST.
 	
    Title I:
2.4, 2.5, 2.6, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - School Processes & Programs 4
    Funding Sources: Materials for literacy nights. - 6300 Supplies and Materials- Title I Funds - $1,000				

Strategy 4 Details	Reviews			
Strategy 4: Students will have opportunities to participate in academic enrichment activities and programs (Examples: Spelling Bee (English/Spanish, UIL and Robotics Participation challenging) events in the 2024-2025 school year. (For paid after-school sessions)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in percentage of students scoring Masters Expectations on STAAR Reading assessments for the2024-2025 school year.
 	
    Staff Responsible for Monitoring: Campus Leadership, Spelling Bee Coaches, UIL Coaches for 2024-2025 school year.
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
    Problem Statements: Demographics 1, 2
    Funding Sources: - 6100 Payroll- Title I Funds - $3,000				

Strategy 5 Details	Reviews			
Strategy 5: Teacher will incorporate Linguistic Accommodations/Sheltered Instruction Strategies support for EB students participating in grades assessed using the STAAR program.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: EB students will improve in 4th grade STAAR Reading by 15% for the202-2025 school year.
    Staff Responsible for Monitoring: Assistant Principal & EB Aide
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
    Problem Statements: Demographics 2 - School Processes & Programs 1
    Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - $1,000				

Strategy 6 Details				Reviews			
Strategy 6: Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 3rd-5th grade reading using supplemental instructional resources for targeted small groups.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2025 STAAR administration. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, Intervention team. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $1,000							

Strategy 7 Details				Reviews			
Strategy 7: Teaches will be trained at BOY on Sheltered Instruction Strategies and implement Sheltered Instruction Strategies during all content areas for language needs of all students, including Emergent Bilingual and ESL students.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in learning outcomes and meet growth proficiency on TELPAS. Increase performance on District and State assessments and benchmarks for all students. **Staff Responsible for Monitoring:** Classroom Teachers, EB Aide **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $500							

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Offer students more extra curricular activities to encourage student participation and extrinsic motivation.   **Root Cause**: BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.
Problem Statement 2: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities.   **Root Cause**: Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

School Processes & Programs
Problem Statement 1: Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 24-25school year.   **Root Cause**: Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.
Problem Statement 4: Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 24-25 school year.   **Root Cause**: No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.

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

Performance Objective 3: Scientific Understanding Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 57% to 67% by 2025.

> **High Priority**

> **Evaluation Data Sources:** STAAR spring administration testing data file (accountability subset) for2024-2025

Strategy 1 Details	Reviews			
Strategy 1: Campus administration, counselor and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week or night activities (Science/Technology/Engineering/Arts/Mathematics).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve student overall performance on Meets Grade Level performance in the area of science by 5%. **Staff Responsible for Monitoring:** Campus Administration, Counselor, STEAM Lead Teachers, PTA Board and CIT Community Liaison. **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - School Processes & Programs 4 **Funding Sources:** Funds for supplies for career week/STEAM night - 6300 Supplies and Materials- Title I Funds - $2,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Offer students more extra curricular activities to encourage student participation and extrinsic motivation. **Root Cause**: BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.

Demographics
Problem Statement 2: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities.   **Root Cause**: Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

School Processes & Programs
Problem Statement 4: Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 24-25 school year.   **Root Cause**: No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.

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

Performance Objective 4: Mathematical Proficiency Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of 3rd grade from 27% to 47%, 4th grade from 47% to 67%   and 5th grade from 48% to 68% STAAR 2024 increase, to 90% by 2026. (SY 23-24 interim goal- grade 3- 40%, grade 4- 60%, grade 5- 60%)

High Priority

Evaluation Data Sources: 2024-2025 STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Campus administration and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week (Science/ Technology/Engineering/Arts/Mathematics).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve student overall performance on Meets Grade Level performance in the area of mathematics by 5%. **Staff Responsible for Monitoring:** Campus Administration, STEAM Lead Teachers, PTA Board and CIT Community Liaison. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 1st-5th grade math using supplemental instructional resources for target small groups.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve student overall performance on Meets Grade Level performance in the area of math by 5%. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers and Intervention Teacher. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet 4 times through the year to focus on instructional planning. The PLCs will include Special Education. Teachers will dis aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve student overall performance on Meets Grade Level performance in the area of math by 5%. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, intervention team. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $1,000				

Strategy 4 Details		Reviews		
Strategy 4: Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in October and on-going through May. The certified teacher will provide services for Special Education and English Learner students in addition to grade level General Education students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve student overall performance on Meets Grade Level performance in the area of math by 5%. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, intervention team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $1,000				

Strategy 5 Details		Reviews		
Strategy 5: Teachers will utilize extended day to provide small group instruction during grade level intervention for Math targeting at-risk student groups including Special Education, African American and EB students beginning in February 2024 and going through May 2024.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student achievement at the Meets and Masters standard by 10% in 3rd - 5th grade students. **Staff Responsible for Monitoring:** Team Lead Teachers, Administrators. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $1,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 24-25school year. **Root Cause**: Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.

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

Performance Objective 5: Student Management Percent of student management incidents resulting in exclusionary consequences (i.e. In School Suspension, Out of School Suspension, and Alternative Education will decrease from 33% in 2024 to 17% by 2025. (SY 2024 interim goal 25%)

High Priority

Evaluation Data Sources: 2024-2025 Review 360 EOY Incident Summary Report & Student PBIS survey

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators and teachers will continue to utilize a campus-wide positive behavior support system to reduce student discipline incidents through positive interaction with adults and students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May 2025, decrease student office referrals in Review 360 by 20%. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, and PBIS Team. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 - Perceptions 1, 4 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers and campus administration will continue to improve the campus-wide Behavior Management system designed to structure common language for all classrooms and student areas. Students will have opportunities to participate in academic enrichment activities and programs (Examples: Spelling Bee (English/Spanish, UIL and Robotics, Choir, After School Clubs, Beach Club, Ambassadors, PBIS, Safety patrol, Honor Society ect and events in the 2024-2025 school year. (For paid after-school sessions)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May 2025 decrease student office referrals in Review 360 by 10%. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, PBIS team. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve student's transitions from early education into primary educational years. **Staff Responsible for Monitoring:** Principal and counselor **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $1,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Offer students more extra curricular activities to encourage student participation and extrinsic motivation. **Root Cause**: BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.

Problem Statement 2: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. **Root Cause**: Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

School Processes & Programs

Problem Statement 1: Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 24-25school year. **Root Cause**: Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.

Perceptions

Problem Statement 1: PBIS needs to be consistent and better organized for student behavior. **Root Cause**: Lack of additional support of the PBIS program from all staff members as an area of accountability. Delegation of responsibility only shared from admin rather than the PBIS team. Events planned because of high need and observations from the admin team rather than the campus.

Problem Statement 4: Consistent dismissal procedures for school events during the school day that benefit the school climate and culture as a whole. **Root Cause**: Front office motivation and high need to provide intense customer service to large crowds.

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

Performance Objective 6: By the end of the 2024-2025 school year, increase parent involvement activities designed to attract EL and At-risk parents by providing an multiple opportunities to connect to school and community involvement.

High Priority

Evaluation Data Sources: 2024-2025 Parent Involvement/Engagement Survey, increased ADA attendance for year.

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators and teachers will offer a variety of after school activities which include Parent night, Parent Night, Campus Literacy Nights (+ESL), Multicultural Night and other opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase parent and family engagement by 15% for the school year (Goal of 1 event per month with 100+ attendees). **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, PTA Officers. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Campus administrators and teacher staff will work with GISD Student Services department to increase parent communication with at-risk and low attendance students with parent attendance of students who fall below 85% attendance with Parent University Nights once a semester.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase ADA attendance by 3% for the 2024 -2025 school year. **Staff Responsible for Monitoring:** Campus Administration & District Attendance Administrators. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $100				

Strategy 4 Details	Reviews			
Strategy 4: Develop jointly with, and distribute to parents, a school-parent contract, 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Families will have an opportunity to review the contract and provide feedback during parent-teacher conferences. **Staff Responsible for Monitoring:** Parent Engagement Campus Coordinator **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds				

Strategy 5 Details	Reviews			
Strategy 5: Pearson faculty and staff will work to enhance parent and community partnerships by strengthening our trust, communication, outreach efforts , and supportive relationships.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased parent involvement and participation with campus and enrichment programs offered. **Staff Responsible for Monitoring:** Parent Engagement Coordinator Administration Teachers **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 **Funding Sources:** No supplies needed - 6200 Contracted Services/Registration- Title I Fun - $4,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Offer students more extra curricular activities to encourage student participation and extrinsic motivation.   **Root Cause**: BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.
Problem Statement 2: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities.   **Root Cause**: Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

School Processes & Programs
Problem Statement 4: Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 24-25 school year.   **Root Cause**: No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.

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

Performance Objective 7: FEDERAL ACCOUNTABILITY (Add Targeted): Due to one or more student group performance student group in 2024 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

White Students: Reading Academic Achievement from 55 to at least 60 (min target)
White Students: Mathematics Academic Achievement from 57 to at least 59 (min target)
White Students: Reading Growth from 60 to at least 69 (min target)
White Students: Mathematics Growth from 69 to at least 74 (min target)
White Students: Student Success (D1 STAAR Component) from 57 to at least 58 (min target)

Former SPED Students: Reading Academic Achievement from 17 to at least 36 (min target)
Former SPED Students: Reading Growth from 50 to at least 65 (min target)
Former SPED Students: Mathematics Growth from 50 to at least 70 (min target)
Former SPED Students: Student Success (D1 STAAR Component) from 33 to at least 43 (min target)

High Priority

Evaluation Data Sources: STAAR 2025 DATA Reading and Math

Strategy 1 Details	Reviews			
Strategy 1: The school will plan for additional opportunities for Caucasian and Former SPED students to have additional opportunities to for intervention on Math, English/Spanish Language Arts and Science with the use of strategic invitations and attendance incentives for academic, supplemental remediation and instructional support at Pearson Elementary in the Fall 2023 and Spring 2024 school semesters.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be able to show 80% growth in Math and Reading STAAR for the 24-25 school year based on their MAP Growth Projections. SPED Students will also increase their need for Content Based Support and increase the need for Inclusion support (keeping students in the General Education Classroom longer) to increase the retention of Grade Level Content Mastery.				
Staff Responsible for Monitoring: Administrators, SPED CBSE Teachers & Team Leads (3rd-5th Grades)				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 2 Details		Reviews			
Strategy 2: Purchase technology, manipulatives, supplies, carts, instructional aids, consumables, and instructional materials for teachers and students to promote rigorous, mitigating learning loss due to the pandemic, engaging, inquiry instruction and Instructional Best Practices in reading, math, writing, science, social studies, learner Profile, Social-Emotional Learning, and inquiry. Purchase technology site licenses such as NearPod, Flip Grid, Isip Station, Achieve 3000, A-Z Learning, STEM SCOPE, Math Scope, Imagine Math, Mentoring Minds, STAAR Ready, RAZ Kids, Explore Learning, Reflex Math, Kamico, Education Galaxy, and All in Learning.		Formative			Summative
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students reach instructional growth targets/ goals. **Staff Responsible for Monitoring:** Administrators, Teachers, AP, ILT **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Technology, Tech Apps - 6100 Payroll- Title I Funds - $2,500					

Strategy 3 Details		Reviews			
Strategy 3: Close academic gaps through various means of support and purchasing snacks during pull-out, interventions, before/after school/Saturday School/push in, tutoring within all students groups (EL, at-risk, SPED, Low-socio economic, Gen, TAG) based on MAP, Common Assessment, Activity code 107: classroom furniture needed to improve in our classrooms and purchase flexible seating to go in classrooms.		Formative			Summative
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Domain 1 to increase by 5 points from 30%-35% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 **Funding Sources:** Instructional Materials and tutoring - 6100 Payroll- Title I Funds - $3,500					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Offer students more extra curricular activities to encourage student participation and extrinsic motivation.   **Root Cause**: BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.
School Processes & Programs
Problem Statement 1: Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 24-25school year.   **Root Cause**: Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in August and on-going through May. The certified teacher will provide services for G/T, Special Education and English Learner students in addition to grade level General Education students.
1	1	2	Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet through the year to focus on instructional planning. The PLCs will include Special Education team, Campus Professional Development team and Tier 1-3 teachers and support staff. (Intervention/Dyslexia/ESL Aide). Teachers will dis-aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities. Feedback for Learning and strategy collaboration through the use of exemplars. Teachers will also be provided time to plan horizontally and vertically every nine weeks . Teachers will use progress monitoring tools such as All In Learning and MAP in order to analyze data. Purchase "All In Learning" and"Sirius" technology to facilitate data-driven dialogue and decision-making from common assessments, demonstrations of learnings, and informal
1	1	3	Teachers will use STAAR Formatted questions to support students 3rd - 5th grade students and TEKS based assessments for Kinder-2nd grade as they move from concrete to abstract concepts in reading and writing using supplemental instructional resources and supplies for all students such as whiteboard, posters, poster machine, cricket, post its, binders, pencils, highlighters, markers, colors, paint, communicators, printer, laminate machine, reading carpet rug, sentence strips, Think Up! Reading/Think Up! Math/Think Up! Science; ESGI, ect)
1	1	4	Teachers will utilize school day programs to provide small group intervention during grade level small group intervention time, after and before school, and Saturday tutoring an request a sub for the teacher of record to attend professional development, teacher or record to participate in instructional planning, and for the teacher of record to pull students from class for tutoring. In short, the teacher of record is being pulled out of the classroom and the sub is facilitating the class for student groups including at Risk, Tier 1, 2, 3, Special Education, African American, Economically Disadvantaged and EB students beginning in August 2024 and going through May 2025.
1	1	5	Teachers will utilize computer programs to increase opportunities to show reading comprehension with all students (Grades Pre-Kindergarten - 5th) through increased student participation in various, daily technology settings.
1	2	1	Second-Fifth grade teachers will designate a 25 minute block of instructional time twice a week to focus on writing, using technology, to connect writing to show comprehension in reading, writing to explain and grammar usage using district provided curriculum.
1	2	4	Students will have opportunities to participate in academic enrichment activities and programs (Examples: Spelling Bee (English/Spanish, UIL and Robotics Participation challenging) events in the 2024-2025 school year. (For paid after-school sessions)
1	2	5	Teacher will incorporate Linguistic Accommodations/Sheltered Instruction Strategies support for EB students participating in grades assessed using the STAAR program.
1	2	6	Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 3rd-5th grade reading using supplemental instructional resources for targeted small groups.
1	2	7	Teaches will be trained at BOY on Sheltered Instruction Strategies and implement Sheltered Instruction Strategies during all content areas for language needs of all students, including Emergent Bilingual and ESL students.

Goal	Objective	Strategy	Description
1	3	1	Campus administration, counselor and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week or night activities (Science/Technology/Engineering/Arts/Mathematics).
1	4	1	Campus administration and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week (Science/Technology/Engineering/Arts/Mathematics).
1	4	2	Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 1st-5th grade math using supplemental instructional resources for target small groups.
1	4	3	Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet 4 times through the year to focus on instructional planning. The PLCs will include Special Education. Teachers will dis aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities.
1	4	4	Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in October and on-going through May. The certified teacher will provide services for Special Education and English Learner students in addition to grade level General Education students.
1	4	5	Teachers will utilize extended day to provide small group instruction during grade level intervention for Math targeting at-risk student groups including Special Education, African American and EB students beginning in February 2024 and going through May 2024.
1	5	1	Campus administrators and teachers will continue to utilize a campus-wide positive behavior support system to reduce student discipline incidents through positive interaction with adults and students.
1	5	2	Classroom teachers and campus administration will continue to improve the campus-wide Behavior Management system designed to structure common language for all classrooms and student areas. Students will have opportunities to participate in academic enrichment activities and programs (Examples: Spelling Bee (English/Spanish, UIL and Robotics, Choir, After School Clubs, Beach Club, Ambassadors, PBIS, Safety patrol, Honor Society ect and events in the 2024-2025 school year. (For paid after-school sessions)
1	5	3	Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.
1	6	1	Campus administrators and teachers will offer a variety of after school activities which include Parent night, Parent Night, Campus Literacy Nights (+ESL), Multicultural Night and other opportunities.
1	6	2	Campus administrators and teacher staff will work with GISD Student Services department to increase parent communication with at-risk and low attendance students with parent attendance of students who fall below 85% attendance with Parent University Nights once a semester.
1	7	2	Purchase technology, manipulatives, supplies, carts, instructional aids, consumables, and instructional materials for teachers and students to promote rigorous, mitigating learning loss due to the pandemic, engaging, inquiry instruction and Instructional Best Practices in reading, math, writing, science, social studies, learner Profile, Social-Emotional Learning, and inquiry. Purchase technology site licenses such as NearPod, Flip Grid, Isip Station, Achieve 3000, A-Z Learning, STEM SCOPE, Math Scope, Imagine Math, Mentoring Minds, STAAR Ready, RAZ Kids, Explore Learning, Reflex Math, Kamico, Education Galaxy, and All in Learning.

Goal	Objective	Strategy	Description
1	7	3	Close academic gaps through various means of support and purchasing snacks during pull-out, interventions, before/after school/Saturday School/push in, tutoring within all students groups (EL, at-risk, SPED, Low-socio economic, Gen, TAG) based on MAP, Common Assessment, Activity code 107: classroom furniture needed to improve in our classrooms and purchase flexible seating to go in classrooms.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in August and on-going through May. The certified teacher will provide services for G/T, Special Education and English Learner students in addition to grade level General Education students.
1	1	2	Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet through the year to focus on instructional planning. The PLCs will include Special Education team, Campus Professional Development team and Tier 1-3 teachers and support staff. (Intervention/Dyslexia/ESL Aide). Teachers will dis-aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities. Feedback for Learning and strategy collaboration through the use of exemplars. Teachers will also be provided time to plan horizontally and vertically every nine weeks . Teachers will use progress monitoring tools such as All In Learning and MAP in order to analyze data. Purchase "All In Learning" and"Sirius" technology to facilitate data-driven dialogue and decision-making from common assessments, demonstrations of learnings, and informal
1	1	3	Teachers will use STAAR Formatted questions to support students 3rd - 5th grade students and TEKS based assessments for Kinder-2nd grade as they move from concrete to abstract concepts in reading and writing using supplemental instructional resources and supplies for all students such as whiteboard, posters, poster machine, cricket, post its, binders, pencils, highlighters, markers, colors, paint, communicators, printer, laminate machine, reading carpet rug, sentence strips, Think Up! Reading/Think Up! Math/Think Up! Science; ESGI, ect)
1	1	4	Teachers will utilize school day programs to provide small group intervention during grade level small group intervention time, after and before school, and Saturday tutoring an request a sub for the teacher of record to attend professional development, teacher or record to participate in instructional planning, and for the teacher of record to pull students from class for tutoring. In short, the teacher of record is being pulled out of the classroom and the sub is facilitating the class for student groups including at Risk, Tier 1, 2, 3, Special Education, African American, Economically Disadvantaged and EB students beginning in August 2024 and going through May 2025.
1	1	5	Teachers will utilize computer programs to increase opportunities to show reading comprehension with all students (Grades Pre-Kindergarten - 5th) through increased student participation in various, daily technology settings.
1	2	1	Second-Fifth grade teachers will designate a 25 minute block of instructional time twice a week to focus on writing, using technology, to connect writing to show comprehension in reading, writing to explain and grammar usage using district provided curriculum.
1	2	4	Students will have opportunities to participate in academic enrichment activities and programs (Examples: Spelling Bee (English/Spanish, UIL and Robotics Participation challenging) events in the 2024-2025 school year. (For paid after-school sessions)
1	2	5	Teacher will incorporate Linguistic Accommodations/Sheltered Instruction Strategies support for EB students participating in grades assessed using the STAAR program.
1	2	6	Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 3rd-5th grade reading using supplemental instructional resources for targeted small groups.
1	2	7	Teaches will be trained at BOY on Sheltered Instruction Strategies and implement Sheltered Instruction Strategies during all content areas for language needs of all students, including Emergent Bilingual and ESL students.

Goal	Objective	Strategy	Description
1	3	1	Campus administration, counselor and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week or night activities (Science/Technology/Engineering/Arts/Mathematics).
1	4	1	Campus administration and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week (Science/Technology/Engineering/Arts/Mathematics).
1	4	2	Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 1st-5th grade math using supplemental instructional resources for target small groups.
1	4	3	Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet 4 times through the year to focus on instructional planning. The PLCs will include Special Education. Teachers will dis aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities.
1	4	4	Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in October and on-going through May. The certified teacher will provide services for Special Education and English Learner students in addition to grade level General Education students.
1	4	5	Teachers will utilize extended day to provide small group instruction during grade level intervention for Math targeting at-risk student groups including Special Education, African American and EB students beginning in February 2024 and going through May 2024.
1	5	1	Campus administrators and teachers will continue to utilize a campus-wide positive behavior support system to reduce student discipline incidents through positive interaction with adults and students.
1	5	2	Classroom teachers and campus administration will continue to improve the campus-wide Behavior Management system designed to structure common language for all classrooms and student areas. Students will have opportunities to participate in academic enrichment activities and programs (Examples: Spelling Bee (English/Spanish, UIL and Robotics, Choir, After School Clubs, Beach Club, Ambassadors, PBIS, Safety patrol, Honor Society ect and events in the 2024-2025 school year. (For paid after-school sessions)
1	5	3	Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.
1	6	1	Campus administrators and teachers will offer a variety of after school activities which include Parent night, Parent Night, Campus Literacy Nights (+ESL), Multicultural Night and other opportunities.
1	6	2	Campus administrators and teacher staff will work with GISD Student Services department to increase parent communication with at-risk and low attendance students with parent attendance of students who fall below 85% attendance with Parent University Nights once a semester.
1	7	2	Purchase technology, manipulatives, supplies, carts, instructional aids, consumables, and instructional materials for teachers and students to promote rigorous, mitigating learning loss due to the pandemic, engaging, inquiry instruction and Instructional Best Practices in reading, math, writing, science, social studies, learner Profile, Social-Emotional Learning, and inquiry. Purchase technology site licenses such as NearPod, Flip Grid, Isip Station, Achieve 3000, A-Z Learning, STEM SCOPE, Math Scope, Imagine Math, Mentoring Minds, STAAR Ready, RAZ Kids, Explore Learning, Reflex Math, Kamico, Education Galaxy, and All in Learning.

Goal	Objective	Strategy	Description
1	7	3	Close academic gaps through various means of support and purchasing snacks during pull-out, interventions, before/after school/Saturday School/push in, tutoring within all students groups (EL, at-risk, SPED, Low-socio economic, Gen, TAG) based on MAP, Common Assessment, Activity code 107: classroom furniture needed to improve in our classrooms and purchase flexible seating to go in classrooms.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in August and on-going through May. The certified teacher will provide services for G/T, Special Education and English Learner students in addition to grade level General Education students.
1	1	2	Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet through the year to focus on instructional planning. The PLCs will include Special Education team, Campus Professional Development team and Tier 1-3 teachers and support staff. (Intervention/Dyslexia/ESL Aide). Teachers will dis-aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities. Feedback for Learning and strategy collaboration through the use of exemplars. Teachers will also be provided time to plan horizontally and vertically every nine weeks . Teachers will use progress monitoring tools such as All In Learning and MAP in order to analyze data. Purchase "All In Learning" and"Sirius" technology to facilitate data-driven dialogue and decision-making from common assessments, demonstrations of learnings, and informal
1	1	3	Teachers will use STAAR Formatted questions to support students 3rd - 5th grade students and TEKS based assessments for Kinder-2nd grade as they move from concrete to abstract concepts in reading and writing using supplemental instructional resources and supplies for all students such as whiteboard, posters, poster machine, cricket, post its, binders, pencils, highlighters, markers, colors, paint, communicators, printer, laminate machine, reading carpet rug, sentence strips, Think Up! Reading/Think Up! Math/Think Up! Science; ESGI, ect)
1	1	4	Teachers will utilize school day programs to provide small group intervention during grade level small group intervention time, after and before school, and Saturday tutoring an request a sub for the teacher of record to attend professional development, teacher or record to participate in instructional planning, and for the teacher of record to pull students from class for tutoring. In short, the teacher of record is being pulled out of the classroom and the sub is facilitating the class for student groups including at Risk, Tier 1, 2, 3, Special Education, African American, Economically Disadvantaged and EB students beginning in August 2024 and going through May 2025.
1	1	5	Teachers will utilize computer programs to increase opportunities to show reading comprehension with all students (Grades Pre-Kindergarten - 5th) through increased student participation in various, daily technology settings.
1	2	1	Second-Fifth grade teachers will designate a 25 minute block of instructional time twice a week to focus on writing, using technology, to connect writing to show comprehension in reading, writing to explain and grammar usage using district provided curriculum.
1	2	4	Students will have opportunities to participate in academic enrichment activities and programs (Examples: Spelling Bee (English/Spanish, UIL and Robotics Participation challenging) events in the 2024-2025 school year. (For paid after-school sessions)
1	2	5	Teacher will incorporate Linguistic Accommodations/Sheltered Instruction Strategies support for EB students participating in grades assessed using the STAAR program.
1	2	6	Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 3rd-5th grade reading using supplemental instructional resources for targeted small groups.
1	2	7	Teaches will be trained at BOY on Sheltered Instruction Strategies and implement Sheltered Instruction Strategies during all content areas for language needs of all students, including Emergent Bilingual and ESL students.

Goal	Objective	Strategy	Description
1	3	1	Campus administration, counselor and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week or night activities (Science/Technology/Engineering/Arts/Mathematics).
1	4	1	Campus administration and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week (Science/Technology/ Engineering/Arts/Mathematics).
1	4	2	Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 1st-5th grade math using supplemental instructional resources for target small groups.
1	4	3	Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet 4 times through the year to focus on instructional planning. The PLCs will include Special Education. Teachers will dis aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities.
1	4	4	Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in October and on-going through May. The certified teacher will provide services for Special Education and English Learner students in addition to grade level General Education students.
1	4	5	Teachers will utilize extended day to provide small group instruction during grade level intervention for Math targeting at-risk student groups including Special Education, African American and EB students beginning in February 2024 and going through May 2024.
1	5	1	Campus administrators and teachers will continue to utilize a campus-wide positive behavior support system to reduce student discipline incidents through positive interaction with adults and students.
1	5	2	Classroom teachers and campus administration will continue to improve the campus-wide Behavior Management system designed to structure common language for all classrooms and student areas. Students will have opportunities to participate in academic enrichment activities and programs (Examples: Spelling Bee (English/Spanish, UIL and Robotics, Choir, After School Clubs, Beach Club, Ambassadors, PBIS, Safety patrol, Honor Society ect and events in the 2024-2025 school year. (For paid after-school sessions)
1	5	3	Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.
1	6	1	Campus administrators and teachers will offer a variety of after school activities which include Parent night, Parent Night, Campus Literacy Nights (+ESL), Multicultural Night and other opportunities.
1	6	2	Campus administrators and teacher staff will work with GISD Student Services department to increase parent communication with at-risk and low attendance students with parent attendance of students who fall below 85% attendance with Parent University Nights once a semester.
1	7	1	The school will plan for additional opportunities for Caucasian and Former SPED students to have additional opportunities to for intervention on Math, English/Spanish Language Arts and Science with the use of strategic invitations and attendance incentives for academic, supplemental remediation and instructional support at Pearson Elementary in the Fall 2023 and Spring 2024 school semesters.

Goal	Objective	Strategy	Description
1	7	2	Purchase technology, manipulatives, supplies, carts, instructional aids, consumables, and instructional materials for teachers and students to promote rigorous, mitigating learning loss due to the pandemic, engaging, inquiry instruction and Instructional Best Practices in reading, math, writing, science, social studies, learner Profile, Social-Emotional Learning, and inquiry. Purchase technology site licenses such as NearPod, Flip Grid, Isip Station, Achieve 3000, A-Z Learning, STEM SCOPE, Math Scope, Imagine Math, Mentoring Minds, STAAR Ready, RAZ Kids, Explore Learning, Reflex Math, Kamico, Education Galaxy, and All in Learning.
1	7	3	Close academic gaps through various means of support and purchasing snacks during pull-out, interventions, before/after school/Saturday School/push in, tutoring within all students groups (EL, at-risk, SPED, Low-socio economic, Gen, TAG) based on MAP, Common Assessment, Activity code 107: classroom furniture needed to improve in our classrooms and purchase flexible seating to go in classrooms.

State Compensatory

Budget for Pearson Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Pearson Elementary School

Name	Position	FTE
Meredith Lane	Intervention Specialist	1

2024-2025 Needs Assessment Team

Committee Role	Name	Position
Parent	Elder Jeronimo	Parent Representative
Business Representative	Suzanne Massey	Business Representative
District-level Professional	Jill Havard	Special Education Coordinator
Classroom Teacher	Denise Gerberich	PK
Classroom Teacher	Briana (Victoria) Elder Neal	5th Grade
Classroom Teacher	Shannon Friesen	Kinder
Classroom Teacher	Lisa Greenstein	2nd Grade
Classroom Teacher	Geoffrey Jenkins	4th grade
Classroom Teacher	Lauren Meger	1st Grade
Classroom Teacher	Crystal Lopez	3rd grade
Paraprofessional	Diana Rosas	Data Clerk
Community Representative	Chris Bunkoff	Community Member
Community Representative	Earl Jones	Community Member
Paraprofessional	Pauline Cougot	Secretary
Non-classroom Professional	Tonya Adams	Support Teacher
Non-classroom Professional	Sarah Sponsel	Support Teacher
Administrator	Kali Strange	Assistant Principal

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,463.00
				+/- Difference	$1,463.00

199 - PIC 24 State Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,775.00
				+/- Difference	$5,775.00

199 - PIC 25 Bil../ESL State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,877.00
				+/- Difference	$2,877.00

199 - Magnet Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

6100 Payroll- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Substitutes		$4,000.00
1	2	1	Supplies		$500.00

| **6100 Payroll- Title I Funds** |

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Suplies		$500.00
1	2	4			$3,000.00
1	7	2	Technology, Tech Apps		$2,500.00
1	7	3	Instructional Materials and tutoring		$3,500.00
				Sub-Total	$14,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$14,000.00

6100 Parent Inv. Payroll T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$1,000.00

6200 Contracted Services/Registration- Title I Fun

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	5	No supplies needed		$4,000.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$25,601.00
				+/- Difference	$21,601.00

6200 Parent Involvement. Contracted Services/Reg -

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,300.00
				+/- Difference	$5,300.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies		$200.00
1	1	2	Supplies		$500.00
1	1	3	Funds to purchase resources, books, supplies		$15,000.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies for small group instruction and Substitutes		$2,000.00
1	1	5	Purchase of Education Galaxy program for reading		$3,278.00
1	2	3	Materials for literacy nights.		$1,000.00
1	2	5	Supplies		$1,000.00
1	2	6	Supplies		$1,000.00
1	2	7	Supplies		$500.00
1	3	1	Funds for supplies for career week/STEAM night		$2,000.00
1	4	1	Supplies		$1,000.00
1	4	2	Supplies		$1,000.00
1	4	3	Supplies		$1,000.00
1	4	4	Supplies		$1,000.00
1	4	5	Supplies		$1,000.00
1	5	1	Supplies		$2,000.00
1	5	2	Supplies		$2,000.00
1	5	3	Supplies		$1,000.00
1	6	1	Supplies		$1,000.00
1	6	2	Supplies		$1,000.00
1	6	3	Supplies		$100.00
1	6	4	Supplies		$0.00
				Sub-Total	$38,578.00
				Budgeted Fund Source Amount	$10,601.00
				+/- Difference	-$27,977.00

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,464.35
				+/- Difference	$1,464.35

6400 Healthy Snacks/Bus/Travel - Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
			Budgeted Fund Source Amount		$2,651.00
			+/- Difference		$2,651.00

6400 Parent Inv. Healthy Snacks/Bus/Travel T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
			Budgeted Fund Source Amount		$2,651.00
			+/- Difference		$2,651.00

6600 Capital Outlay- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
			Budgeted Fund Source Amount		$0.00
			+/- Difference		$0.00

211-School Improvement Grant funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
			Budgeted Fund Source Amount		$0.00
			+/- Difference		$0.00

211-School Transformation Grant funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
			Budgeted Fund Source Amount		$0.00
			+/- Difference		$0.00
			Grand Total Budgeted		$59,383.35
			Grand Total Spent		$56,578.00

				211-School Transformation Grant funds		
Goal	**Objective**	**Strategy**	**Resources Needed**		**Account Code**	**Amount**
					+/- Difference	$2,805.35

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