

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

# Mission Statement

The staff at Routh Roach recognizes the unique needs of each child so they can master their social emotional and academic potential.

Foster a growth mindset for all that perpetuates differentiation when planning instruction.

To encourage students to take increased responsibility for their own academic and personal growth.

To foster mutual respect at Routh Roach is non-negotiable, as this enhances a feeling of safety and reflects our campus culture.

To motivate parents to positively support the academic journey of their student.

To maintain high level expectations to ensure student excellence.

# Vision

To provide a safe and nurturing environment where ALL feel valued, trusted, accepted, and supported as we impact students' academic and social emotional needs.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Routh Roach is a neighborhood school with 351 students enrolled. This is a 100@ Title I school. 58.4% are English Language learners; 11.8 % are Special Education students: 69.2 % of students are at risk, and 81.0 % are considered economically disadvantaged.

We offer 2 BA units and an ECSE unit. We serve GT students and have a bilingual program, fine arts, and physical education classes, and serve special education. We are also an AVID 3-5 school and serve breakfast in the classroom. These programs and services align with our philosophy and vision as they address our student's needs in order to grow and be a lifelong learner.

"Exemplary campus for 15 years, Recognized campus for 4 years, Currently a B+ rating.

Distinguished Title I School for 4 years

Texas Business Coalition Honoree for ten years

Recognized as National Blue Ribbon School 2006

Recognized as National Blue Ribbon School 2014

Recognized as a Gold Ribbon School 2018

Texas Honor Roll School 2018-2019

PTA National School of Excellence 2019-2021"

### Demographics Strengths

100% of our special programs are aligned with the needs and desires of our students, parents, and community.

We have a 95.3 % or higher percentage of attendance for each month of the 2022-2023 school year.

These ethnicities went up in enrollment: African American, 10.0% (+1.2) Asian, 2.6% (+.7)Hispanic, 71.3% (+2.7)

Exemplary Campus for 15 years.

Recognized campus for 3 years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our office referrals went up to 102 in 2022-2023 compared to 47 office referrals in the 2021-2022 school year. **Root Cause:** Increase in the number of new students who impacted the existing students in 5th grade. students transitioning from Gen Ed settings to BA and more students in BA going to out-classes. New teachers lack experience and consistency in reinforcing behavior expectations, especially in second and fifth grades.

# Student Learning

## Student Learning Summary

### STAAR SCORES AS OF JUNE 2024

#### ELAR/SLAR

Class/District	Approaches	Meets	Masters
3rd ELAR	60.6%	27.27%	3.03%
District	77.83%	54.88%	24.3%
3rd SLAR	60%	9.09%	9.09%
District	48.97%	17%	8%
All 3rd grade Roach	60%	20%	5%
All 3rd grade District	68%	42%	19%
Class/District	Approaches	Meets	Masters
4th ELAR	87.51%	68.76%	21.88%
District	80.58%	55.09%	25.47%
4th SLAR	61.91%	42.86%	26.19%
District	56.34%	41.08%	15.26%
All 4th grade Roach	73%	54%	24%
All 4th District	75%	49%	23%
Class/District	Approaches	Meets	Masters
5th ELAR	84.31%	52.94%	25.49%
District	79.54%	48.6%	30.94%
5th SLAR	65.22%	39.13%	21.74%

Class/District	Approaches	Meets	Masters
District	67.09%	55.41%	11.68%
All 5th grade	78%	48%	24%
All 5th grade District	79%	54%	29%

**MATH**

Class/District	Approaches	Meets	Masters
3rd English	67.92%	24.52%	3.77%
District	69.39%	40.71%	15.4%
3rd Spanish	100%	0%	0%
District	33.33%	10.37%	1.48%
All 3rd grade	69%	24%	4%
All 3r grade District	68%	40%	15%

Class/District	Approaches	Meets	Masters
4th English	71.84%	43.67%	21.13%
District	69.05%	47.59%	22.33%
4th Spanish	25%	25%	0%
District	30.3%	12.88%	2.27%
All 4th grade	70%	42%	20%
All 4th grade District	68%	47%	22%

Class/District	Approaches	Meets	Masters
5th English	79.72%	47.22%	13.51%

Class/District	Approaches	Meets	Masters
District	76.07%	50.83%	21.06%
5th Spanish	50%	0%	0%
District	48.23%	20.57%	2.13%
All 5th grade	80%	46%	14%
All 5th grade District	76%	51%	21%

## SCIENCE

Class/District	Approaches	Meets	Master
5th English	51.07%	6.39%	4.26%
District	52.13%	20.86%	8.08%
5th Spanish	22.22%	7.41%	0%
District	28.76	7.84%	1.96%
All 5th grade	41%	7%	3%
All 5th grade District	50%	20%	8%

## WEAKNESSES

### Math:

- 3rd grade Campus at Meets Performance level of 24% is lower than the district at 40%
  - 4th grade Campus at Meets Performance level of 42% is lower than the district at 47%
- 5th grade Campus at Meets Performance level of 46% is lower than the district at 51%
- 3rd grade Campus at Masters Performance level of 4% is lower than the district at 15%
  - 4th grade Campus at Masters Performance level of 20% is lower than the district at 22%
- 5th grade Campus at Masters Performance level of 14% is lower than the district at 21%

### Reading:

- 3rd grade Campus at Meets Performance level of 20% is lower than the district at 42%
- 3rd grade Campus at Masters Performance level of 5% is lower than the district at 19%
- 5th grade Campus at Meets Performance level of 48% is lower than the district at 54%

- 5th grade Campus at Masters Performance level of 24% is lower than the district at 29%

**Science:**

- 5th grade Campus at Meets Performance of 7% is lower than the district at 20%
- 5th grade Campus at Masters Performance of 3% is lower than the district at 8%

**Student Learning Strengths**

**STRENGTHS**

**Math:**

- 3rd grade Spanish Math at Approaches level of 100% is higher than the district at 33.33%
- Overall 3rd grade Math at Approaches level of 69% is higher than the district at 68%
- 4th grade Math at Approaches level of 71.84% is higher than the district at 69%
- 4th grade Math Spanish at Meets level of 25% is higher than the district at 12.88%
- Overall 4th grade Math at Approaches level of 80% is higher than the district at 68%
- 5th grade Math at Approaches level of 79.72% is higher than the district at 76.07%
- 5th grade Math Spanish at Approaches level of 50% is higher than the district at 48.23%
- Overall 5th grade Math at Approaches level of 80% is higher than the district at 76%

**Reading:**

- 3rd grade Spanish Reading Language Arts at Masters Performance Level of 9.09% is higher than the district at 8%
- 4th grade Language Arts at Approaches level of 87.51% is higher than the district at 80.58%
- 4th grade Language Arts at Meets level of 68.76% is higher than the district at 55.09%
- 4th grade Spanish Language Arts at Approaches level of 61.91% is higher than the district at 56.34%
- 4th grade Spanish Language Arts at Meets level of 42.86% is higher than the district at 41.08%
- 4th grade Spanish Language Arts at Masters level of 26.19% is higher than the district at 15.26%
- Overall 4th grade ELAR/SLAR at Meets level of 54% is higher than the district at 49%
- Overall 4th grade ELAR/SLAR at Masters level of 24% is higher than the district at 23%
- 5th grade Language Arts at Approaches level of 87.51% is higher than the district at 80.58%
- 5th grade Language Arts at Meets level of 52.94% is higher than the district at 48.6%

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** In Math, our campus performed below the District: 3rd grade Campus Meets Performance level of 24% versus the district 40% and in Masters 4% versus the district's 15% 4th grade Campus Meets Performance level of 42% versus the district 47% and in Masters 20% versus the district's 22% 5th grade Campus Meets Performance level of 46% versus the district 51% and in Masters 14% versus the district's 21% **Root Cause:** A high number of learning disabilities (dyslexia, ADHD, ED, Speech) New Math resources and instructional pacing not meeting our students' needs. New teachers to the grade and content Lack of background knowledge and vocabulary

**Problem Statement 2 (Prioritized):** Our Campus performed below the district in Science: 5th grade Campus at Meets Performance of 7% is lower than the district at 20% 5th grade



Campus at Masters Performance of 3% is lower than the district at 8% **Root Cause:** A high number of learning disabilities (dyslexia, ADHD, ED, Speech) High numbers of students pull out reducing time for small-group instruction Writing instruction not paired with STAAR rigor in Science Inconsistent Hands-on experiences Lack of background knowledge and vocabulary

**Problem Statement 3 (Prioritized):** In Language Arts, our campus performed below the District 3rd grade Campus at Meets Performance level of 20% is lower than the district at 42% 3rd grade Campus at Masters Performance level of 5% is lower than the district at 19% 5th grade Campus at Meets Performance level of 48% is lower than the district at 54% 5th grade Campus at Masters Performance level of 24% is lower than the district at 29% **Root Cause:** A high number of learning disabilities (dyslexia, ADHD, ED, Speech) New Language Arts resources not meeting our students' needs. Writing instruction not paired with STAAR rigor. Lack of background knowledge and vocabulary 1st year teachers in 3rd grade. New to content teacher in 5th.

# School Processes & Programs

## School Processes & Programs Summary

The latest Routh Roach Elementary TAPR data (2022-2023) shows that Routh Roach has 9.8% of teachers are beginners, 37.7% have 1-5 years of experience; 14.5% of teachers have 6-10 years of experience; and 36.3% have 11-20 years of teaching experience which is 8.1% above the District and 9.1% above the state average.

Teachers are incentivized based on performance under the TIA program. Relevant teachers are also invited to interviews with potential personnel to provide feedback.

The roles and responsibilities of instructional leaders are clearly defined. Teacher roles, responsibilities, and expectations are clearly set by the administration. Additionally, Instructional Leader responsibilities are re-visited throughout the year. Nevertheless, some tasks are too great and require much attention. Such tasks impede administrators and leadership from addressing other pertinent duties as assigned. For example, we have three behavior units. Moreover, we have several students who require behavioral interventions but are not yet identified. Their needs and/or disruptions occupy and demand the attention of our Instructional Leaders and it pulls them away from other equally important responsibilities.

The Campus Improvement Team narrows our focus on our specific campus needs. Members examine our campus' unique needs by using data to drive conversations that will help to uncover the root causes of learning gaps. Our stakeholders provide feedback on the ways in which the interventions are effective. For interventions rendered ineffective, as indicated by data, stakeholders revise processes to better address the needs of our community.

Teachers continuously review data to drive their instruction and interventions to provide students with quality differentiated lessons; including tier 1 instructions delivered in small groups and integration of digital programs that meet the students' needs at their individual level while optimizing instructional time. ESSER funds are used to provide tutors during school hours, after-school tutoring, extended days, Saturday school, and science boot camp. By using a variety of curriculum, teachers are able to expand their resources to enrich and accelerate instruction.

The use of CBAs, iReady, mClass, and MAP testing data are used to design improvement plans. Small group instructional settings are used to close learning gaps. The teachers have an established TEKS tracking system to route progress.

Formal and informal data, intervention data meetings, progress monitoring through the MTSS process, parent-teacher conferences, SSTs, and referrals as needed, are being used to track progress updated via live shared documents.

The programs focus on high expectations for students. AVID, Tutoring, Intersessions, and Parent-Teacher Nights are programs that contribute to student success.

Different instructional programs used: Math programs (Software) iReady Math, ST Math Education, iReady Reading (Software), MyOn, Amira, mClass, Canvas/Seesaw, Google Applications

Students are given opportunities to meet academic standards with the high-achieving curriculum used. Students at-risk are provided with various opportunities like tutoring, intervention, extended day, Saturday school, small group instruction, and accommodations/ modifications for special education students are proven to increase academic achievement.

Students' technology plan includes integrated technology instruction every day. This provides students with exposure to digital materials and devices, especially those who do not have devices of their own at home. Each student in our grade level has an assigned device.

Remediation plans are in place to mitigate mastery of TEKS. Planning days are helpful to make adjustments to lessons based on student progress and needs. Scopes and sequences for each subject area support powerful teaching and learning.

Lesson plans are data-driven and are adjusted accordingly. Assessments such as MAP are used to group students and help provide differentiation in instruction/small groups. TEKS, learning objectives, and DOLs are always appointed with each lesson.

The counselor meets with students who are going through transitions. A parade/graduation is also done to celebrate those students.

PBIS is a useful system for helping to mitigate major behavioral events in classrooms. Strictly adhering to the PBIS guidelines reduces inappropriate behaviors in the classroom. The counselor has been giving social-emotional learning lessons to help lessen misbehavior.

## School Processes & Programs Strengths

Our school has effective programs to address our diverse student population.

Administrators recruit effective educators based on the unique needs of our students.

The PLCs are focused on data driven solutions for our students.

Invitation to interview potential personnel for feedback fosters teacher engagement in the selection process. Retention stipends, Project goals mentors, ELST, CST, lots of coaching, assigned administrator. Job fairs, stipends based on years of experience, sign-up bonuses, and performing retention stipends.

Roach is able to retain experienced teachers who exceed district and state averages.

ELST & CST, provide leadership opportunities at the campus level.

An established tracking system to close learning gaps through meaningful interpretation of data.

Different technology programs that target high expectations.

Students are given adequate opportunities to meet academic needs.

Students have a ratio of 1:1 devices for an adequate opportunity to learn using technological advances.

PBIS is a useful system that mitigates major behavior events in the classroom.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Not all staff are experienced, nor are persistent in the PBIS implementation, or are not consistently applying the rules set forth by the system.

**Root Cause:** Lack of consistent or periodic training for new teachers.

**Problem Statement 2:** The process of identification and placement for students with behavioral needs occupies a long stretch of our academic calendar. **Root Cause:** The process of identifying and placing students in the appropriate program is not calibrated to the individual needs of the students.

# Perceptions

## Perceptions Summary

### ATTENDANCE RATE

For the year 2022-23, the African American group had the lowest attendance rate at 90.9%, the highest attendance rate was two or more races with 97.5%. Overall attendance is higher than the state average of 92.2% and the district is also 92.2%. In regards to chronic absenteeism, the campus had 18.5% and the state average was 25.7%. African Americans had the highest absentee rate at 34.1% and Special Education had 25.0%. For the year 2021-22 data report shows that for 2021-22, the campus was 96.8%, the district was 95.7% and the state was 95%. Within the ethnic groups, white students had the best attendance rate at 99%, two or more with 98.5%, and then American-Indian with 98.3%. For chronic absenteeism, the state 15%, the district 11.9% and the campus 8.9%. The rate for African American was 26.2% and Special education at 24%. For the TAPR report for 2020-21, the 2019-20 rate for the state was 98.3%, the district 98.6% and the campus was 99.2%. Chronic absenteeism for the district was 6.1%, state 6.7% and the campus was 4.3%. The attendance for the year 2019-20 had the best attendance rate of the last three years.

### BEHAVIOR AVERAGES

The Review 360 data 2022-2023 for behavior showed the month of September had the highest incident rate with 107, March had 70, August 69 incidents and November and April with 67 incidents. The lowest incident rates were for May 2023 with 19 incidents. When looking at incident type for 2022-23, failure to follow directions was approximately 197, talking/disturbing class with 163 and aggravation/agitation of others was approximately 121. Incident by grade for 202-23 showed 5th grade had approximately 220 (the highest numbers) followed by 2nd grade had approximately 125 and then 4th grade approximately 110. Location of the incidents for 2022-23 show the classroom as the most frequent location for incidents (21%) and the halls, bathroom, library at 8% and other and Art at 7% and the gym and playground at 6%. The current year for 2023-24 showed the time of day for a high incidents is for 2:00 p.m and more incidents occur on Thursdays. Number of incidents by behavior show aggravation/agitation of others yielded 82 and class disruption at 97 incidents. The number of incidents by grade for 2023-24 was 2nd grade with 114 and then 87 for kinder. Fifth grade has 83 incidents for the grade level. The location for incidents for 2023-24, 193 (48%) were in the classroom and gym had 11% (46 incidents).

### STAFF ENGAGEMENT

Teachers describe the school as having a positive culture. The processes in place help with managing behavior, identifying the students who are struggling and how to implement interventions. Teachers stated they feel safe in the building and they do have a sense of belonging at the campus. The MTSS, ARD and 504 meetings help with identification of areas of needs. In the ARD meetings, it was stated it would be good for the homeroom teacher and the case manager to collaborate prior to the meeting on student progress so there is agreement in regards to the child's progress and this can be accurately expressed in the meeting. Staffing were discussed and it was communicated these types of meetings are necessary in order to review data.

### PARENT/COMMUNITY ENGAGEMENT

Participation rates are measured by sign-in sheets for events, the amount of forms turned in for school paperwork both on paper and online along with the number of online completion of particular surveys. The communication apps can also give teachers an idea of what parents are actively participating in communication with the teacher.

Parents believe the school is welcoming to parents (93% favorable) referencing question 8, page 6 of the survey, and question 10 stated there is a high sense of belonging at the school.

According to the survey under Barriers to Engagement, 82% of the parents stated there is not a problem with transportation related challenges with a 92% favorability. Eighty-eight percent of parents stated there were no problems with getting to the school safely which yielded 90% favorability. A busy schedule was not a concern for 64% of the respondents, the staff seeming too busy showed that 69% of the parents didn't see this as a concern (82% favorability). Seventy-eight percent of parents stated there was no concern with how to communicate with the school (90% favorability) and 82% of parents stated they didn't have a concern with the school providing too little information about involvement activities (93% favorability). There was a 93% favorability rating overall for feeling welcome at the school as 82% of parents noted they did not see this as a concern. Parents showed that 90% feel the school does not have an issue with communicating with their culture (93% favorability) and a 95% favorability rating overall as 90% of parents stated they don't have a concern with not feeling as if they belonged to their child's

school community. The survey also noted that 92% of parents didn't have a concern with their child not wanting them to contact the school (95% favorability) and 72% of parents didn't feel their child would be treated differently if they raised a concern (85% favorability).

The overall percentage for learning barriers yielded 64% which is higher than the district which is at 57%. Sixty-three percent stated they receive information in a language they can understand, 36% stated the school provides materials and training to help them work with their child to improve achievement, 44% strongly agree they are encouraged to get involved in school activities and 33% stated they strongly agree that they have been made aware of and recruited for campus and district committees. Forty-one percent strongly were aware of what their child was being taught, 41% noted they understood the state assessments and how the data is used to help support their child (77% favorability). The data regarding the School Parent Compact being received by the parents showed a 68% favorability rating, the school explaining the purpose of the school-parent compact only showed a 58% favorability rating. Only 28% stated they strongly agreed they received a copy of the written Parent Involvement Policy and when asked about the school explaining the purpose of the Parent Involvement Policy, only 28% strongly agreed.

Eighty-eight percent of parents stated there are no problems with getting to the school safely which yielded 90% favorability. A busy schedule was not a concern for 64% of the respondents, the staff seeming too busy showed that 69% of the parents didn't see this as a concern (82% favorability). Seventy-eight percent of parents stated there was no concern with how to communicate with the school (90% favorability) and 82% of parents stated they didn't have a concern with the school providing too little information about involvement activities (93% favorability). There was a 93% favorability rating overall for feeling welcome at the school as 82% of parents noted they did not see this as a concern. Parents showed that 90% feel the school does not have an issue with communicating with their culture (93% favorability) and a 95% favorability rating overall as 90% of parents stated they don't have a concern with not feeling as if they belonged to their child's school community. The survey also noted that 92% of parents didn't have a concern about their child not wanting them to contact the school (95% favorability) and 72% of parents didn't feel their child would be treated differently if they raised a concern(85% favorability).

When looking at learning behaviors, 31% percent of parent stated their child either frequently or sometimes reads for fun. Fifty-five percent of the time, their child puts quite a bit of effort into school-related tasks and 50% reported their child almost never struggles getting organized for school. Sixty-eight of parents stated their child is quite motivated to learn the topics covered in class, 32% of parents stated their child is slightly distracted by school activities at home and 42% stated their student works independently on a learning activity at home. When asked if the child gives up on learning activities that are deemed hard 40% of the parents stated almost never with 63% favorability.

## Perceptions Strengths

Routh Roach is a safe environment for all students. The campus provides information to parents in a language they understand.

Teachers provide consistent academic support to students. Parents are encouraged to be involved in school activities. The school provides the materials and training to parent to help them work with their students at home.

The school communicates with the parents in a variety of ways.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The teachers only have a short amount of time in the Parent Conference and don't have time to go over the School Compact with the parents. **Root Cause:**

Teachers have time to address academics and behavior with parents. There is not enough time to review the compact. Parents don't review the compact that is provided by the school to all parents digitally or on paper.

# Priority Problem Statements

**Problem Statement 1:** In Language Arts, our campus performed below the District 3rd grade Campus at Meets Performance level of 20% is lower than the district at 42% 3rd grade Campus at Masters Performance level of 5% is lower than the district at 19% 5th grade Campus at Meets Performance level of 48% is lower than the district at 54% 5th grade Campus at Masters Performance level of 24% is lower than the district at 29%

**Root Cause 1:** A high number of learning disabilities (dyslexia, ADHD, ED, Speech) New Language Arts resources not meeting our students' needs. Writing instruction not paired with STAAR rigor. Lack of background knowledge and vocabulary 1st year teachers in 3rd grade. New to content teacher in 5th.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Our Campus performed below the district in Science: 5th grade Campus at Meets Performance of 7% is lower than the district at 20% 5th grade Campus at Masters Performance of 3% is lower than the district at 8%

**Root Cause 2:** A high number of learning disabilities (dyslexia, ADHD, ED, Speech) High numbers of students pull out reducing time for small-group instruction Writing instruction not paired with STAAR rigor in Science Inconsistent Hands-on experiences Lack of background knowledge and vocabulary

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Not all staff are experienced, nor are persistent in the PBIS implementation, or are not consistently applying the rules set forth by the system.

**Root Cause 3:** Lack of consistent or periodic training for new teachers.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Our office referrals went up to 102 in 2022-2023 compared to 47 office referrals in the 2021-2022 school year.

**Root Cause 4:** Increase in the number of new students who impacted the existing students in 5th grade. students transitioning from Gen Ed settings to BA and more students in BA going to out-classes. New teachers lack experience and consistency in reinforcing behavior expectations, especially in second and fifth grades.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** In Math, our campus performed below the District: 3rd grade Campus Meets Performance level of 24% versus the district 40% and in Masters 4% versus the district's 15% 4th grade Campus Meets Performance level of 42% versus the district 47% and in Masters 20% versus the district's 22% 5th grade Campus Meets Performance level of 46% versus the district 51% and in Masters 14% versus the district's 21%

**Root Cause 5:** A high number of learning disabilities (dyslexia, ADHD, ED, Speech) New Math resources and instructional pacing not meeting our students' needs. New teachers to the grade and content Lack of background knowledge and vocabulary

**Problem Statement 5 Areas:** Student Learning





# Goals

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

**Performance Objective 1:** Percent of students in grade 3, 4 and 5 demonstrating early literacy as measured by meets grade Level performance on STAAR Reading, will increase in 3rd grade from 21%, in 4th grade from 56% and in 5th grade from 48% to 3rd grade 60%, 4th grade 60% and 5th grade 60% in 2024-2025.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement small group literacy stations across grade levels and utilize small group instruction to target and support individual needs during ELAR instructional block, extended day/Saturday School. Teachers will have the opportunity to have time to plan for enrichment, remediation, and extension lessons during IPC (Instructional Planning Calendar) days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading performance (DIBELS, IDEL )and reached MAP Reading goals</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Interventionist.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Small group pull out, Extended day &amp; Saturday School, Instructional planning days. - 6100 Payroll- Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use researched-based curriculum strategies, STAAR practice workbooks, and higher-level thinking skills/extension materials, including software and dictionaries.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase meets reading level performance. Reading CBAs performance, MAP growth, DRA levels, and Istation results.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionist, Teachers.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Achieve 3000 - 6300 Supplies and Materials- Title I Funds - \$11,202, I-Ready Reading K-2 - 6300 Supplies and Materials- Title I Funds - \$2,830.40</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will disaggregate data from curriculum assessments, mCLASS, I-ready and MAP to determine intervention groups for all students with a focus on EBs, SPED, and 504 students. Intervention will begin the third Monday of the 2024-2025 school year with formative assessment data being used to determine intervention groups for all at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Reading meets performance of at-risk students</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Interventionist, IST.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Staff members will utilize instructional planning calendar (IPC) days to create remediation and enrichment lessons for at-risk student to be used during small group instruction, extended day and Saturday school.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease academic gaps for all at-risk students. Decrease the number of Tier 3 &amp; Tier 2 students</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 3:** In Language Arts, our campus performed below the District 3rd grade Campus at Meets Performance level of 20% is lower than the district at 42% 3rd grade Campus at Masters Performance level of 5% is lower than the district at 19% 5th grade Campus at Meets Performance level of 48% is lower than the district at 54% 5th grade Campus at Masters Performance level of 24% is lower than the district at 29% **Root Cause:** A high number of learning disabilities (dyslexia, ADHD, ED, Speech) New Language Arts resources not meeting our students' needs. Writing instruction not paired with STAAR rigor. Lack of background knowledge and vocabulary 1st year teachers in 3rd grade. New to content teacher in 5th.

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


**Performance Objective 2:** Percent of English Language Learners (ELL) students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 49% to 76% by 2025.


2024-2025 Interim goal = 60%

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement ELPS 1 &amp; ELPS 2 and all components of the Dual Language One-Way model in order to ensure the English language development for all of the EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> 44.6% of EB students will show 1 year growth as measured by TELPAS scores.</p> <p>CWTs Lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Administrators &amp; teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement sheltered instruction strategies in their classrooms (The 7 Steps to a Language-Rich Interactive Classroom).</p> <p><b>Strategy's Expected Result/Impact:</b> 60% of EB students will show 1 year growth as measured by TELPAS scores.</p> <p>CWT</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, IST, ELST, Teachers.</p> <p><b>Funding Sources:</b> Laminator &amp; Poster maker and ink - 6300 Supplies and Materials- Title I Funds - \$6,679.73</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administrators and teachers will ensure that each EB student is provided with linguistic and instructional accommodations as determined by the LPAC (Language Proficiency Assessment Committee).</p> <p><b>Strategy's Expected Result/Impact:</b> EB students Meets Grade Level performance will increase.</p> <p>CBA Elevation reports CWT</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, LPAC Administrator.</p> <p><b>Funding Sources:</b> Headphones - 6300 Supplies and Materials- Title I Funds - \$2,012.94</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

**Performance Objective 3:** Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 7% to 40% in 2024-2025.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide hands-on opportunities to increase student demonstration of scientific concepts and to provide enrichment opportunities for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be exposed to complex ideas, scenarios and experiences during Science Camp to allow a connection that increases student's science knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher, Administrators</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Materials and supplies - 6300 Supplies and Materials- Title I Funds - \$17,145</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will focus on science vocabulary by providing a print-rich environment through anchor charts, word walls, tri-fold presentation boards, note-taking, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be exposed to science vocabulary that will increase science background knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Administrators.</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Science materials and supplies - 6300 Supplies and Materials- Title I Funds - \$8,828.50</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use researched-based curriculum strategies, STAAR practice workbooks, and higher-level thinking skills/extension materials, including software.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase meets Science level performance. Science CBAs performance, MAP Growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Progress learning - 6300 Supplies and Materials- Title I Funds - \$2,028.32, Edusmart - 6300 Supplies and Materials- Title I Funds - \$2,251, Stemsscopes Science Program - 6300 Supplies and Materials- Title I Funds - \$7,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will implement small group instruction to target and support individual needs during Science instructional block, extended day/Saturday School. Teachers will have the opportunity to have time to plan for enrichment, remediation, and extension lessons during IPC (Instructional Planning days).</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Small group pull out, Extended day &amp; Saturday School, Instructional planning days. - 6100 Payroll- Title I Funds - \$7,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Our Campus performed below the district in Science: 5th grade Campus at Meets Performance of 7% is lower than the district at 20% 5th grade Campus at Masters Performance of 3% is lower than the district at 8% <b>Root Cause:</b> A high number of learning disabilities (dyslexia, ADHD, ED, Speech) High numbers of students pull out reducing time for small-group instruction Writing instruction not paired with STAAR rigor in Science Inconsistent Hands-on experiences Lack of background knowledge and vocabulary</p>


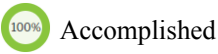
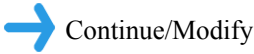

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 4:** Percent of students in grades 3, 4 and 5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math will increase in 3rd grade from 24.53%, in 4th grade from 43%, in 5th grade from 46% to 3rd grade 60%, 4th grade 60%, and 5th grade 60% in 2024-2025.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize manipulatives during Small group math instruction to make connections between concrete and abstract models.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Meets Grade Level performance. CBAs CWT</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Interventionist.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will practice fluency daily during math stations and do checkpoints twice in a grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Meets Grade Level Performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, IST</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Chromebooks - 6300 Supplies and Materials- Title I Funds - \$48,568.40</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use researched based curriculum strategies, STAAR practice workbooks, and higher level thinking skills/extension materials, including software.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase meets math level performance. math CBAs, and MAP reports</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Interventionist</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Peardeck - 6300 Supplies and Materials- Title I Funds - \$1,650, Plickers - 6300 Supplies and Materials- Title I Funds - \$841, ST Math - 6300 Supplies and Materials- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will implement small group math stations across grade levels and utilize small group instruction to target and support individual needs during Math instructional block, extended day/Saturday School. Teachers will have the opportunity to have time to plan for enrichment, remediation, and extension lessons during IPC (Instructional Planning Calendar) days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase meets math level performance. math CBAs, and MAP reports</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, interventionists, CST</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Small group pull out, Extended day &amp; Saturday School, Instructional planning days. - 6100 Payroll- Title I Funds - \$10,000, Calculators - 6300 Supplies and Materials- Title I Funds - \$622.71</p>	Formative			Summative
	Nov	Feb	Apr	June

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> In Math, our campus performed below the District: 3rd grade Campus Meets Performance level of 24% versus the district 40% and in Masters 4% versus the district's 15% 4th grade Campus Meets Performance level of 42% versus the district 47% and in Masters 20% versus the district's 22% 5th grade Campus Meets Performance level of 46% versus the district 51% and in Masters 14% versus the district's 21% <b>Root Cause:</b> A high number of learning disabilities (dyslexia, ADHD, ED, Speech) New Math resources and instructional pacing not meeting our students' needs. New teachers to the grade and content Lack of background knowledge and vocabulary</p>







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

**Performance Objective 5:** Percentage of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 2% to 0% by the end of 2024 and remain below 35% by 2025.

**Evaluation Data Sources:** Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in staff development and utilize a school-wide discipline system and Positive Behavior Intervention Strategies (PBIS), to ensure a welcoming, positive and respectful school environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease numbers of office referrals across grade levels, specially African American students. Review 360 reports PD agenda Sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will implement strategies to build positive relationships with students such as creating a safe environment, making connections with students, meeting their basic needs, providing skillful feedback, and using remedial interventions and sensory items that can be beneficial in creating a supportive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in office referrals across grade levels, specifically African American students. Review 360 report PD agenda sign in sheet</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor.</p> <p><b>Funding Sources:</b> Sensory items - 6300 Supplies and Materials- Title I Funds - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administrators and teachers will implement social emotional strategies to address all student social and emotional needs, with an emphasis on African American and SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in office referrals.            PD agenda            sign in sheets            CWTs</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselor.</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 6:** By the end of the 2024-2025, 80% or more of parents will attend at least two parent and family engagement opportunities geared towards engaging parents in student's education and performance.

**Evaluation Data Sources:** Sign-in sheets and district survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Routh Roach will host 7 parent and family engagement activities/events: Meet the teacher night, Play 60 Night, Literacy Night, Multicultural Night, Buddy Day, College &amp; Career day, STAAR &amp; AVID workshops.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental involvement in student's academics.            Promote cultural awareness and showcase student's culture.            Increase parental involvement by promoting family literacy so parents are better prepared to help students and support education at home            Sign-in sheets, parent survey</p> <p><b>Staff Responsible for Monitoring:</b> Specials team, Teachers and Administrators</p> <p><b>Funding Sources:</b> Books for Literacy Night - 6300 Parent Involvement. Supplies T1 - \$2,405, Payroll for Parental Involvement activities (STAAR Night, Literacy Night, Multicultural Night) - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost</p> <p><b>Strategy's Expected Result/Impact:</b> Promote parent involvement in the development of the PFE policy.            Invitation, sign-in sheet</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. (Elementary only: Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental participation in the development of a school -parent-compact. Invitation, sign-in sheet.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Kindergarten round up will be conducted to support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Students transition to kindergarten will be successful</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators, counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers and counselor will support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness</p> <p><b>Strategy's Expected Result/Impact:</b> Readiness to transition to middle school for all our Routh Roach students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, teachers, administrators.</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Denise Cuesta	Teacher Intervention Specialist	Title I, Part A	1.0

# Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Small group pull out, Extended day & Saturday School, Instructional planning days.		\$10,000.00
1	3	4	Small group pull out, Extended day & Saturday School, Instructional planning days.		\$7,500.00
1	4	4	Small group pull out, Extended day & Saturday School, Instructional planning days.		\$10,000.00
1	6	1	Payroll for Parental Involvement activities (STAAR Night, Literacy Night, Multicultural Night)		\$3,000.00
<b>Sub-Total</b>					\$30,500.00
<b>Budgeted Fund Source Amount</b>					\$30,500.00
<b>+/- Difference</b>					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	I-Ready Reading K-2		\$2,830.40
1	1	2	Achieve 3000		\$11,202.00
1	2	2	Laminator & Poster maker and ink		\$6,679.73
1	2	3	Headphones		\$2,012.94
1	3	1	Materials and supplies		\$17,145.00
1	3	2	Science materials and supplies		\$8,828.50
1	3	3	Stemscopes Science Program		\$7,000.00
1	3	3	Progress learning		\$2,028.32
1	3	3	Edusmart		\$2,251.00
1	4	2	Chromebooks		\$48,568.40
1	4	3	ST Math		\$5,000.00
1	4	3	Peardeck		\$1,650.00
1	4	3	Plickers		\$841.00
1	4	4	Calculators		\$622.71
1	5	2	Sensory items		\$5,000.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$121,660.00
<b>Budgeted Fund Source Amount</b>					\$25,000.00
<b>+/- Difference</b>					<b>-\$96,660.00</b>
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Books for Literacy Night		\$2,405.00
<b>Sub-Total</b>					\$2,405.00
<b>Budgeted Fund Source Amount</b>					\$2,405.00
<b>+/- Difference</b>					\$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$17,145.00
<b>+/- Difference</b>					<b>\$17,145.00</b>
<b>Grand Total Budgeted</b>					\$75,050.00
<b>Grand Total Spent</b>					\$154,565.00
<b>+/- Difference</b>					<b>-\$79,515.00</b>

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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