

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

Value Statement

At Rowlett Elementary, we value GROWTH, RELATIONSHIPS and RESPECT FOR ALL.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rowlett Elementary serves Pre-Kindergarten through 5th-grade students. Rowlett was the first public school in Rowlett, Texas. We were founded in the year 1902 and relocated to our current location in 1979. Our school colors are black and red. Since our district has a Choice of School program in place, we serve students within the Garland, Rowlett, and Sachse area. Our campus is a Title I school with a student population of approximately 500. We have an active PTA that sponsors many of the programs, presentations/awards, and community events/services that take place throughout the school year. Some of the community involvement and support that our campus receives has come in the form of the following: Adopt a Teacher for Teacher Appreciation Week, First United Methodist Church's provision of our week-to-week food backpack program, Easter, Thanksgiving and Christmas dinner for needy families, as well as the beginning of the year donation of school supplies, backpacks, and lunch bags.

Our free and reduced lunch rate is approximately 72%.

Demographics Strengths

- We have minimal behavior issues on campus.
- There is a wide range of teaching experience in the faculty.
- We provide free breakfast and lunch to all students, and backpack Fridays (dry food for the weekend).
- We provide Special Education services including- Speech Therapy/Occupational Therapy/ Physical Therapy/Resource, Bilingual SPED, and Adaptive Behavior and Communication.
- Our Fine Arts Department enables students to participate in musical and art programs throughout the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our current average daily attendance rate is 93%. **Root Cause:** No specific efforts have been made to encourage attendance.

Problem Statement 2 (Prioritized): Only 24% of Hispanic students eliminated the achievement gaps on Math STAAR compared to the goal of 44%. **Root Cause:** Intervention and tutorials have not been systematically aligned to MAP data.

Problem Statement 3: Only 26% of High Focus students eliminated the achievement gaps on Math STAAR compared to the goal of 42%. **Root Cause:** Intervention and tutorials have not been systematically aligned to MAP data.

Problem Statement 4 (Prioritized): Only 8% of current SPED students met their goal in reading and math, missing the mark by 18% and 21% respectively. **Root Cause:** There is not alignment between SPED goals and TEKS deficits in SPED students.

Problem Statement 5 (Prioritized): EB students missed their academic achievement goal in closing achievement gaps by 12 points. **Root Cause:** Language of instruction and language of assessment have not been systematically aligned.

Student Learning

Student Learning Summary

STAAR scores are not yet finalized.

Overall in MAP Math, 55% of students met or exceeded their growth targets.

Overall in MAP Reading (English) 49% of students met or exceeded their growth targets.

Overall in MAP Reading (Spanish) 44% of students met or exceeded their growth targets.

Overall Math MAP Achievement increased 4 points from fall 2023 to spring 2024.

Student Learning Strengths

TELPAS- We have a higher percentage (77%-58%)of beginner students in kindergarten that grow to be more proficient in first grade at a higher rate compared to the district (63%-40%)

TELPAS- We have a higher overall composite score for 5th grade compared to the district

We eliminated the achievement gap for our African American students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 24% of Hispanic students eliminated the achievement gaps on Math STAAR compared to the goal of 44%. **Root Cause:** Small group instruction and tutorials were not aligned to MAP learning continuum.

Problem Statement 2 (Prioritized): Percentage of meets on the Science STAAR went from 42% in 2023 to 8% in 2024. **Root Cause:** Teaching science daily was not prioritized in the lower grades prior to this year.

Problem Statement 3: We are behind the district for STAAR reading in 3rd, 4th, and 5th grade Masters level. We scored 8% in 3rd grade the district scored 19%. We scored 11% in

4th grade the district scored 23%. We scored 26% in 5th grade the district scored 29%. **Root Cause:** Teachers were focused on tier 1 instruction and closing gaps for lower achievers.

Problem Statement 4: 41% of students Met on the STAAR Test in 2023 and went down to Approaches or DNM in 2024. **Root Cause:** Individual student progress was not tracked consistently.

Problem Statement 5: 2024 Rowlett had a higher percentage of DNM in math compared to the district. **Root Cause:** Small group instruction and tutorials were not aligned to MAP.

Problem Statement 6 (Prioritized): Only 33% of fifth graders, 37% of fourth graders, and 24% of third graders achieved MEETS on Math STAAR. **Root Cause:** Curriculum was not aligned to the rigor of STAAR.

Problem Statement 7 (Prioritized): Only 50% of fifth graders, 44% of fourth graders, and 39% achieved MEETS on Reading STAAR. **Root Cause:** Curriculum was not aligned to the rigor of STAAR.

School Processes & Programs

School Processes & Programs Summary

Hiring:

We hire personnel using a two-part method. Principal vets prospects and then brings back acceptable candidates to interview with the team.

Lesson Plans:

Regular walks, feedback, and coaching sessions support teachers with instruction.

Professional Development:

Teachers meet weekly for PLCs to discuss upcoming TEKS, share teaching strategies, and analyze data.

Professional development sessions occur at faculty meetings.

Technology:

Technology is readily available to each student and educator on campus. Students have access to the computer labs on campus as well as shared Chromebooks for certain grade levels. Educators have a classroom desktop, and a personal laptop for use in preparing lessons and inputting grades. All classrooms are equipped with large screens used for instruction.

Student Support Teams:

Our MTSS team meets throughout the year to discuss student data presented by teachers and to problem solve how to support these students.

Communication:

Teachers and Administrators regularly communicate with parents using newsletters, email, phone calls, face to face and virtual meetings, and various communication apps.

We use a schoolwide app for parent communication and a schoolwide token economy.

School Processes & Programs Strengths

Rowlett staff is committed to creating and following processes that ensure equity for all. A teacher-led PBIS team leads the staff in implementation. A committee system is in place to involve all staff in decision-making and to develop leaders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Consistent use of Amplify and Eureka Math curriculum did not increase student achievement on STAAR or MAP. **Root Cause:** Although we made some gains in MAP Growth, those gains did not translate to student achievement gains.

Problem Statement 2 (Prioritized): 2024 Small group instruction based on iReady and Amplify resources did not increase student achievement on STAAR. **Root Cause:** Small group instruction, while aligned to district resources, was not aligned to MAP learning continuum.

Perceptions

Perceptions Summary

At Rowlett Elementary, we offer multiple Special Education programs including: Resource, Adaptive Behavior and Communication, and Dyslexia services. Bilingual classes are offered at each grade level. Fine Arts hosts programs for each grade level, along with an additional performing ensemble. Both Art and Music are accredited, and Art has placed in State competitions every year. Gym classes are offered every week and teach fundamental skills for all sports. Computer technology is offered to each student daily. We host a career day every year with presenters from the community.

Perceptions Strengths

According to the Panorama Survey, 85% of parents agree or strongly agree that they are encouraged to participate in activities at school.

According to the Panorama Survey, 75% of parents indicate that they are aware of the curriculum their child is learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the Welcoming Walkthrough, observers would like more language support in the building. Panorama - 8% of parents said they did not receive information in a language they understand. **Root Cause:** Not all signage in the building reflects languages spoken in our community.

Problem Statement 2 (Prioritized): Based on the Parent Panorama Survey, only 38% of parents stated that their child reads for fun. **Root Cause:** The school schedule does not allow for time outside of Library class for students to choose books and read for enjoyment.

Priority Problem Statements

Problem Statement 1: Percentage of meets on the Science STAAR went from 42% in 2023 to 8% in 2024.

Root Cause 1: Teaching science daily was not prioritized in the lower grades prior to this year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 33% of fifth graders, 37% of fourth graders, and 24% of third graders achieved MEETS on Math STAAR.

Root Cause 2: Curriculum was not aligned to the rigor of STAAR.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 50% of fifth graders, 44% of fourth graders, and 39% achieved MEETS on Reading STAAR.

Root Cause 3: Curriculum was not aligned to the rigor of STAAR.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 2024 Small group instruction based on iReady and Amplify resources did not increase student achievement on STAAR.

Root Cause 4: Small group instruction, while aligned to district resources, was not aligned to MAP learning continuum.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Based on the Parent Panorama Survey, only 38% of parents stated that their child reads for fun.

Root Cause 5: The school schedule does not allow for time outside of Library class for students to choose books and read for enjoyment.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our current average daily attendance rate is 93%.

Root Cause 6: No specific efforts have been made to encourage attendance.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Only 24% of Hispanic students eliminated the achievement gaps on Math STAAR compared to the goal of 44%.

Root Cause 7: Intervention and tutorials have not been systematically aligned to MAP data.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Only 8% of current SPED students met their goal in reading and math, missing the mark by 18% and 21% respectively.

Root Cause 8: There is not alignment between SPED goals and TEKS deficits in SPED students.

Problem Statement 8 Areas: Demographics

Problem Statement 9: EB students missed their academic achievement goal in closing achievement gaps by 12 points.

Root Cause 9: Language of instruction and language of assessment have not been systematically aligned.

Problem Statement 9 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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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: Percentage of Meets on the Science STAAR will increase from 8% in 2024 to 60% in 2025.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Science will be taught daily in all grade levels. Strategy's Expected Result/Impact: An increase of 52% points in science Meets. Staff Responsible for Monitoring: Admin Instructional Support Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Science teachers will meet regularly in PLCs with the Science IDF to target high leverage TEKS, rehearse lessons, and analyze data. Strategy's Expected Result/Impact: An increase of 52% points in science Meets. Staff Responsible for Monitoring: Admin Instructional Support Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Percentage of meets on the Science STAAR went from 42% in 2023 to 8% in 2024. **Root Cause:** Teaching science daily was not prioritized in the lower grades prior to this year.

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


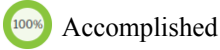
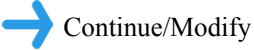

Performance Objective 2: 60% of 5th, 4th, and 3rd graders will achieve MEETS on Math and Reading STAAR.

High Priority

Evaluation Data Sources: STAAR preliminary results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze upcoming math and reading standards in weekly PLCs and create exemplars which will be used to compare student work to the rigor of the standard.</p> <p>Strategy's Expected Result/Impact: Math and reading Meets percentage will increase to 60% in 3rd, 4th, and 5th grade.</p> <p>Staff Responsible for Monitoring: Staff Responsible for Monitoring Admin Instructional Support Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be provided opportunities to observe other teachers using small group instruction in Tier 1.</p> <p>Strategy's Expected Result/Impact: Math and reading Meets percentage will increase to 60% in 3rd, 4th, and 5th grade.</p> <p>Staff Responsible for Monitoring: Admin Instructional Support Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$3,200</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided protected time to plan Instructional Planning Calendar based on 15 day increments and high leverage TEKS.</p> <p>Strategy's Expected Result/Impact: Meets on Reading and Math STAAR will increase to 60%.</p> <p>Staff Responsible for Monitoring: Admin Instructional Support Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$1,321</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 6: Only 33% of fifth graders, 37% of fourth graders, and 24% of third graders achieved MEETS on Math STAAR. Root Cause: Curriculum was not aligned to the rigor of STAAR.</p>
<p>Problem Statement 7: Only 50% of fifth graders, 44% of fourth graders, and 39% achieved MEETS on Reading STAAR. Root Cause: Curriculum was not aligned to the rigor of STAAR.</p>
School Processes & Programs
<p>Problem Statement 2: 2024 Small group instruction based on iReady and Amplify resources did not increase student achievement on STAAR. Root Cause: Small group instruction, while aligned to district resources, was not aligned to MAP learning continuum.</p>

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

Performance Objective 3: Our current daily attendance rate will increase from 93% to 96%.

High Priority

Evaluation Data Sources: Average Daily Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Incentives for individuals and classes will be offered for perfect attendance.</p> <p>Strategy's Expected Result/Impact: Attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal PBIS team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:


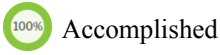
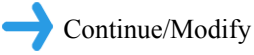

Demographics
<p>Problem Statement 1: Our current average daily attendance rate is 93%. Root Cause: No specific efforts have been made to encourage attendance.</p>

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: EL/EB students will increase their academic achievement target in reading and in math.

Strategy 1 Details	Reviews			
<p>Strategy 1: EL and EB students will be tracked across assessments and provided academic interventions and study skills training as needed.</p> <p>Strategy's Expected Result/Impact: EB students will meet their reading and math achievement goal in closing achievement gaps.</p> <p>Staff Responsible for Monitoring: Grade Level Team Leader Bilingual Teachers Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop jointly with, and distribute to parents, a written Parent and Family Engagement policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: EL and EB students will meet their academic achievement targets in reading and in math.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 4, 5 - Student Learning 6, 7 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Two parent nights will be hosted, one in the fall and one in the spring where parents will be provided take-home materials that will support students academically.</p> <p>Strategy's Expected Result/Impact: All students will meet the campus academic goals.</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 2, 6, 7</p> <p>Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$2,406</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: Only 24% of Hispanic students eliminated the achievement gaps on Math STAAR compared to the goal of 44%. Root Cause: Intervention and tutorials have not been systematically aligned to MAP data.</p>
<p>Problem Statement 4: Only 8% of current SPED students met their goal in reading and math, missing the mark by 18% and 21% respectively. Root Cause: There is not alignment between SPED goals and TEKS deficits in SPED students.</p>
<p>Problem Statement 5: EB students missed their academic achievement goal in closing achievement gaps by 12 points. Root Cause: Language of instruction and language of assessment have not been systematically aligned.</p>
Student Learning
<p>Problem Statement 2: Percentage of meets on the Science STAAR went from 42% in 2023 to 8% in 2024. Root Cause: Teaching science daily was not prioritized in the lower grades prior to this year.</p>
<p>Problem Statement 6: Only 33% of fifth graders, 37% of fourth graders, and 24% of third graders achieved MEETS on Math STAAR. Root Cause: Curriculum was not aligned to the rigor of STAAR.</p>
<p>Problem Statement 7: Only 50% of fifth graders, 44% of fourth graders, and 39% achieved MEETS on Reading STAAR. Root Cause: Curriculum was not aligned to the rigor of STAAR.</p>
Perceptions
<p>Problem Statement 2: Based on the Parent Panorama Survey, only 38% of parents stated that their child reads for fun. Root Cause: The school schedule does not allow for time outside of Library class for students to choose books and read for enjoyment.</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: SPED students will meet their goal in Closing Achievement Gaps goal in reading and math.


High Priority


Evaluation Data Sources: STAAR Preliminary Data

Strategy 1 Details	Reviews			
<p>Strategy 1: SPED and Gen Ed teachers will be provided protected time to discuss TEKS deficits in SPED students based on the MAP Learning Continuum.</p> <p>Strategy's Expected Result/Impact: SPED students will meet their goal of 26% in Meets in reading and 29% Meets in math.</p> <p>Staff Responsible for Monitoring: Admin SPED teachers Gen Ed teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 4: Only 8% of current SPED students met their goal in reading and math, missing the mark by 18% and 21% respectively. Root Cause: There is not alignment between SPED goals and TEKS deficits in SPED students.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carly Lynne Massey	Teacher Intervention Specialist	Title I, Part A	1.0
Heather Cheyne	Instructional Aide	Title I, Part A	1.0

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Non-classroom Professional	Yvette Guzman	Counselor
Parent	Brenda Mendoza	Parent
Community Representative	Debbie Morgan	Community Representative
Business Representative	Cole Hedgecock	Pastor
Paraprofessional	Heather Cheyne	Title 1 Aide
District-level Professional	Leah Ballard	Coordinator CTE
Classroom Teacher	Hector Acevedo	Classroom Teacher
Paraprofessional	Angelica Chavez	Technical Assistance Provider
Classroom Teacher	Stephen Doing	SPED Representative
Parent	Rudy Muniz	Parent
Classroom Teacher	Shelley Allen	Teacher
Classroom Teacher	LaRoderick King	Classroom Teacher
Non-classroom Professional	Jeanette Hawkes	IST
Administrator	Kristin Stevens	Assistant Principal
Administrator	Kim Bain	Principal

2024-2025 Needs Assessment Team

Committee Role	Name	Position
Business Representative	Cole Hedgecock	Business Representative
Parent	Leaha Rodriguez	Parent
Paraprofessional	Heather Cheyne	Title 1 Aide
Classroom Teacher	Hector Acevedo	Classroom Teacher
Parent	Brenda Mendoza	Parent
Business Representative	Travis Burdell	Associate Pastor
Community Representative	Debbie Morgan	Community Representative
Classroom Teacher	Shelley Allen	Classroom Teacher
Classroom Teacher	LaRoderick King	Classroom Teacher
Classroom Teacher	Stephen Doing	Adaptive Behavior and Communications Teacher
Paraprofessional	Vicki Swinford	Technical Assistance Provider
District-level Professional	Leah Ballard	Technical Assistance Provider
Non-classroom Professional	Jeanette Hawkes	Counselor
Administrator	Kristin Stevens	Assistant Principal
Administrator	Kim Bain	Principal

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$3,200.00
1	2	3			\$1,321.00
Sub-Total					\$4,521.00
Budgeted Fund Source Amount					\$4,521.00
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$2,406.00
Sub-Total					\$2,406.00
Budgeted Fund Source Amount					\$2,406.00
+/- Difference					\$0.00
Grand Total Budgeted					\$6,927.00
Grand Total Spent					\$6,927.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

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

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