Garland Independent School District

Sewell Elementary School

2024-2025 Campus Improvement Plan

#LeaveaLegacy

Mission Statement

Sewell Elementary School Mission Statement

Sewell Elementary School will provide a quality education for all students in a way that:

- Expects the highest possible achievement for every student
- Produces self confident and motivated students
- Provides a multi-cultural appreciation for all cultures
- Invites parents to be active partners in their child's education

So that all students will be successful lifelong learners and productive citizens.

Vision

At Sewell we will create an academic environment where students and staff work together collaboratively, become risk takers and set attainable goals for themselves.

We will also create a social/emotional environment where students feel safe to express themselves, where they are encouraged to find the power in words and where they are able to understand different perspectives.

This will allow students to become the best versions of themselves now and in the future.

Core Beliefs

Belief Statements:

At Sewell Elementary our core values are relationships, communication and trust. This is the foundation on which we build.

We believe to build relationships with all stakeholders at Sewell we should provide empathy by becoming good listeners through all forms of communication. In order to become good listeners, we will be kind, understanding, and respectful when considering all viewpoints.

We believe that effective teamwork begins and ends with communication. Effective communication is clear, consistent, focused, and relevant. Communication should be delivered and reciprocated in a respectful manner.

We believe in creating a safe and respectful space for everyone to share and feel valued.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Summary:

Sewell is a very diverse campus of just over 700 students who offers open enrollment and is a neighborhood school. We serve many different groups of students including economically disadvantaged (53%), Emergent Bilinguals (23%) and Special Education Students (22%).   Sewell meets the needs of our diverse population of gifted students, special education students and emergent bilingual students. Teachers are GT adn ESL certified. Emergent Bilingual students not only have certified teachers but are also served in a small group by and emergent bilingual paraprofessional.

 How do we describe our school? What is our story? Example details might include size, grade span, age, location, admission policies (magnet, open enrollment, neighborhood school), and other interesting or important descriptive information?

Based on Current 2024 Data:

702 students
PreK - 5 grade
EE .14%
PreK 6%
Kinder 13%
1st 15%
2nd 16%
3rd 19%
4th 16%
5th 16%
Sewell is 32 years old
Sewell is located in Sachse, TX and is an open enrollement school\

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

Student Incident by location majority is Classroom, 44.7%
Student Incident by behavior:
Physical Confrontation 15.8%

Threat to Student 15.8%

Bullying 7.9%

In May 2024 we had our most incidents-29 (20.6%)

Discipline Incidents by grade

K: 30.6%

1: 33.3%

2: 2.8%

3: 6.5%

4: 2.8%

5: 24%

Administrative Actions by Occurrence:
Parental Conference 23.7%

Reassignment Rm Full Day 15.8%

Suspension: Full Day 6.1%

Time Out 6.1%

2023-2024
Attendance 94.99%
PreK 94.17%
Kinder 93.59%
1st 94.72%
2nd 94.80%
3rd 95.85%
4th 94.88%
5th 96.07%

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.

702 total students

Hispanic-Latino 24%

American Indian-Alaskan Native 1%
Asian 18%
African American 21%
Native Hawaiian-Pacific Islander .14%
White 28%

Two-or-More 6%

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

Demographics from previous years (2023-2024) (2022-2023) (2021-2023)
Hispanic-Latino (24%) (22.39%) (21.34%)
American Indian-Alaskan Native (1%) (.43%) (.99%) (.88%)
Asian (18%) (16.06%) (15.79%)
African American (22%) (23.24%) (22.37%)
Native Hawaiian-Pacific Islander (.14%) (.28%) (.29%)
White 30.42% (1.55%) (34.35%)(34.15%)
Two-or-More 5.6% (5.49%) (4.97%)(5.08%)

Our HIspanic and Asian populations have increased over the last few years.

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.

EcoDis 53%
EB 23%
ESL 21%
SPED 22%
Homeless 1%
Migrant 0%
At-Risk 45%
G/T 4%
Section 504 4%

Who are our staff members? How do their skills, training and certification align with our students' needs and demographics? Discuss the percentage of state certified (traditional certification and alternative certification methods), number years' experience, race/ethnicity, school leaders preparation and leadership capabilities. and how these differ from previous years.

11% of teachers have Master's Degrees, 89% have Bachelor's Degrees
23.5% of teachers have 20+ YE
31.6% of teachers have 11-20 YE
17.8% of teachers have 6-10 YE
22.6% of teachers have 1-5 YE
 1 teacher was a beginning teacher

81/2% Retention Rate

Demographics Strengths

1. Sewell Elementary is an open enrollment campus which receives a diverse population of students from all of Garland ISD. Sewell Elementary serves grades Pre-K through 5th grade with ages ranging from 4-11 years old. Sewell . l Elementary has 22% of its student population enrolled as Special Education students which is an increase from 2023-2024.
2. Sewell Elementary meets the needs of our diverse population of our GT, Special Education, and ESL students. Teachers on campus are GT and ESL certified. ESL student snot only have certified teachers but are also served in a small group by an EB paraprofessional.
3. Sewell Elementary offers multiple opportunities to provide remediation and acceleration through before school tutoring, after school tutoring and with intentional small group instruction during intervention blocks.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an increase in student behaviors over the last year.   **Root Cause:** Teachers do not have a clear understanding of Tier 1, 2 and 3 behaviors as well as what constitutes a classroom incident versus an office referral.

Student Learning

Student Learning Summary

What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.

STAAR 2024 Results have not been officially released by the state at this time. Preliminary scores are below.

Science: 61% approaches, 19% meets, 4% masters

<u>Math</u>

3rd grade: 72% appraches, 30% meets, 14% masters

4th grade: 77% appraoches, 58% meets, 38% masters

5th grade: 77% approaches, 56% meets, 19 % masters

<u>Reading</u>

3rd grade: 67% approaches, 38% meets, 8% masters

4th grade: 82% approaches, 63% meets, 34% masters

 5th grade: 80% approaches, 56% meets, 26% masters

Science

5th Grade: 61% appraches, 19% meets, 4% masters

Student Learning Strengths

1. More than 80% of our 4th and 5th grade students were approaching grade level on Reading STAAR.
2. Over 50% of our 4th and 5th graders are at the meets level on Reading STAAR.
3. The percent of our 3rd grade special education students meeting the approaching grade level in both and math are up from previous years. The percent of special education students meeting the meets level in math is also up.
4. The percent of 5th grade students in special education approaching and meeting on STAAR is increasing from previous year. The percent of special education students meeting the meets level in math is also up.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 38% of 3rd graders scored at the meets or above level on STAAR reading.   **Root Cause:** Small group instruction was not consistently rigorous nor targeted based on student need.

Problem Statement 2 (Prioritized): 19% of 5th grade students scored at the meets or above level on STAAR science.   **Root Cause:** Small group instruction was not consistently focused on hands on learning as well as academic vocabulary.

School Processes & Programs

School Processes & Programs Summary

On our campus we develop instructional leaders by selecting individuals based on strengths and past successes. These individuals are developed and supported by campus administrators to carry out assigned duties and responsibilities throughout the year. These roles and responsibilities are clear.

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

We review STAAR/State mandated testing and BOY MAP scores and adjust instruction according to academic needs. Then students in need are placed into intervention groups and progress monitoring is documented. We complete Fall MAP Projected Proficiency on the 'MAP Proficiency Projections: Review and Next Steps' paperwork.   Next steps are listed before MOY MAP (for example: intervention 3x per week & tutoring, Imagine Math/GT project etc.). The committee meets again after MOY MAP testing.   Groups are redistributed based on MOY MAP scores and teacher input and documented progress monitoring. The Winter MAP Projected Proficiency on the 'MAP Proficiency Projections: Review and Next Steps' are determined before STAAR testing and EOY MAP. STAAR Interim scores are used to refine skills and groups. SPED will review accommodations and adjust as necessary. At mid-year a list of prioritized students was created.

Programs and Opportunities for Students

What programs are operating in a school? Are these programs aligned with our vision, mission, goals, and values? Do our programs focus on a safe environment and high expectations?

Sewell's PBIS (Positive Behavioral Intervention Strategies) team presents our school's process and procedures during staff development. This team also meets monthly to review behavior data, processed in place, and any concerns. PRIDE is Sewell's acronym that represents our school's values: P-Politeness, R-Responsibility, I-Integrity, D-Discipline, and E-Effort. These values are reviewed each morning on our school announcements. Posters with the PRIDE acronym are displayed in each of the following areas: hallway, cafeteria, restroom, and gym. Specific behaviors are listed by each letter of PRIDE to reflect the expected behavior in each location.   PRIDE slips are used to recognize students displaying our school's values of politeness, responsibility, integrity, discipline, and effort. 504, AVID, Dyslexia, GT, SPED, PTA

How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction? Consider data for increasing the amount and quality of learning time and providing enrichment and acceleration.

1. Small group instruction
2. Tutoring Intervention
3. Dyslexia Services
4. SPED and inclusion services

5. EB services and strategies
6. Student academic goal setting

What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

Sewell has 1:1 devices. Individualized applications to support student learning include iReady and Amplify. These programs create individual pathways for students.

Procedures

What actions do we take to support powerful teaching and learning? Do we align curriculum and assessment to TEKS with a year-long scope and sequence?
Our district's online curriculum helps provide a year-long scope and sequence. Lesson plans are discussed during teh weekly PLC meetings. Teachers discuss what is being taught in upcomng week as well as checkpoints being used to assess learning. Teams come together to make a plan on reteach and resassessing.

Are our lesson plans and instruction objectives data driven? Do they include critical thinking, formative assessments, and interventions?
General Education teachers were instructed by the district to follow Eureka Math and Amplify Reading with fidelity. Of the 432 lesson plans surveyed, 399 included critical thinking, formative assessments, and interventions. District unit curriculum test results as well as other formative assessments are reviewed to help guide intervention, lesson plans, and instruction. Plans will be reviewed and discussed during our formal PLC time.

Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

It is the goal that students and teachers will collaborate in rich, engaging learning experiences using technology. Technology is integrated throughout the online curriculum across subjects and grade levels. Sewell does not have a formal plan for the integration of technology. We follow district guidelines. Technology is used for accommodations for students with special needs (speech-to-text, Don Johnson, CoWriter, etc.)
Students have access to programs within ReadyHub. There is technology embedded within the district's curriculum.

What are the procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary?
GISD places a strong emphasis on unity within the district as well as college readiness. The online curriculum provides a guide to all teachers at every grade level within the district. This helps streamline transitions within the school district when changing schools whether that be during the school year or moving from one grade level to the next. Many resources are provided to students including parent education sessions, services from counselors, resources on school websites, telephone calls, and e-mails from the district. Skyward is a uniform program provided to students that provides support to students by providing access to grades, testing information, attendance, and much more. For Early Childhood,

we complete early childhood outcome summaries and track progress from entry to exit. End of year transition meetings for both pre-kindergarten as well as 5th grade are in place.

What are the significant findings in classroom management? Explain procedures used to reduce overuse of discipline practices that remove students from the classroom.

513 classroom incidents reported in Review 360, 200 in Branching Minds. Teachers use resources to keep students in the classroom for instruction instead of sending them out.

School Processes & Programs Strengths

1. Sewell has schoolwide expectations and procedures in place, so staff and students are taught, practice, and reinforce behavioral expectations with a common language.
2. Weekly PLC meetings were focused on data driven instruction.
3. The process for recruiting, selecting, assigning, inducting, and retaining high-quality educators and those high-quality teachers are placed in classrooms/subjects based on student need and teacher strength.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff is unsure of what constitutes an office referral as well as differentiating between Tier 1, 2 and 3 behaviors. **Root Cause:** There are still misconceptions on identifying what Tier 1, 2 and 3 behaviors look like.

Problem Statement 2: Small group instruction for both our gen ed and sped students was inconsistent. **Root Cause:** Curriculum supports for more whole group Tier 1 instruction instead of small group.

Perceptions

Perceptions Summary

How do students describe their school and learning environment? Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time and providing a well-rounded education?	
According to the Panorama survey, students scored our campus at 54% for "School Climate". This dropped by 9 in regards to the previous survey. 53% of our students, are Quite Excited to be at school and participate in class. 78% of our students feel supported by the adults on campus and 83% of students feel respected by teachers. Based on the Panorama survey, students are 58% "favorable" they can do the challenging work provided, which is a increase from the last survey. 57% of our students feel they have a sense of belonging on our campus. According to the Family Engagement Survey, 98% of parents felt the campus is a safe place for their child.	
What is the dropout rate or graduation rate? Differentiate it by 7 race/ethnicity groups and 7 student groups. (Secondary Schools)	
N/A	
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.	
Our retention rate was 82% last year.	
How do teachers describe their school? Are the processes and programs in place helping them find success with their students? Do they feel safe and have a sense of belongingness?	TATF survey
Teachers feel safe and welcomed to Sewell. Teachers feel the online programs are beneficial for Tier 1 students, but they can be frustrating for our SPED populations. The Schedule for services has been hard to accomodate this year.	
How are they supported by strong administration? Do they receive powerful professional development to develop their skills? Do teachers work together to support each other?	TATF survey
Teachers do feel that teachers work well to collaborate and support each other. Teachers feel like the district does not provide "powerful professional development", with the exception of Pre-K. Professional developments feels repetitive and often addresses focuses that have already passed. (For example, digging into a participular lesson that has already been taught in the classroom). Strong admin presence in regards to behavior is appreciated.	
Parent/Family/Guardian/Community Engagement	
How are parent/family/guardian/community participation rates measured?	Family Engagement Survey 23-24
Family Engagment survey is sent out yearly.	
How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.	Family Engagement Survey 23-24

Over 80% of parents feel welcomed at the school as well as feel encouraged to be involved.	
Are there any barriers that prevent participation by parents/guardians/community?	

Barriers to Engagement

This past year we have done a great job of overcoming the challenges for families to engage in their child's school. We found 89% of responses to be favorable. For the questions starting with how big of a problem the following here is where we scored at 70% or better in the **not a problem at all** answer choice.

- School staff seem too busy-80%
- Unsure how to communicate with the school-83%
- Provides little information about involvement activities-83%
- Not a welcoming environment-83%
- Communicate well with your culture-90%
- Feel a sense of belonging with the school community-73%
- Child does not want you to call school-95%
- Worry about how the school treats your children-80%

How do parents and guardians learn and understand about their child's learning standards, learning expectations and progress?	Family Engagement Survey 23-24

Learning Behaviors

This should be an area of focus for us next year. Only 55% of parents responded favorably in this section of the survey. Areas to consider as a focus in the form of parent workshops.

- Reading for fun
- Motivation
- How to help my student when things get tough
- Building independence
- Getting organized
- Grit and perseverance

How do parents and guardians describe their child's school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school?	Family Engagement Survey 23-24

According to the Family Engagement 98% of parents feel like Sewell is a safe place for their child. 82% of parents feel welcomed on campus and 81% of parents are proud their child attends Sewell Elementary.

Perceptions Strengths

1)	**We have removed barriers for engagement.**						
2)	Staff and families feel like school is a safe place to be.						
3)	Parents and staff have a positive perception of staff members.						

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Professional Development feels repetitive or not applicable to our campus.   **Root Cause:** District is delivering a one size fits all professional development.

Problem Statement 2 (Prioritized): Families perception of learning behaviors is only 55% favorable based on Panorama Survey for the 2023-2024 school year.   **Root Cause:** Parent engagment sessions have not focuused around learning behaviors over the past year.

Priority Problem Statements

Problem Statement 1: Families perception of learning behaviors is only 55% favorable based on Panorama Survey for the 2023-2024 school year.

Root Cause 1: Parent engagment sessions have not focuused around learning behaviors over the past year.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: There is an increase in student behaviors over the last year.

Root Cause 2: Teachers do not have a clear understanding of Tier 1, 2 and 3 behaviors as well as what constitutes a classroom incident versus an office referral.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Staff is unsure of what constitutes an office referral as well as differentiating between Tier 1, 2 and 3 behaviors.

Root Cause 3: There are still misconceptions on identifying what Tier 1, 2 and 3 behaviors look like.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 19% of 5th grade students scored at the meets or above level on STAAR science.

Root Cause 4: Small group instruction was not consistently focused on hands on learning as well as academic vocabulary.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 38% of 3rd graders scored at the meets or above level on STAAR reading.

Root Cause 5: Small group instruction was not consistently rigorous nor targeted based on student need.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

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 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 38% in 2024 to 53% by 2025.

Strategy 1 Details			Reviews			
Strategy 1: Teachers will utilize the 15 day challenge using the 4 PLC questions in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Data includes: CBAs, MAP, Interim, STAAR, Exit Tickets, Student Work Sub Populations include: EB learners, SPED, Hispanic, Asian, Economically Disadvantaged, White **Strategy's Expected Result/Impact:** 1. MAP quadrant reports after MOY & EOY showing 75% of students in quadrants #1 or 2 (high growth/high achiever &/or high growth/low achiever) 2. MAP MOY reports showing 75% of students meeting their Reading goal. 3. 15 day challenge with LO's and DOLs clearly stated and implemented. 4. Formative assessment data and unit assessment data that shows improvement from the previous assessment. **Staff Responsible for Monitoring:** Administration Teachers Interventionist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1						

Strategy 2 Details	Reviews			
Strategy 2: All classroom teachers will utilize small group teacher-led & student led instruction to specifically target and support individual student needs (including EB, SPED, GT & Asian special populations) by providing targeted skill-based instruction to better serve the needs of diverse learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, mClass, IL, report card grades in reading/writing). 2. Classroom walkthrough data showing effective use of small group instruction including opportunities for students to use one-to-one technology resources for lesson differentiation. **Staff Responsible for Monitoring:** Administrators Teachers SPED team **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
Strategy 3: All teachers use a student tracking system that includes assessment information to monitor individual academic student progress. Assessments include: iReady Reading, MAP, M-Class, Amplify, STAAR (4-5)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 1. Student data tracking sheets showing steady gains from one assessment to the next. 2. Student assessment data showing improvements from grading cycle to grading cycle (STAAR, MAP, IL) **Staff Responsible for Monitoring:** Administrators Classroom teachers SPED teachers Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 38% of 3rd graders scored at the meets or above level on STAAR reading.   **Root Cause**: Small group instruction was not consistently rigorous nor targeted based on student need.

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 EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 48.5% in 2022 to 76% by 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: Instructional LPAC meetings will be held as needed each grading cycle for EB students not meeting grade level expectations. Strategies for EB success will be discussed along with supports/resources available.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 1. EB students will show increased levels of performance on mock STAAR, report card grades, MAP data, & IL data.
    Staff Responsible for Monitoring: LPAC Administrator
Classroom teachers
SPED teachers
ESL Instructional aide
 	
    TEA Priorities:
Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training and coaching of high-quality ELL instruction that includes the use of the ELPS toolkit & Imagine Learning resources.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 1. ELL students will show increased levels of performance on STAAR Interim, report card grades, MAP data, IL data and MClass assessments.
    Staff Responsible for Monitoring: LPAC Administrator-Assistant Principal
Classroom teachers
ESL instructional aide
 	
    TEA Priorities:
Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Classroom teachers will proactiviley plan for EB startegies along with the EB paraprofessional during the 15 day challenge planning in PLC in order to support the growth of our EB learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student achievement levels according to MAP, mClass, CBAs, report cards, etc. **Staff Responsible for Monitoring:** ESL certified staff, Interventionist, SPED staff, ESL instructional aide, and administration **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199 - PIC 25 Bil../ESL State Allotment Funds - $3,717				

0% No Progress   100% 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 19% in 2024 to 60% by 2025.

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

Strategy 1 Details		Reviews			
Strategy 1: Small group targeted instruction in 5th grade Science with a focus on hands on leanring as well as building acadmic language.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Student achievement in Science will increase specifically for subpopulations (ED, White, Asian, GT, Hispanic & SPED)
     Staff Responsible for Monitoring: Administration
 5th grade teachers
 Interventionist
 	
     TEA Priorities:
 Build a foundation of reading and math
     Problem Statements: Student Learning 2					

Strategy 2 Details		Reviews			
Strategy 2: Students will be grouped during Science small group instructional time based on need and targeted groups such as EBs, GT, SPED, Asian, Hispanic, Economically Disadvantaged, & White will be monitored through formative assessments.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Student achievement in Science will increase specifically for subpopulations (ED, White, Asian, GT, Hispanic & SPED)
     Staff Responsible for Monitoring: Administration
 5th grade teachers
 Interventionist
 	
     TEA Priorities:
 Build a foundation of reading and math
     Problem Statements: Student Learning 2
     Funding Sources: Materials and Supplies - 199 - PIC 23 SPED State Allotment Funds - $2,470					

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 19% of 5th grade students scored at the meets or above level on STAAR science.   **Root Cause**: Small group instruction was not consistently focused on hands on learning as well as academic vocabulary.

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 demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR Mathematics, will increase from 40% in 2024 to 64% by 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the 15 day challenge using the 4 PLC questions in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Data includes: CBAs, MAP, Interim, STAAR, Exit Tickets, Student Work Sub Populations include: EB learners, SPED, Hispanic, Asian, Economically Disadvantaged, White	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, IL, report card grades in Mathematics). 2. Classroom walkthrough data showing effective use of small group instruction. **Staff Responsible for Monitoring:** Administration Classroom Teachers Interventionist SPED teachers **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: All math teachers will utilize small group teacher-led & student led instruction to specifically target and support individual student needs (including ELL, SPED, GT & Asian special populations).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, report card grades, unit assessments in math). 2. Classroom walkthrough data showing effective use of small group instruction including implementation of one-to-one technology devices . **Staff Responsible for Monitoring:** Administrators Interventionist Teachers SPED team **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: All teachers use a student tracking system that includes assessment information to monitor individual academic student progress. Assessments include: iReady Math, MAP, ST Math, STAAR (4-5)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 1. Student data tracking sheets showing steady gains from one assessment to the next. 2. Student assessment data showing improvements from grading cycle to grading cycle **Staff Responsible for Monitoring:** Administrators Classroom teachers SPED teachers Interventionist **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** materials and resources for targeted skill practice including software and manipulatives - 199 - PIC 24 State Comp Ed Funds - $5,400				

0% No Progress   100% 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 5: Percent 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 25 % in 2022 to 15% by 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: A Positive Behavior Intervention Supports (PBIS) lead team will be developed to train, coach, and support classroom teachers on PBIS processes and procedures for common areas including: Cafeteria Hallways Arrival Areas Dismissal Areas	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: 1. Student discipline incidents will decrease.
2. Positive behaviors will be acknowledged on a more consistent basis.
    Staff Responsible for Monitoring: Administration
PBIS team
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Problem Statements: Demographics 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Social & Emotional Learning (SEL) time as well as guidance lessons from the counselor will be including in the master schedule to facilitate the teaching of lessons to enhance students' social and emotional skills.	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: 1. Student discipline incidents for physical confrontation and other emotional reasons will decrease.
    Staff Responsible for Monitoring: Administration
Teachers
Counselor
 	
    TEA Priorities:
Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
Strategy 3: The campus will create an inclusive and welcoming environment that engages all families in critical aspects of academic student learning as well as social emotion student learning. Parents will have opportunities to participate in events such as Porch Party, Powerful Parent Night, Health Fair, Back to School Picnic, Fine Arts Nights, SEL events and others throughout the school year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 1. Increase in family involvement. 2. Increase in higher quality communication between home and school. **Staff Responsible for Monitoring:** Administration Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 2 **Funding Sources:** academic materials to send home with students during breaks/summer - 6300 Parent Involvement. Supplies T1 - $2,450				

Strategy 4 Details	Reviews			
Strategy 4: Develop jointly with, and distribute to parents/families, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Home and school will be more aligned on our collective goals for students. **Staff Responsible for Monitoring:** Classroom teachers Administration Parent Involvement Committee Counselor				

Strategy 5 Details	Reviews			
Strategy 5: Develop jointly with, and distribute to parents/families, 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: Home and school will be more aligned on our collective goals for students. **Staff Responsible for Monitoring:** Classroom teachers Administration Parent Involvement Committee				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is an increase in student behaviors over the last year.   **Root Cause**: Teachers do not have a clear understanding of Tier 1, 2 and 3 behaviors as well as what constitutes a classroom incident versus an office referral.

School Processes & Programs
Problem Statement 1: Staff is unsure of what constitutes an office referral as well as differentiating between Tier 1, 2 and 3 behaviors.   **Root Cause**: There are still misconceptions on identifying what Tier 1, 2 and 3 behaviors look like.

Perceptions
Problem Statement 2: Families perception of learning behaviors is only 55% favorable based on Panorama Survey for the 2023-2024 school year.   **Root Cause**: Parent engagment sessions have not focuused around learning behaviors over the past year.

Title I Personnel

Name	Position	Program	FTE
Haley Hellums	Teacher Intervention Specialist Title I	Title I, Part A Program	1.0

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Materials and Supplies		$2,470.00
				Sub-Total	$2,470.00
				Budgeted Fund Source Amount	$2,470.00
				+/- Difference	$0.00

199 - PIC 24 State Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	materials and resources for targeted skill practice including software and manipulatives		$5,400.00
				Sub-Total	$5,400.00
				Budgeted Fund Source Amount	$5,400.00
				+/- Difference	$0.00

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			$3,717.00
				Sub-Total	$3,717.00
				Budgeted Fund Source Amount	$3,717.00
				+/- Difference	$0.00

6100 Payroll- 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

6200 Contracted Services/Registration- Title I Fun

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00

6200 Contracted Services/Registration- Title I Fun					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
6300 Parent Involvement. Supplies T1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	3	academic materials to send home with students during breaks/summer		$2,450.00
				Sub-Total	$2,450.00
				Budgeted Fund Source Amount	$2,450.00
				+/- Difference	$0.00
				Grand Total Budgeted	$14,037.00
				Grand Total Spent	$14,037.00
				+/- 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

Addendums

MAP™ GROWTH

Aggregate by School

Term:	Spring 2021-2022
District:	Garland ISD

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Fall 2021 - Spring 2022
Weeks of Instruction:	Start - 1 (Fall 2021)
	End - 31 (Spring 2022)
Grouping:	None
Small Group Display:	No

ROBERT B SEWELL ELEMENTARY

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	102	144.5	9.9	90	162.6	10.3	88	18	0.7	18.0	0.06	52	102	61	60	54
1	103	161.0	10.5	70	182.0	12.4	84	21	0.8	17.9	1.17	88	103	72	70	70
2	94	176.8	13.5	74	195.3	12.9	84	19	0.8	15.9	1.08	86	94	65	69	63
3	118	189.5	11.2	67	207.0	11.2	83	18	0.7	13.9	1.57	94	118	91	77	71
4	102	200.7	14.2	64	218.0	15.9	86	17	0.6	12.0	2.46	99	102	83	81	81
5	99	212.6	15.7	73	225.9	15.4	82	13	0.8	10.8	1.01	84	99	68	69	64

Math: Math K-12
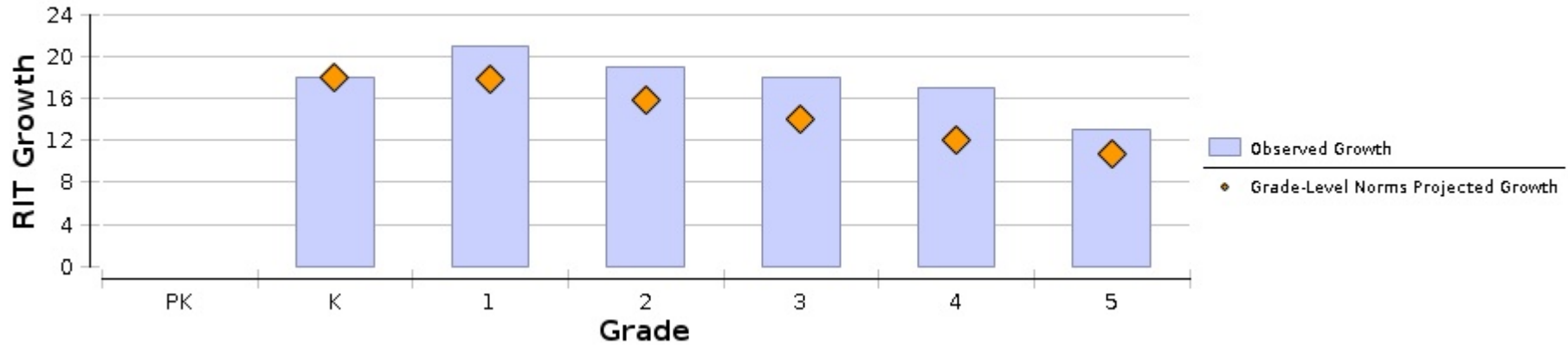
Legend: Observed Growth; Grade-Level Norms Projected Growth

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Aggregate by School

Term:	Spring 2021-2022
District:	Garland ISD

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Fall 2021 - Spring 2022
Weeks of Instruction:	Start - 1 (Fall 2021)
	End - 31 (Spring 2022)
Grouping:	None
Small Group Display:	No

ROBERT B SEWELL ELEMENTARY

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			**Spring 2022**			**Growth**		**Grade-Level Norms**			**Student Norms**			
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	102	139.9	9.3	83	158.8	12.4	88	19	0.9	17.1	0.70	76	102	65	64	62
1	102	156.4	9.8	69	175.2	11.6	75	19	0.8	17.4	0.50	69	102	62	61	58
2	95	177.1	16.8	85	192.7	15.3	85	16	1.1	15.1	0.19	58	95	54	57	51
3	118	188.4	12.6	69	203.3	14.1	81	15	0.9	11.9	1.35	91	118	88	75	67
4	102	198.6	14.8	68	208.4	15.3	70	10	0.9	9.2	0.26	60	102	62	61	62
5	99	209.9	14.7	82	218.4	14.8	86	9	0.8	7.1	0.66	74	99	64	65	62

Language Arts: Reading

Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Aggregate by School

Term: Spring 2021-2022
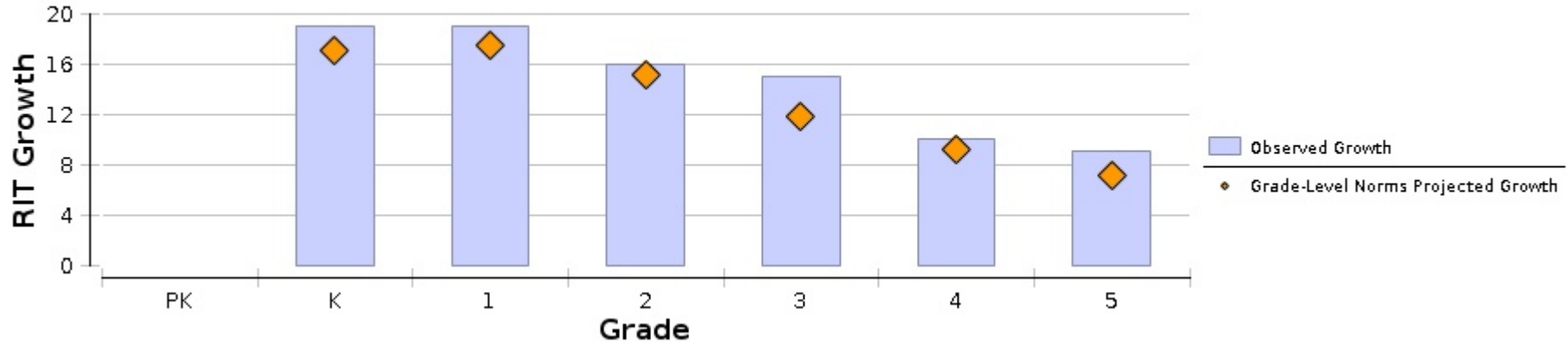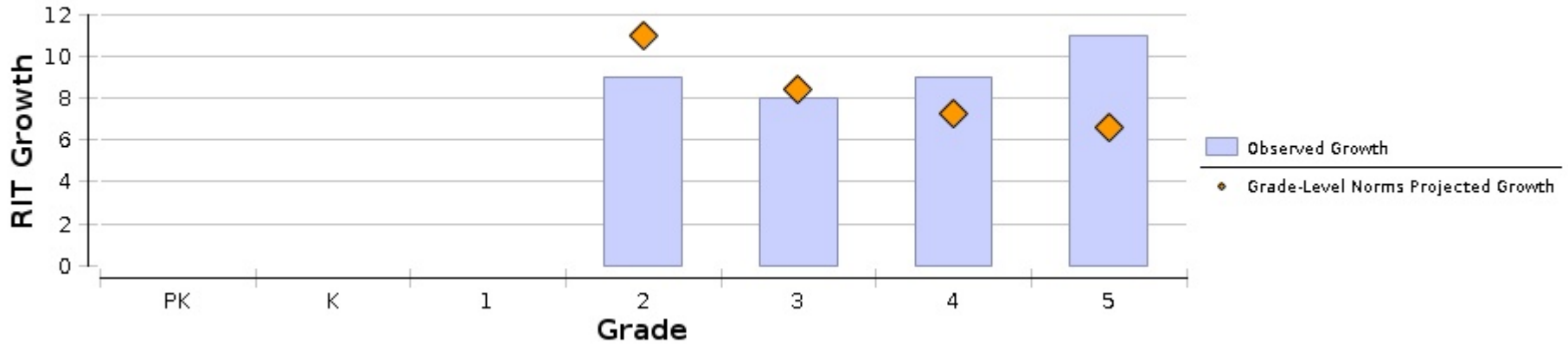**District:** Garland ISD

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 1 (Fall 2021)
End - 31 (Spring 2022)

Grouping: None
Small Group Display: No

ROBERT B SEWELL ELEMENTARY

Science: Science K-12

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
| | | Fall 2021 | | | Spring 2022 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
Grade (Spring 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	94	182.6	11.0	86	191.9	11.0	76	9	0.8	11.0	-0.77	22	94	51	54	50
3	118	192.2	8.5	83	200.4	8.7	79	8	0.7	8.4	-0.08	47	118	67	57	51
4	102	198.7	11.2	82	207.4	11.0	86	9	0.7	7.2	0.68	75	102	65	64	63
5	99	205.2	10.8	85	216.5	10.6	96	11	0.7	6.6	2.07	98	99	82	83	80

Science: Science K-12

Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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