

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

*H.A.P.P.Y.*

*Have A Positive Productive Year!*  
*IT'S A GREAT DAY TO BE AN EAGLE!*



# Mission Statement

**"Where Excellence Soars!"**

## *Mission Statement*

**Shorehaven Elementary School is a community of engaged learners. We are committed in helping students become critical thinkers, productive citizens and life-long learners.**

## **AVID Mission**

**Close the achievement gap by preparing all students for college readiness and success in a global society.**

# Vision

***Preparing each student to succeed and maximize their potential.***

# Core Beliefs

**Excellence** – We are a school that strives for excellence in academics.

**Learning** – Supporting a learning environment that continuously motivates all individuals to excel.

**Accountability** – Demonstrating a personal and institutional accountability for student learning.

**Respect** – Promoting a school community that appreciates the value of students, families, colleagues, and cultures.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Campus Goals:

We will...

Demographics- Increase student attendance

Perception- Add more non-academic activities for family engagement

Academic Achievement- Focus on Personalized Learning

Process& Programs- Continue Internalization time for teachers, and increase leadership participation.

1. identify problem and needs
2. collect data/ develop questions
3. analyze data and prioritize data
4. provide feedback

# Demographics

## Demographics Summary

Shorehaven Elementary is composed of a diverse student population of approximately 360 students. Our student population consists of 13.89% African American, 74.44% Hispanic, 5.83% White, 1.67% Asian, and 3.33% Multi-racial. 91.11% of our students are economically disadvantaged and 73.% are At-Risk. Our attendance rate remains around 94% while our mobility rate averages at 6.4%. Shorehaven Elementary continues to focus on growth for all learners and emphasize on closing achievement gaps for all students, English Language Learners and students served through special education. Shorehaven Elementary values these diverse student groups and community population, which provides us with a rich learning environment.

## Demographics Strengths

Demographics strengths are...

- Unexcused absences decreased
- Have Low percentage of Teachers teaching with an Emergency or provisional credentials
- Have a low percentage of bullying incidents

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** According to Attendance reports from Skyward, the percentage of excused absences increased in the 2023-2024 school year **Root Cause:** More absences, parents/guardians don't appreciate the importance of attendance and the academic impact on academic progress

**Problem Statement 2:** According to Review 360 report, the percentage of male incidents increased from 77.5 % to 97.8% in 2023-2024. **Root Cause:** Training for all staff in reporting classroom incidents. Male behavior may be more physical and disruptive.

**Problem Statement 3 (Prioritized):** A high percentage of teachers who are not teaching in the subject or field for which they are certified or licensed **Root Cause:** Fewer applicants with a teaching certificate in high-demand fields

# Student Learning

## Student Learning Summary

The campus utilized a variety of researched based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades PK-5, the campus utilized MAP testing as a TIER 1 strategy. MTSS resources were utilized for tier 2/3 students and small group intervention. With the focus on the Student Culture, Staff Culture, Collaborative Planning, Data Driven Instruction, and Observation and Feedback as a campus, we are striving to achieve academic excellence on a district and state level.

We will also continue to implement the district's comprehensive professional development program in coordination with district growth goals, overall vision, and individualized on-campus teacher support.

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

## Student Learning Strengths

### Academic learning to ensure student success

1. For the 2024 EOY Reading Spanish and English Map Assessment, 3rd-5th grade met 70% or above growth projections.
2. For the 2024 EOY Math MAP Assessment, 1st grade met 70% of growth projection, and 3rd grade met 71% of growth projection.
3. For the 2024 EOY Science MAP Assessment, grades 2-5 met their projected school growth.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** According to 22-23 MAP data, our school needs increased targeted small group tutoring for all students. **Root Cause:** Increase personalized learning for all students, to close achievement gaps. Implement Personalized Learning program starting in grade K-2.

**Problem Statement 2:** Academic achievement for increase improvement for Special Education Math & Reading STAAR at meets. **Root Cause:** Lack of fundamental skills on grade level content.

**Problem Statement 3 (Prioritized):** MAP Science, 3rd grade is at risk of not meeting projected national growth. **Root Cause:** Need to focus more on science in K-5 grades.

**Problem Statement 4:** According to MAP data, our campus needs low performance TEKS focused support starting in August 2023. We will provide more TEK focus activities. **Root Cause:** Focus on closing achievement gaps for all students.

**Problem Statement 5:** Targeted small groups in math and reading content areas. **Root Cause:** Lack of intentionally targeting students for growth.

**Problem Statement 6:** Provide Personalize Training training for teachers to enhance learning stations. **Root Cause:** Lack of personalized training to enhance teacher skills.

**Problem Statement 7:** 100% of students needing access to iReady math & reading. **Root Cause:** Provide more opportunities to allow students time for iReady, since it is now provided for all.

**Problem Statement 8:** 41% of 4th grade students met the meets grade level standard in math, and 56% meets grade level in reading on reading test 2023 STAAR . **Root Cause:** Fourth grade has a higher need of fundamental reading skills.

**Problem Statement 9:** 15.2% of students at meets in Science. **Root Cause:** Lack of hands-on activities and vocabulary.

**Problem Statement 10:** 29.5% in 3rd, 28.% in 4th, 47.8% in 5th grade students in math to meet standards. **Root Cause:** Consistency of strategies in special education and Gen. Ed classroom.

**Problem Statement 11:** 29.5% of 3rd grade, 44.0% of 4th grade, and 32.6% of 5th grade students met the meets grade level standard on the 2022 STAAR reading test. **Root Cause:** Lack of fundamental reading skills.

# School Processes & Programs

## School Processes & Programs Summary

- High quality teachers are placed in classroom according to student needs and teacher strengths. We grow instructional leaders by providing teachers with professional development, instructional support teachers, and setting goals for improvement.
- During PLC/ WDM meeting we collaborate and develop a focus for improvement. We use measurements such as MAP, STAAR, STAAR Interim, CBAs, mCLASS, and CIRCLe data.
- Students are given the opportunity to participate in tutoring, intervention enrichment activities, clubs,.

Family and parent engagement events, weekly/ daily communication parent newsletters, and increased community partnerships will help us develop a stronger link between home and school. By partnering with local church & businesses, we will increase the PTA membership and events. Parent University will be offered to assist parents in navigating the school system with their student. This will be communicated through parent newsletters and posted on class Dojo & website.

- Parent University
- AVID nights (Reading/ Math/ Science)
- Meet the teachers
- Porch party
- Concert Nights/ Musicals
- Art Night
- Field day
- Trunk or Treat family night
- Family / Community Night at the Shore
- Parent Conference Nights
- Counselor Nights to communicate with parents various topic of learning

## School Processes & Programs Strengths

Our processes...

1. Are data driven
  2. Technology Access-students have 1 to 1 laptop or iPad
  3. Ample participation from all stakeholders
  4. School culture/climate
- Internalization time given and each week helped support and strengthen teacher planning. (at least 1x/week)
  - Personalized learning implementation (K-2 Daily)
  - One on One technology (daily)

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Continue to seek out additional interventionist for bilingual and general ed (certified) **Root Cause:** Lack of funding for two interventionist.



**Problem Statement 2 (Prioritized):** Consistent and time sensitive way to serve students with special needs. **Root Cause:** Lack of resources provided to teachers, in particular SPED.

**Problem Statement 3 (Prioritized):** Continue to refine data driven systems in order to increase student academic achievement. **Root Cause:** Increase Tier I instructional across all content areas.

**Problem Statement 4:** More access to differentiated resources for our at risk students in Reading (Amplify) **Root Cause:** District does not provide choice purchased in our resources, however teachers can differentiate instruction.

# Perceptions

## Perceptions Summary

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

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

## Perceptions Strengths

Perception strengths...

1. Multiple communication tools between teachers and parents: Dojo, email, phone, Avid binders, and s'more
2. Frequent communication between teachers and parents
3. Multiple opportunities for parent/family engagement (Parent University, Avid learning nights, Concert at the Shore, Art Night)
4. Students are treated respectfully by the teachers
5. Good relationships between teachers and students
6. Extracurricular activities (choir, robotics)
7. Behavior reward and consequence system

## Findings

- We will continue to promote family engagement and involvement by sending 20% more communication.(dojo, flyers, stickers, mass call.)
- 83% of the parents feel that their child is enthusiastic about being at school.
- 83% of parents believe that the relationship between teachers and students are respectful.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** 33% of parents say their child reads for fun. Suggestions- reading log, myon challenges. **Root Cause:** Promoting reading at home. Providing rewards.

**Problem Statement 2:** 41% of the parents neither agree or disagree they received a copy of the school parent contract. **Root Cause:** Parents aren't checking students binders or parent online communication.

**Problem Statement 3 (Prioritized):** 17% of students feel lack of self efficiency. positive rewards, more praise, SEL lessons with counselor. **Root Cause:** Increase parent participation and training. to support family/home support.

# Priority Problem Statements

**Problem Statement 1:** 33% of parents say their child reads for fun. Suggestions- reading log, myon challenges.

**Root Cause 1:** Promoting reading at home. Providing rewards.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** A high percentage of teachers who are not teaching in the subject or field for which they are certified or licensed

**Root Cause 2:** Fewer applicants with a teaching certificate in high-demand fields

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** According to Attendance reports from Skyward, the percentage of excused absences increased in the 2023-2024 school year

**Root Cause 3:** More absences, parents/guardians don't appreciate the importance of attendance and the academic impact on academic progress

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** 17% of students feel lack of self efficiency. positive rewards, more praise, SEL lessons with counselor.

**Root Cause 4:** Increase parent participation and training. to support family/home support.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Continue to refine data driven systems in order to increase student academic achievement.

**Root Cause 5:** Increase Tier I instructional across all content areas.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** MAP Science, 3rd grade is at risk of not meeting projected national growth.

**Root Cause 6:** Need to focus more on science in K-5 grades.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** According to 22-23 MAP data, our school needs increased targeted small group tutoring for all students.

**Root Cause 7:** Increase personalized learning for all students, to close achievement gaps. Implement Personalized Learning program starting in grade K-2.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Continue to seek out additional interventionist for bilingual and general ed (certified)

**Root Cause 8:** Lack of funding for two interventionist.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Consistent and time sensitive way to serve students with special needs.

**Root Cause 9:** Lack of resources provided to teachers, in particular SPED.

**Problem Statement 9 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

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

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional 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 equity in student management.

**Performance Objective 1:** Percent of students in grades 3 - 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 29% to 90% by 2026. SY 24/25 interim goal in grade 3 is from 22% to 50%, grade 4 from 35% to 50%, grade 5 from 31% to 50% in 2025.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Spring STAAR administration testing data file (accountability subset) grades 3-5, MAP Math/ Reading Growth (K-5th), PK CiRCLe

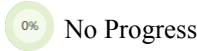
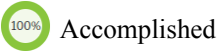
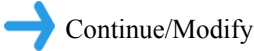
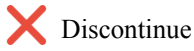
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will plan and deliver classroom instruction to address academic vocabulary in context through hands-on experiences, visual aids, learning continuum, and applications that include all subject areas while focusing on the performance of all students to close the gaps, including SPED. They will incorporate Lead4Ward strategies, journals, whiteboards, and revising and editing to increase students' literacy and writing skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance student performance in class with tier I instruction. Increased student performance on District/ State assessments and benchmarks. Increase reading and math scores by meeting projected MAP growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Intervention teacher, early literacy teacher, ISTs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Substitutes for PD and Purposeful Planning. Subs to provide small group tutoring, Early Reading and math learning - 6100 Payroll- Title I Funds - \$5,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All T2 and T3 students will receive targeted intervention in reading and math at least 4 times per week by classroom teachers. Intervention teacher will provide instruction for TIER III students.</p> <p><b>Strategy's Expected Result/Impact:</b> *Intervention for students who need support or below the MAP cut score. *Closing achievement gaps</p> <p><b>Staff Responsible for Monitoring:</b> Administration Interventionist Teachers</p> <p><b>Title I:</b> 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 5: Effective Instruction</li> <li>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></li> </ul>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administrators and teachers will ensure that all special education and 504 students in general education classes are provided accommodations as determined by the ARD, SST, and/or 504 Committees.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase proficiency in reading comprehension in all content areas and provided accommodations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, Special Education teacher, 504, SST/ MTSS and 504 committees</p> <p><b>Title I:</b> 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 5: Effective Instruction</li> <li>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></li> </ul> <p><b>Funding Sources:</b> Student manipulatives, hands-on materials for specific content areas. - 199 - PIC 23 SPED State Allotment Funds - \$1,406</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers and staff members will provide small group targeted instruction in math and reading daily and offer extended day instruction to provide timely assistance to all students, including at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease academic gaps for all at-risk students. Decrease the percentage of students in T2 and T3.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, ISTs</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 6300 Parent Involvement. Supplies T1 - \$2,923</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will provide parents and families with resources and strategies to help their child succeed in literacy, writing, math, and science to be CCMR (ex. Kinder Transition, 5th Grade Transition to 6th, College T-Shirt Thursdays, Parent Transition Meetings, TELPAS/Multicultural Night, Parent University).</p> <p><b>Strategy's Expected Result/Impact:</b> Provide parents and families with resources for students success. Family knowledge of kinder round-up, 5th grade transition to 6th, college t-shirt Thursdays, parent transition meetings, TELPAS Night, AVID parent nights, Parent University</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselor, and teachers</p> <p><b>Title I:</b> 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will write in all content areas, and utilize a variety of instructional strategies (academic vocabulary, writing process, organization of writing).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase writing skills and enhance writing for all students, PK-5th.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Develop jointly with, and distribute to parents and families, a written Title I parent meeting (Parent Involvement/Compact Policy will be explained in various languages of need), to meet the needs of diverse languages of our parents and families, additional language translation of the policy will be made available.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide parents and families with resources for student success to utilize at home (ex. books, math games etc.).</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselor, and teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Teachers will implement components of balanced literacy concentrating on small group teacher-led instruction to target and support individual student needs during classroom instruction and intervention block focusing on the performance of all students relative to Closing the GAPS Domain targets. Priority attention to SPED and ELLs.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough data will indicate small-group instruction is being conducted daily. Decrease the number of students in Tier 3 and Tier 2.</p> <p><b>Staff Responsible for Monitoring:</b> Administration ISTs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Supplies for small group instruction, Reading Software (Achieve 3000). - 6300 Supplies and Materials- Title I Funds - \$12,134, Supplies for small group instruction, Reading Software (Achieve 3000). - 6300 Supplies and Materials- Title I Funds - \$10,690</p>	Formative			Summative
	Nov	Feb	Apr	June

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> According to 22-23 MAP data, our school needs increased targeted small group tutoring for all students. <b>Root Cause:</b> Increase personalized learning for all students, to close achievement gaps. Implement Personalized Learning program starting in grade K-2.</p>

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

**Performance Objective 2:** The 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 33% to 50% in 2025 to 76% by 2026. (SY 24/25 interim goal = 50%)

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement ELPS and sheltered instruction strategies into their daily instruction to make content comprehensible and develop academic language ensuring English learners obtain the mastery of required academic content along with language development as they practice listening and speaking in their second language.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show one year growth according to TELPAS assessment. Increased student performance on District/ State assessments and benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers ISTs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Instructional Materials: Headphones with microphone for TELPAS and TELPAS Practice. - 199 - PIC 25 Bil./ESL State Allotment Funds - \$4,074, Instructional Materials: Headphones with microphone for TELPAS and TELPAS Practice. - 6300 Supplies and Materials- Title I Funds - \$10,845</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement sentence stem activities during writing and reading instruction to increase writing, reading, speaking and listening skills of all English Language Learners as measured by TELPAS assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show one year growth according to TELPAS assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Support Staff</p> <p><b>Title I:</b> 2.4</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 5: Effective Instruction</li> <li>- <b>Targeted Support Strategy</b></li> </ul>	Formative			Summative
	Nov	Feb	Apr	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> According to 22-23 MAP data, our school needs increased targeted small group tutoring for all students. <b>Root Cause:</b> Increase personalized learning for all students, to close achievement gaps. Implement Personalized Learning program starting in grade K-2.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Continue to refine data driven systems in order to increase student academic achievement. <b>Root Cause:</b> Increase Tier I instructional across all content areas.</p>

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

**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 12% to 30% in 2025 to 35.0% by 2026. (SY 23/24 interim goal = 30%)





**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will develop science vocabulary and skills through the use of interactive activities (science lab, interactive science journals, focus note-taking, visual aids, hands-on activities, video clips), technology, critical writing, reading strategies and student collaboration with attention to all student group's performance relative to the Closing the Gaps with attention on all students, in addition to SPED, African American, and economically disadvantaged students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase learning for all students in science and STAAR Science. Increase Meets and Masters level with data driven Instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Instructional Support</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> Science materials to be able to use the science lab and participate in hands- on science activities and software to enhance science curriculum. - 6300 Supplies and Materials- Title I Funds - \$2,250</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will plan align, rigorous instruction by unpacking TEKS, creating Learning Objectives and Daily Learning Objectives (LOs/DOLs), and create Instructional Planning Calendar in all STAAR tested grades. In addition, teachers will use science STAAR formatted questions to support all students as they move from concrete to abstract concepts in 3rd through 5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase learning for all students in science and STAAR Science. Increase students at Meets and Masters level. Data driven Instruction will guide lessons and small groups.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Instructional Support</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 3 Problem Statements:**





Student Learning
<p><b>Problem Statement 3:</b> MAP Science, 3rd grade is at risk of not meeting projected national growth. <b>Root Cause:</b> Need to focus more on science in K-5 grades.</p>

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

**Performance Objective 4:** Percent of students 3-5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of 2025 will increase from 23% to 50%. to 90% by 2026. SY 23/24 interim goal is grade 3 from 19% to 50%, grade 4 from 26% to 50%, and grade 5 from 24% to 50% on STAAR.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The teacher will provide students with small group instruction, utilizing manipulatives, math stations, math vocabulary, math technology programs, math journals, whiteboards, researched base strategies, field trips, and multiple opportunities to demonstrate progress with attention to our all, eco. dis, and Hispanic, and African American student groups' performance relative to the Closing the Gap Domain Targets.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase results for all students in math. Increase math scores by meeting projected MAP growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Interactive activities and materials to enhance math and reading skills - 199 - PIC 24 State Comp Ed Funds - \$3,360</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and administration will participate in data meetings/ MTSS/Professional Development/ Conferences to better understand how to serve students in all content areas during PLCs , Internalization / Instructional Planning and Weekly data Meetings (WDMs) weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> * Increase student performance (Data) *Student work analysis *Classroom walkthroughs *Increased student performance on District/ State assessments and benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, and Instructional Support</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will model multiple strategies to all students for problem-solving, including model drawing as well as the use of manipulatives that allow students to share multiple strategies when solving word problems. Priority is to be given to Hispanic, economically disadvantaged, continuously enrolled, and non-continuously enrolled populations relative to the academic growth status in Closing the Gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will include Sheltered Instruction Strategies. Students will meet projected growth as measured by MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, IST, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will disaggregate math data from MAP, unit assessments and other formative assessments during PLCs to plan targeted reteach for spiraled review and activities focusing on all students at risk. Teachers will plan aligned, rigorous instruction by unpacking TEKS, creating daily learning objectives (LO), demonstration of learning (DOL), systematic monitoring, as well as developing teacher and student exemplars.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Meets Grade Level on CBAs result Lessons will be aligned to the TEKS</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				


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

**Performance Objective 5:** Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center (AEC)] will decrease from 4.8% in 2024 to 4% by 2025.


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will teach clearly defined school-wide expectations for behavior during the first three weeks of school and review these expectations throughout the year using PBIS lesson plans and implement additional Positive Behavior Interventions and Supports (PBIS) in the classroom as well as campus-wide. Then, the PBIS team will analyze data monthly to monitor and assess our school-wide discipline plan PBIS system.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student behavior. Increase building relationship with students. SEL use campus -wide.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Staff, Counselor, PBIS Team</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus staff will clearly define school-wide expectations for students based on strategies discussed at staff development to promote positive relationships and Social and Emotional learning with students of different populations in a school environment and the counselor will facilitate additional guidance lessons throughout the school year focusing on the top needs based on behavior data.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease student incidents, and increase social and emotional skills for students. Guidance classes for all students provided by the counselor.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Staff, Counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 3 <b>Funding Sources:</b> 7 Mindsets Program to support SEL lessons and counselor guidance lessons. - 6300 Supplies and Materials- Title I Funds - \$3,700</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop jointly with, and distribute to parents, the Family Engagement Policy, which will outline how parents and the district, along with school staff, will share the responsibility for improved student academic achievement. 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> Decreased number of discipline incidents in Review 360 Inform parents and collaborate with parents</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June




No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 5 Problem Statements:**

Perceptions
<p><b>Problem Statement 3:</b> 17% of students feel lack of self efficiency. positive rewards, more praise, SEL lessons with counselor. <b>Root Cause:</b> Increase parent participation and training. to support family/home support.</p>

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	All T2 and T3 students will receive targeted intervention in reading and math at least 4 times per week by classroom teachers. Intervention teacher will provide instruction for TIER III students.
1	1	3	Administrators and teachers will ensure that all special education and 504 students in general education classes are provided accommodations as determined by the ARD, SST, and/or 504 Committees.
1	1	4	Teachers and staff members will provide small group targeted instruction in math and reading daily and offer extended day instruction to provide timely assistance to all students, including at-risk students.
1	2	1	Teachers will implement ELPS and sheltered instruction strategies into their daily instruction to make content comprehensible and develop academic language ensuring English learners obtain the mastery of required academic content along with language development as they practice listening and speaking in their second language.
1	2	2	Teachers will implement sentence stem activities during writing and reading instruction to increase writing, reading, speaking and listening skills of all English Language Learners as measured by TELPAS assessments.
1	4	1	The teacher will provide students with small group instruction, utilizing manipulatives, math stations, math vocabulary, math technology programs, math journals, whiteboards, researched base strategies, field trips, and multiple opportunities to demonstrate progress with attention to our all, eco. dis, and Hispanic, and African American student groups' performance relative to the Closing the Gap Domain Targets.
1	4	2	Teachers and administration will participate in data meetings/ MTSS/Professional Development/ Conferences to better understand how to serve students in all content areas during PLCs , Internalization / Instructional Planning and Weekly data Meetings (WDMs) weekly.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	All T2 and T3 students will receive targeted intervention in reading and math at least 4 times per week by classroom teachers. Intervention teacher will provide instruction for TIER III students.
1	1	3	Administrators and teachers will ensure that all special education and 504 students in general education classes are provided accommodations as determined by the ARD, SST, and/or 504 Committees.
1	1	4	Teachers and staff members will provide small group targeted instruction in math and reading daily and offer extended day instruction to provide timely assistance to all students, including at-risk students.

# Title I

## **2.3: Available to parents and community in an understandable format and language**

Document will be placed on the website and parents can be provided a copy.

## **2.5: Increased learning time and well-rounded education**

Teachers will be provided a schedule that is uninterrupted.

## **2.6: Address needs of all students, particularly at-risk**

Will be addressed in both CIP & CRATE.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Will be distributed to parents and in the CRATE.



# Title I Personnel

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

# Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Student manipulatives, hands-on materials for specific content areas.		\$1,406.00
<b>Sub-Total</b>					\$1,406.00
<b>Budgeted Fund Source Amount</b>					\$1,406.00
<b>+/- Difference</b>					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Interactive activities and materials to enhance math and reading skills		\$3,360.00
<b>Sub-Total</b>					\$3,360.00
<b>Budgeted Fund Source Amount</b>					\$3,360.00
<b>+/- Difference</b>					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Materials: Headphones with microphone for TELPAS and TELPAS Practice.		\$4,074.00
<b>Sub-Total</b>					\$4,074.00
<b>Budgeted Fund Source Amount</b>					\$4,074.00
<b>+/- Difference</b>					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for PD and Purposeful Planning. Subs to provide small group tutoring, Early Reading and math learning		\$5,500.00
<b>Sub-Total</b>					\$5,500.00
<b>Budgeted Fund Source Amount</b>					\$5,500.00
<b>+/- Difference</b>					\$0.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Supplies for small group instruction, Reading Software (Achieve 3000).		\$12,134.00
1	1	8	Supplies for small group instruction, Reading Software (Achieve 3000).		\$10,690.00
1	2	1	Instructional Materials: Headphones with microphone for TELPAS and TELPAS Practice.		\$10,845.00
1	3	1	Science materials to be able to use the science lab and participate in hands- on science activities and software to enhance science curriculum.		\$2,250.00
1	5	2	7 Mindsets Program to support SEL lessons and counselor guidance lessons.		\$3,700.00
<b>Sub-Total</b>					\$39,619.00
<b>Budgeted Fund Source Amount</b>					\$39,619.00
<b>+/- Difference</b>					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$2,923.00
<b>Sub-Total</b>					\$2,923.00
<b>Budgeted Fund Source Amount</b>					\$2,923.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$56,882.00
<b>Grand Total Spent</b>					\$56,882.00
<b>+/- Difference</b>					\$0.00

# Policies, Procedures, and Requirements

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

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