

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



Mission Statement

Through a rigorous and caring culture that includes collaboration between faculty, students, and family and data driven instruction, students will be provided the tools necessary to graduate college and career ready and to become lifelong learners.

Vision

Shugart Elementary creates partnerships with families and the community to build a strong academic foundation in which students are focused, inspired, excited, and demonstrate immeasurable growth.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shugart is a diverse, Title 1 school that spans PK-5th Grade. Our special programs (GT, Bilingual, Special Education-ALE, ESCE, CBSE, and Dyslexia) are aligned with the needs of our students. We provide opportunities for teachers, staff, students, parents and community to engage with the school community.

Demographics Strengths

- Shugart has 466 students enrolled.
- Shugart has a diverse student population: 49% Hispanic; 5% Asian, 39% African American; 4% White; 3% 2 or more races
- Shugart has a diverse staff: 21% African American, 34% Hispanic, 40% White, 13% Native American
- Intervention Teacher and 3 paraprofessionals that serve students who are at-risk

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students identified as At-Risk for the 2023-2024 school year was 62.13% compared to 64% of students labeled at risk during the 2022-2023 school year according to PEIMS data. **Root Cause:** Student attendance fluctuated between 92% and 93% each nine weeks. STAAR Meets and Masters scores from the 2023-2024 were below the district average in reading and math.

Problem Statement 2 (Prioritized): The attendance rate for the 2023-2024 school year was 93 % which is below the district average of 97% according to the PEIMS report. **Root Cause:** Students are not consistently coming to school or have an excessive number of tardies.

Problem Statement 3: According to the Review 360 Report for the 2023-2024 school year, the number of incident suspensions was higher among African Americans students at 70% as compared to Hispanic students at 41%. **Root Cause:** The lack of consistent morning meetings and Social Emotional Lessons (SEL) has resulted in some students not feeling connected to their teachers.

Student Learning

Student Learning Summary

At Shugart Elementary, we use a variety of assessment instruments in order to determine how to best meet our students' needs. We administer the Measure of Academic Progress (MAP) three times a year. We administer Campus Based Assessments based on the district's assessment calendar. We also use mClass and Lexile Levels from MAP in order to determine students' instructional levels for reading. Our plan contains the school's goals to ensure student success.

Student Learning Strengths

- 58% of 5th graders met their growth projection on the Spring 2024 Math MAP assessment and 60% met their growth projection in Reading
- 63% of 4th graders met their growth projection on the Spring 2024 Math MAP assessment
- 82% of 3rd graders met their growth projection on the Spring 2024 Math MAP assessment
- 63% of 2nd graders met their growth projection on the Spring 2024 Math MAP assessment and 68% met their growth projection in Reading
- 67% of 1st graders met their growth projection on the Spring 2024 Math MAP assessment
- 62% of Kindergartners met their growth projection on the Spring 2024 Math MAP assessment and 64% met their growth projection in Reading
- 64% of 5th graders met their growth projection on the Spring 2024 Science MAP assessment.
- 59% of Bilingual 1st graders scored at or above the district Grade-Level RIT on the Spring 2024 Reading (Spanish) MAP Assessment.
- 76% of Bilingual 3rd graders scored at or above Grade-Level Mean RIT on the Spring 2024 Reading (Spanish) MAP Assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 83% of our 2nd grade bilingual students are below the 60th percentile in Reading (Spanish) based on their Spring 2024 MAP data. **Root Cause:** The bilingual teacher retired in the middle of the year and we had long-term subs in the class for the remainder of the year.

Problem Statement 2 (Prioritized): 64% (48/74) of 5th graders were performing below the 60% percentile on the Spring 2024 Science MAP test. 22% of 1st graders met expected growth from Fall to Spring on the 2023 Math MAP assessment compared to 45% meeting expected growth Spring 2022. **Root Cause:** The first grade team had 47 teacher absences and one teacher resigned in October leaving students without a classroom teacher until December resulting in learning gaps.

Problem Statement 3 (Prioritized): 31% of 2nd graders met expected growth from Fall to Spring on the 2023 Math MAP assessment compared to 48% meeting expected growth Spring 2022. **Root Cause:** The new curriculum was a challenge to fit in all components. Small group did not occur on a daily basis.

Problem Statement 4 (Prioritized): 22% of 3rd graders met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 31% meeting expected growth

Spring 2022. **Root Cause:** The new Amplify curriculum had many components that teachers need to adjust to. Teachers had a hard time getting in the full small group time.

Problem Statement 5 (Prioritized): 58% of all students in grades 3-5 were at the Approaches level standard on the 2023 Reading STAAR compared to the district average of 74%. **Root Cause:** Due to the COVID 19 Pandemic, Shugart had many students and/or quarantined during the school that resulted in gaps and deficits. Teachers need more help/support in unpacking TEKS and prioritizing based on students' needs.

Problem Statement 6 (Prioritized): 34% of all students in grades 3-5 were at the Meets level and 10% Masters level standard on the 2023 Reading STAAR. **Root Cause:** Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. There is also a need to differentiate instruction in order to meet the needs of high achieving students.

Problem Statement 7 (Prioritized): 3% of Special Education students in grades 3-5 were at the Meets levelers level standard on the 2023 Reading STAAR. **Root Cause:** Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Students also need consistency of accommodations in the general education classroom and differentiated instruction.

Problem Statement 8 (Prioritized): 14% of 1st graders met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 29% meeting expected growth Spring 2022. **Root Cause:** The first grade team had 47 teacher absences and one teacher resigned in October leaving students without a classroom teacher until December resulting in learning gaps.

Problem Statement 9 (Prioritized): 51% of all students in grades 3-5 were at the Approaches level, 22% Meets level, and 10% Masters level standard on the 2023 Math STAAR which is below the district average of 74% Approaches, 46% Meets, 21% Approaches. **Root Cause:** Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Teachers need help/support in unpacking TEKS and prioritizing based on students' needs.

Problem Statement 10 (Prioritized): 44% of Emergent Bilinguals (EB) gained one or more levels of proficiency on the 2023 TELPAS assessment. **Root Cause:** There is a need for consistent, sheltered instruction strategies.

Problem Statement 11 (Prioritized): 36% of Emergent Bilinguals scored at the Meets level standard on the 2023 Reading STAAR. **Root Cause:** There is a need for consistent, sheltered instruction strategies.

Problem Statement 12 (Prioritized): 4% of Special Education students in grades 3-5 were at the Meets level on the 2023 Math STAAR. **Root Cause:** Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Students also need consistency of accommodations in the general education classroom and differentiated instruction.

Problem Statement 13 (Prioritized): 34% of 5th grade students were at the Approaches level, 8% Meets, and 2% Masters level standard on the 2023 Science STAAR. **Root Cause:** Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Students were unable to transfer concrete labs to abstract questions. Due to social distancing, hands-on, collaborative work was limited to the Spring semester.

Problem Statement 14 (Prioritized): 28% of Kinder students met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 34% Spring 2022. **Root Cause:** Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school year and this resulted in gaps and deficits.

School Processes & Programs

School Processes & Programs Summary

Shugart has a variety of programs to ensure success. 1st and 2nd year teachers are provided mentors and given support throughout the year. A strong MTSS system allows all stakeholders to be involved in the behavior and academic support for students. Positive Behavioral Interventions and Supports (PBIS) help to improve school safety and promote positive behavior. The PBIS team meets monthly to review the PBIS plan and make adjustments based on behavior trends seen on campus.

School Processes & Programs Strengths

- Shugart has developed schoolwide expectations for morning arrival, classroom entry, and cafeteria.
- Grade level PLCs are conducted on a weekly basis in order to unpack TEKS, create exemplars, and rehearse lessons.
- Shugart Teachers have the support of three instructional coaches to support lesson customization and internalization.
- Data meetings are held after every assessment.
- Shugart uses High Quality Instructional Material (HQIM), Amplify and Eureka.
- One to one student technology.
- Faculty and staff conduct two meetings in order to discuss the campus needs and develop the Campus Improvement Plan (CIP).
- Shugart holds a PK round up to recruit students and inform parents of our programs.
- A 5th grade transition parent meeting is held to provide parents with information for Middle School success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The percent of student management incidents resulting in exclusionary consequences during 2023-2024 school year was 63% according to the Review 360 report. **Root Cause:** Lack of consistent use of de-escalation strategies and training on Positive Behavioral Interventions and Supports.

Problem Statement 2 (Prioritized): According to the 23-24 Risk Load Report, Shugart turnover rate was 40.6% the previous year. **Root Cause:** Teachers who are non-certified need more training on classroom management techniques and positive discipline supports.

Problem Statement 3 (Prioritized): 37.1% of teachers were non-certified for the 2023-2024 school year. **Root Cause:** There is a nationwide teacher shortage. There is not an adequate pool of candidates and certified candidates.

Perceptions

Perceptions Summary

At Shugart Elementary, we are committed to providing parents and students with strategies and skills so that they may become life long learners and open the door to college and career success. Parents receive weekly communication via the weekly newsletter, Class Dojo, and the teacher's communication system.

Perceptions Strengths

- 89% of Shugart Parents strongly agree or agree that they feel welcome at school according to the 2023-2024 Parent Survey.
- 80% of Shugart Parents feel a sense of belonging according to the 2023-2024 Parent Survey.
- 81% of Shugart Parents always or mostly feel that Shugart distributes information that they can understand according to the 2023-2024 Family Engagement Survey.
- 86% of Teachers feel like they belong at Shugart according to the 2023-2024 Panorama Survey.
- 95% of Shugart Teachers strongly agree or agree that someone cares for them as a person according to the 2023-2024 Panorama Survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 33% of Shugart Parents indicate that they are not aware of the curriculum according to the 2023-2024 Parent Engagement Survey. **Root Cause:** Need more consistent communication to parents of the curriculum and the skills students are currently learning.

Problem Statement 2: For the 2023-2024 school year, 27 families completed the Family Engagement Survey. **Root Cause:** This year's survey questions were longer and the survey was provided electronically (Class Dojo, Monthly Smore).

Problem Statement 3: 37% of Shugart students feel that they are engaged in school according to the 2022-2023 Panorama Survey. **Root Cause:** Teachers were becoming acclimated to the new reading and math curriculum.

Priority Problem Statements

Problem Statement 1: 22% of 3rd graders met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 31% meeting expected growth Spring 2022.

Root Cause 1: The new Amplify curriculum had many components that teachers need to adjust to. Teachers had a hard time getting in the full small group time.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 44% of Emergent Bilinguals (EB) gained one or more levels of proficiency on the 2023 TELPAS assessment.

Root Cause 2: There is a need for consistent, sheltered instruction strategies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 4% of Special Education students in grades 3-5 were at the Meets level on the 2023 Math STAAR.

Root Cause 3: Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Students also need consistency of accommodations in the general education classroom and differentiated instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 3% of Special Education students in grades 3-5 were at the Meets levelers level standard on the 2023 Reading STAAR.

Root Cause 4: Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Students also need consistency of accommodations in the general education classroom and differentiated instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 34% of 5th grade students were at the Approaches level, 8% Meets, and 2% Masters level standard on the 2023 Science STAAR.

Root Cause 5: Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Students were unable to transfer concrete labs to abstract questions. Due to social distancing, hands-on, collaborative work was limited to the Spring semester.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 51% of all students in grades 3-5 were at the Approaches level, 22% Meets level, and 10% Masters level standard on the 2023 Math STAAR which is below the district average of 74% Approaches, 46% Meets, 21% Approaches.

Root Cause 6: Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. Teachers need help/support in unpacking TEKS and prioritizing based on students' needs.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 31% of 2nd graders met expected growth from Fall to Spring on the 2023 Math MAP assessment compared to 48% meeting expected growth Spring 2022.

Root Cause 7: The new curriculum was a challenge to fit in all components. Small group did not occur on a daily basis.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 58% of all students in grades 3-5 were at the Approaches level standard on the 2023 Reading STAAR compared to the district average of 74%.

Root Cause 8: Due to the COVID 19 Pandemic, Shugart had many students and/or quarantined during the school that resulted in gaps and deficits. Teachers need more help/support in unpacking TEKS and prioritizing based on students' needs.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 34% of all students in grades 3-5 were at the Meets level and 10% Masters level standard on the 2023 Reading STAAR.

Root Cause 9: Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. There is also a need to differentiate instruction in order to meet the needs of high achieving students.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 64% (48/74) of 5th graders were performing below the 60% percentile on the Spring 2024 Science MAP test. 22% of 1st graders met expected growth from Fall to Spring on the 2023 Math MAP assessment compared to 45% meeting expected growth Spring 2022.

Root Cause 10: The first grade team had 47 teacher absences and one teacher resigned in October leaving students without a classroom teacher until December resulting in learning gaps.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: 83% of our 2nd grade bilingual students are below the 60th percentile in Reading (Spanish) based on their Spring 2024 MAP data.

Root Cause 11: The bilingual teacher retired in the middle of the year and we had long-term subs in the class for the remainder of the year.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: 33% of Shugart Parents indicate that they are not aware of the curriculum according to the 2023-2024 Parent Engagement Survey.

Root Cause 12: Need more consistent communication to parents of the curriculum and the skills students are currently learning.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: The percent of student management incidents resulting in exclusionary consequences during 2023-2024 school year was 63% according to the Review 360 report.

Root Cause 13: Lack of consistent use of de-escalation strategies and training on Positive Behavioral Interventions and Supports.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: 14% of 1st graders met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 29% meeting expected growth Spring 2022.

Root Cause 14: The first grade team had 47 teacher absences and one teacher resigned in October leaving students without a classroom teacher until December resulting in learning gaps.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: 28% of Kinder students met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 34% Spring 2022.

Root Cause 15: Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school year and this resulted in gaps and deficits.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: Students identified as At-Risk for the 2023-2024 school year was 62.13% compared to 64% of students labeled at risk during the 2022-2023 school year according to PEIMS data.

Root Cause 16: Student attendance fluctuated between 92% and 93% each nine weeks. STAAR Meets and Masters scores from the 2023-2024 were below the district average in reading and math.

Problem Statement 16 Areas: Demographics

Problem Statement 17: 36% of Emergent Bilinguals scored at the Meets level standard on the 2023 Reading STAAR.

Root Cause 17: There is a need for consistent, sheltered instruction strategies.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: The attendance rate for the 2023-2024 school year was 93 % which is below the district average of 97% according to the PEIMS report.

Root Cause 18: Students are not consistently coming to school or have an excessive number of tardies.

Problem Statement 18 Areas: Demographics

Problem Statement 19: According to the 23-24 Risk Load Report, Shugart turnover rate was 40.6% the previous year.

Root Cause 19: Teachers who are non-certified need more training on classroom management techniques and positive discipline supports.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: 37.1% of teachers were non-certified for the 2023-2024 school year.

Root Cause 20: There is a nationwide teacher shortage. There is not an adequate pool of candidates and certified candidates.

Problem Statement 20 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

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
- 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
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

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 Language Arts, will be at the Meets level in 3rd grade at 40%, 4th grade at 50%, and 5th grade at 46%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize data from Circle, MClass, iReady, MAP, and TELPAS to plan small group, teacher led instruction and stations/centers to specifically target and support individual student needs in reading to include intervention and reading acceleration. Teachers will plan targeted, high level questions in order to deepen student understanding and meet the demands of a high quality curriculum and assessments. Teachers will also pay close attention to our special populations (Students with disabilities (Special Education), Emergent Bilinguals (EBs), Gifted and Talented (G/T) and 504 students) to support their diverse and individual needs.</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from beginning of year (BOY) and middle of year (MOY) to end of year (EOY) . 2. Classroom walkthrough data showing effective use of small group instruction and differentiation.</p> <p>Evaluation: -MClass -MAP -iReady -Reading STAAR</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Intervention Team, and Instructional Support Teachers (ISTs)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4, 5</p> <p>Funding Sources: Classroom supplies, paper, poster paper, cardstock, classroom supplies - 6300 Supplies and Materials- Title I Funds - \$8,000, iReady for K-2 - 6300 Supplies and Materials- Title I Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and Administrators will provide parents with resources and strategies to help their children become better readers by hosting literacy night, posting ideas in the parent weekly Smore and Class Dojo.</p> <p>Strategy's Expected Result/Impact: Increase parent awareness on reading strategies that may be implemented at home and increase parent involvement and family engagement.</p> <p>Evaluation: -Progress Monitoring -TELPAS -MAP Data -STAAR -Parent Survey -Circle Data -mClass data</p> <p>Staff Responsible for Monitoring: Principal and Classroom Teachers</p> <p>Title I: 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The intervention teacher and aides will use the Multi-Tiered System of Support (MTSS) to provide robust, intervention support that targets Tier 2 and Tier 3 students in small group. Teachers will meet monthly to discuss MTSS supports, assess students' tiers and make modifications as necessary.</p> <p>Strategy's Expected Result/Impact: An increase in reading acquisition skills, comprehension, and reading fluency as evidenced by an increase in student achievement levels according to MAP, mClass, and curriculum based assessments (CBAs).</p> <p>Evaluation: -MAP -mClass -Progress Monitoring - Reading STAAR</p> <p>Staff Responsible for Monitoring: Intervention Teacher, Intervention Aides, and Administration</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop jointly with, and distribute to parents, a written Parent Family Engagement (PFE) policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p>Strategy's Expected Result/Impact: Increased Parent and Family Engagement.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Parents will be invited to and attend Literacy Night. Families will learn strategies for reading at home and also be provided literacy resources to use at home with their students.</p> <p>Strategy's Expected Result/Impact: Increased reading success for all students, parents being able to support their students at home.</p> <p>Staff Responsible for Monitoring: admin</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$3,000, Extra duty pay - 6100 Payroll- Title I Funds - \$2,406</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: 22% of 3rd graders met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 31% meeting expected growth Spring 2022.

Root Cause: The new Amplify curriculum had many components that teachers need to adjust to. Teachers had a hard time getting in the full small group time.

Problem Statement 5: 58% of all students in grades 3-5 were at the Approaches level standard on the 2023 Reading STAAR compared to the district average of 74%. **Root Cause** : Due to the COVID 19 Pandemic, Shugart had many students and/or quarantined during the school that resulted in gaps and deficits. Teachers need more help/support in unpacking TEKS and prioritizing based on students' needs.


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 Emergent Bilingual (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 44% in 2023 to 76% by 2026. (SY2024 target = 56%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide targeted language acquisition instruction through whole group and small group instruction to ensure Emergent Bilinguals (EBs) demonstrate at least one year's growth in language development as evidence by TELPAS.</p> <p>Strategy's Expected Result/Impact: Emergent Bilinguals will show increased levels of performance on TELPAS and MAP.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Classroom Teachers, Special Education Teachers, Intervention Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and administration will ensure that each Emergent Bilingual student is provided with linguistic and instructional accommodations as decided by LPAC (Language Proficiency Assessment Committee). The instructional accommodations will be reviewed each nine weeks for effectiveness. Adjustments and supports will be implemented, as needed.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will show increased levels of performance on MAP, curriculum based assessments (CBAs), mClass, and TELPAS.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Classroom Teachers, and the Intervention Team</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 4, 5</p> <p>Funding Sources: Bilingual and English dictionaries - 6300 Supplies and Materials- Title I Funds - \$1,000, Headphones for listening, speaking. - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 83% of our 2nd grade bilingual students are below the 60th percentile in Reading (Spanish) based on their Spring 2024 MAP data. **Root Cause:** The bilingual teacher retired in the middle of the year and we had long-term subs in the class for the remainder of the year.

Problem Statement 4: 22% of 3rd graders met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 31% meeting expected growth Spring 2022. **Root Cause:** The new Amplify curriculum had many components that teachers need to adjust to. Teachers had a hard time getting in the full small group time.

Problem Statement 5: 58% of all students in grades 3-5 were at the Approaches level standard on the 2023 Reading STAAR compared to the district average of 74%. **Root Cause:** Due to the COVID 19 Pandemic, Shugart had many students and/or quarantined during the school that resulted in gaps and deficits. Teachers need more help/support in unpacking TEKS and prioritizing based on students' needs.


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 10% in 2024 to 25% in 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan whole group and small group, targeted instruction in 5th grade. Classroom teachers will incorporate hands-on activities and follow up science questions that are presented in an open-ended and multiple choice format, in the students' language of instruction, in order to assess their level of understanding of science content. During small group instruction, teachers will target specific subpopulations to ensure their success (Emergent Bilinguals, Special Education, 504, Economically Disadvantaged, and G/T).</p> <p>Strategy's Expected Result/Impact: Student Achievement in Science with an emphasis on special subpopulations (Emergent Bilinguals, Special Education, 504, Economically Disadvantaged, and G/T).</p> <p>Staff Responsible for Monitoring: Administration, 5th grade teachers, Campus Support Teachers (CSTs)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and Administrators will provide parents with resources and strategies to help their children become better scientists by hosting Perot Science night, posting ideas in the parent monthly Smore, and posting ideas in the weekly newsletter.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement and awareness of scientific strategies that may be implemented at home.</p> <p>Evaluation: -Science STAAR -Science MAP -Parent Survey</p> <p>Staff Responsible for Monitoring: Principal & Classroom Teachers</p> <p>Title I: 2.4, 2.6, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


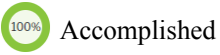
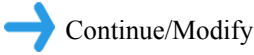

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR, will be at the Meets level in 3rd grade at 44%, 4th grade at 50%, and 5th grade at 40%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate and implement training on how to plan aligned, high leverage Tier 1 lessons by unpacking TEKS, internalizing and customizing lessons, creating daily learning objectives, and developing teacher and student exemplars. Teachers will also plan small group instruction to specifically target and support individual student needs (including G/T, Special Education, 504, and Tier 2 and 3 students).</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, grades, curriculum based assessments (CBAs), and end of unit assessments). 2. Classroom walkthrough data showing effective whole group and small group instruction that focuses on differentiated strategies.</p> <p>Evaluation: -Lesson Plans -Instructional Planning Calendars (IPCs) -Curriculum Based Assessments -End of Unit Assessments -MAP -Math STAAR</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Instructional Support Teachers (ISTs), Intervention Team, Special Education Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4, 5</p> <p>Funding Sources: Purchase Sirius program for STAAR formatted questions - 6300 Supplies and Materials- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize data from MAP, specifically, the learning continuum and iReady to plan Tier 1 instruction and small group, teacher led instruction. Teachers will plan hands-on, interactive stations/centers to specifically target and support individual student needs in the area of math to include intervention (learners who need more support) and math acceleration (students on and above grade level).</p> <p>Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, grades, curriculum based assessments (CBAs), and end of unit assessments). 2. Classroom walkthrough data showing effective whole group and small group instruction that focuses on differentiated strategies.</p> <p>Evaluation: -Lesson Plans -Instructional Planning Calendars (IPCs) -Curriculum Based Assessments -End of Unit Assessments -MAP -Math STAAR</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Instructional Support Teachers (CSTs), Intervention Team, Special Education Team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and Administrators will provide parents with resources and strategies to help their children become better mathematicians by hosting parent nights, posting ideas in the parent weekly Smore, and sharing the math department parent resources.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement and awareness of math strategies that may be implemented at home.</p> <p>Evaluation: -MAP Data -STAAR -Parent Survey</p> <p>Staff Responsible for Monitoring: Principal & Classroom Teachers</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Paper, ink for poster maker, poster maker for anchor charts - 6300 Supplies and Materials- Title I Funds - \$6,000, IXL computer program for Accelerated Learning hours - 6300 Supplies and Materials- Title I Funds - \$7,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: 31% of 2nd graders met expected growth from Fall to Spring on the 2023 Math MAP assessment compared to 48% meeting expected growth Spring 2022. Root Cause: The new curriculum was a challenge to fit in all components. Small group did not occur on a daily basis.</p> <p>Problem Statement 4: 22% of 3rd graders met expected growth from Fall to Spring on the 2023 Reading MAP assessment compared to 31% meeting expected growth Spring 2022. Root Cause: The new Amplify curriculum had many components that teachers need to adjust to. Teachers had a hard time getting in the full small group time.</p> <p>Problem Statement 5: 58% of all students in grades 3-5 were at the Approaches level standard on the 2023 Reading STAAR compared to the district average of 74%. Root Cause : Due to the COVID 19 Pandemic, Shugart had many students and/or quarantined during the school that resulted in gaps and deficits. Teachers need more help/support in unpacking TEKS and prioritizing based on students' needs.</p> <p>Problem Statement 6: 34% of all students in grades 3-5 were at the Meets level and 10% Masters level standard on the 2023 Reading STAAR. Root Cause: Due to the COVID 19 Pandemic, Shugart had many students absent and/or quarantined during the school that resulted in gaps and deficits. There is also a need to differentiate instruction in order to meet the needs of high achieving students.</p>





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

Performance Objective 5: 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 44.1% in 2019 to 35% by 2026.

Shugart's percent of exclusionary consequences will decrease from 43% in 2024 to 35% by 2026 (SY2024 target= Below 35%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement training on Positive Behavioral Interventions and Supports (PBIS), & Multi-tiered Student Supports (MTSS) to help students self-regulate their behavior and maximize their instructional time and time on task.</p> <p>Strategy's Expected Result/Impact: Decreased discipline incidents and maximized whole group and small group instructional time.</p> <p>Evaluation: -Classroom Walkthroughs -Review 360 -Successmaker of the Week -Branching Minds</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers & Positive Behavioral Interventions & Supports Team (PBIS)</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: Poster paper, classroom supplies, Dojo incentives - 6300 Supplies and Materials- Title I Funds - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide parents with resources and strategies to help students feel socially and emotionally safe to transition to Pre-K/Kinder and Middle School (5th Grade Middle School Transition Meeting).</p> <p>Strategy's Expected Result/Impact: 1. Increase parent awareness on strategies that may be implemented at home and increase parent involvement. 2. Promote students' social and emotional learning as they transition to the next grade level.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, and Classroom Teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A cool down/sensory/reset room will be created to help students that are dysregulated become regulated. Sensory items, including seating, sensory tables, print materials, and de-escalation materials/toys will be used in the ALE classroom and be available to all students that need a cool down area.</p> <p>Strategy's Expected Result/Impact: Decreased behavior incidents</p> <p>Staff Responsible for Monitoring: Special education staff and administrators and counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Sensory room swing, sensory room table, sensory seating - 6300 Supplies and Materials- Title I Funds - \$4,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Students identified as At-Risk for the 2023-2024 school year was 62.13% compared to 64% of students labeled at risk during the 2022-2023 school year according to PEIMS data. Root Cause: Student attendance fluctuated between 92% and 93% each nine weeks. STAAR Meets and Masters scores from the 2023-2024 were below the district average in reading and math.</p>
<p>Problem Statement 2: The attendance rate for the 2023-2024 school year was 93 % which is below the district average of 97% according to the PEIMS report. Root Cause: Students are not consistently coming to school or have an excessive number of tardies.</p>

School Processes & Programs

Problem Statement 1: The percent of student management incidents resulting in exclusionary consequences during 2023-2024 school year was 63% according to the Review 360 report. **Root Cause:** Lack of consistent use of de-escalation strategies and training on Positive Behavioral Interventions and Supports.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Davis	Intervention Specialist	Title I Part A	1.0
Desiree Romo	Instructional Aide	Title I Part A	1.0
Shannon Ovalle	Instructional Aide	Title I Part A	1.0

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,273.00
+/- Difference					\$1,273.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,060.00
+/- Difference					\$6,060.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,877.00
+/- Difference					\$2,877.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Extra duty pay		\$2,406.00
Sub-Total					\$2,406.00
Budgeted Fund Source Amount					\$25,368.00
+/- Difference					\$22,962.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	iReady for K-2		\$4,000.00
1	1	1	Classroom supplies, paper, poster paper, cardstock, classroom supplies		\$8,000.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Bilingual and English dictionaries		\$1,000.00
1	2	2	Headphones for listening, speaking.		\$1,000.00
1	4	1	Purchase Sirius program for STAAR formatted questions		\$5,000.00
1	4	3	Paper, ink for poster maker, poster maker for anchor charts		\$6,000.00
1	4	3	IXL computer program for Accelerated Learning hours		\$7,000.00
1	5	1	Poster paper, classroom supplies, Dojo incentives		\$6,000.00
1	5	3	Sensory room swing, sensory room table, sensory seating		\$4,500.00
Sub-Total					\$42,500.00
Budgeted Fund Source Amount					\$37,885.00
+/- Difference					-\$4,615.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$2,405.00
+/- Difference					-\$595.00
Grand Total Budgeted					\$75,868.00
Grand Total Spent					\$47,906.00
+/- Difference					\$27,962.00

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