Garland Independent School District

Spring Creek Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: B

Board Approval Date: October 15, 2024
Public Presentation Date: October 15, 2024

Mission Statement

At Spring Creek, we empower EVERYONE to become the best versions of themselves. As a community, we are unified in our efforts to prioritize an environment built on respect and integrity, where diverse perspectives are valued and every individual is treated equitably - values that guide our every action and decision.   (Revised on July 31, 2024)

Vision

Pursuing Excellence, Inspiring Greatness - One Student at a Time. (Revised on July 31, 2024)

Core Beliefs

- **Compassion:** Staff members promote a sense of community and belonging within their classrooms and school. They encourage kindness, empathy, and cooperation among students, fostering an environment where everyone feels valued and connected. Compassionate individuals recognize that each student has unique strengths, challenges, and needs. They tailor their instructional approaches and provide personalized support to help students thrive academically, socially, and emotionally.
- **Integrity:** All staff members at Spring Creek have integrity. They demonstrate it with consistency between their words, actions, and values, acting with honesty, fairness, and transparency in their interactions with students, colleagues, parents, and the broader educational community. Staff members meet deadlines, and customize lessons and materials to the best of their abilities. They seek continuous professional development to enhance their knowledge and skills and stay current with educational advancements.
- **Perseverance:** Staff members with perseverance are committed to their goals and objectives, even when progress is slow or obstacles arise. They demonstrate a steadfast determination to overcome challenges and find solutions to problems. Perseverance at school involves a deep commitment to the teaching profession and the well-being of students. Teachers with perseverance go above and beyond their required duties, investing additional time and effort to support student learning and create a positive educational experience.
- **Trust:** Trustworthy staff members are dependable and consistent in their actions and commitments. They follow through on their promises, meet deadlines, and maintain a high level of professionalism in their interactions with students, parents, and colleagues. Trust is fostered through open and transparent communication. Trustworthy teachers actively

listen to their students and colleagues, provide clear instructions and feedback, and engage in constructive dialogue. They are approachable and accessible to address concerns and provide guidance.

- **Service:** Staff members in service prioritize the needs and interests of their students. They strive to create engaging and inclusive learning environments that cater to the diverse learning styles, abilities, and backgrounds of their students. They tailor their instruction to meet individual student needs and provide support and guidance for their academic and personal growth. They continuously seek opportunities to expand their knowledge, skills, and expertise.
- **Optimism:** Optimistic employees embrace a growth mindset, viewing challenges and mistakes as opportunities for learning and growth. They believe that intelligence and abilities can be developed, and they encourage students to adopt a similar mindset, promoting a culture of continuous improvement and resilience. Optimistic employees provide consistent encouragement and motivation to their students. They recognize and celebrate students' efforts and achievements, fostering a sense of accomplishment and self-confidence. They inspire students to set goals, believe in their potential, and strive for excellence.

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Comprehensive Needs Assessment

Revised/Approved: October 15, 2024

Demographics

Demographics Summary

Spring Creek Elementary is an open-enrollment public school located at 1510 Spring Creek Drive in Garland, Texas. The school first opened its doors in 1981 and has since become an integral part of the local community. The school's vision is "Pursuing Excellence, Inspiring Greatness - One Student at a Time," reflecting its commitment to empowering each and every student to reach their full potential. This vision is brought to life through the school's mission "At Spring Creek, we empower EVERYONE to become the best versions of themselves. As a community, we are unified in our efforts to prioritize an environment built on respect and integrity where diverse perspectives are valued and every individual is treated equitably." These values of respect, integrity, and equity guide all of the school's policies and practices.

The school has a diverse student population, with an ethnic breakdown of 19.47% African American, 20.06% Asian, 41.15% Hispanic, 14.01% White, 0.74% American Indian, and 4.57% two or more races. Over 70% of students are classified as economically disadvantaged, and 43.66% are English language learners. The school also serves a significant population of students with special needs, with 12.98% receiving special education services, 2.98% identified as gifted and talented, 3.83% with dyslexia, and 35.23% receiving speech services.

To support the diverse needs of its student body, Spring Creek Elementary has key programs and initiatives. All teachers are trained in gifted and talented education as well as English as a Second Language (ESL) instruction, ensuring that all students receive the specialized support they need to thrive. The school also offers a range of extracurricular activities, including drum club, honor choir, robotics, and ukulele club, as well as opportunities for students to serve as library helpers and participate in a basketball mentor program. These varied offerings help to engage students and foster a positive, inclusive school community.

The dedication and expertise of Spring Creek's teaching staff is another key factor in the school's success. The teaching workforce has a wide range of experience, with 30% having 1-5 years, 9% with 6-10 years, 27% with 11-20 years, and 10% with 21 or more years of experience. This blend of newer and veteran educators allows the school to continuously innovate while also drawing on proven best practices.

Spring Creek Elementary maintains a strong attendance rate of 95.3% overall, with individual grade levels ranging from 93.8% in kindergarten to 96.3% in 4th grade. This high level of student engagement is a testament to the school's ability to create a welcoming, supportive environment where all students can thrive.

In summary, Spring Creek Elementary is a vibrant, inclusive school community that is deeply committed to empowering each and every student to reach their full potential. Through its focus on respect, integrity, and equity, and its implementation of specialized programs and initiatives, the school is ensuring that all students have the opportunity to pursue excellence and inspire greatness.

Demographics Strengths

Diverse Student Population:

Spring Creek has a highly diverse student body, with representation from a variety of racial and ethnic backgrounds. This diversity is a strength, as it exposes students to different cultures, perspectives, and experiences, helping to prepare them for success in an increasingly globalized world.

Specialized Support for English Learners:

With 43.66% of students classified as English Learners, the school has made a concerted effort to ensure these students receive the support they need. All teachers are ESL certified, enabling them to effectively address the linguistic and academic needs of English Learners in the classroom.

Special Education Services:

The school serves a significant population of students with special needs, providing specialized services for 12.98% of the student body. This includes support for students with disabilities, as well as those identified as gifted and talented (2.98%) or dyslexic (3.83%). By offering a comprehensive array of special education programs, Spring Creek is able to meet the diverse learning needs of all students.

Experienced, Trained Teaching Staff:

Spring Creek's teaching staff brings a wealth of experience to the classroom, with 37% having 11 or more years of experience. Additionally, all teachers are trained in gifted and talented education, ensuring they can provide appropriate challenge and enrichment for high-achieving students.

High Attendance Rates:

Despite the socioeconomic challenges faced by many of its students, Spring Creek maintains an impressive overall attendance rate of 95.3%. This is an increase from the 22-23 school year.

Decreased Bullying Incidents:

Spring Creek has also seen a decrease in bullying incidents, with only three investigations in the 2023-2024 school year, down from 22 the previous year. This demonstrates the school's commitment to fostering a positive, inclusive school culture where all students feel safe and supported.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on the staff survey data, there needs to be more behavioral support with classroom management. **Root Cause:** Student disengagement leads to behavioral issues that prompt office referrals.

Problem Statement 2: Based on the 23-24 Student Panorama survey, EOY results for 3-5 grade students show that only 42% of students think favorably about their emotional regulation. **Root Cause:** Small group counseling did not take place consistently until the end of the year.

Problem Statement 3: 62 out of 231 discipline incidents were from special education students. **Root Cause:** Students are not given modifications and/or accommodations early on, so they are struggling to meet their academic and behavioral expectations.

Problem Statement 4: Pre-K and KN attendance is lower than the campus average with 94.1% for EOY for Pre-K and 93.8% for Kindergarten as compared to the campus at 95.3%. **Root Cause:** Parents are not provided with information regarding attendance policies in the district and state.

Student Learning

Student Learning Summary

MAP DATA
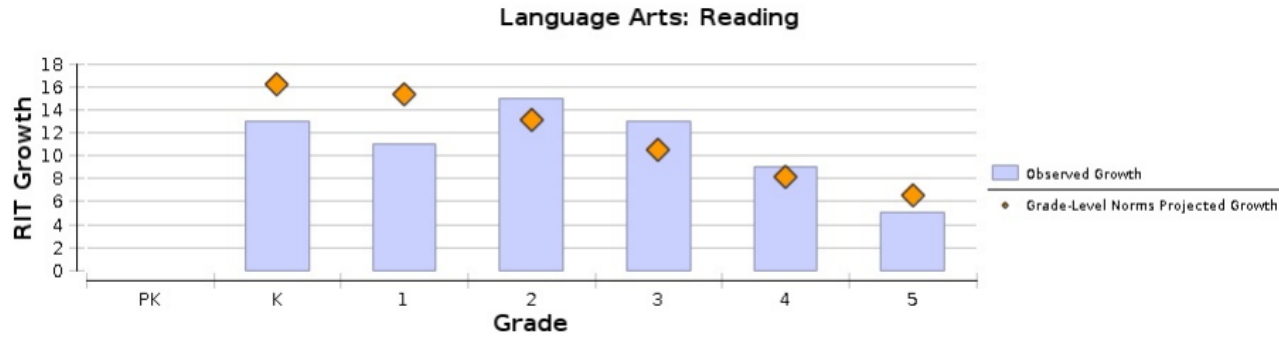
Language Arts: Reading

Grade 3 stands out as a high point, with the observed growth at 13.4%, exceeding the projected grade-level norms. This could be an area to investigate further, as the factors contributing to this strong performance in Grade 3 may provide insights for improving reading growth in other grades.

GAP: As students progress through the higher grade levels, the observed growth in reading performance starts to decline, falling below the projected grade-level norms. By Grade 5, the observed growth is only 4.2%, which is lower than the projected growth.
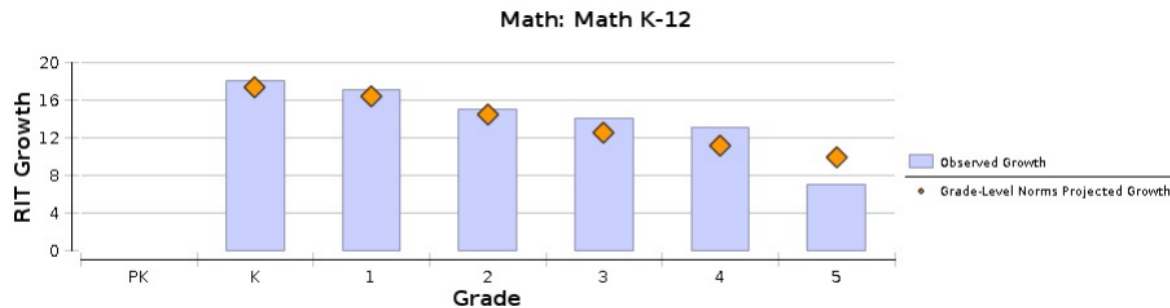
Math: Math K-12

In the early elementary grades, Spring Creek students demonstrate very robust math growth. The observed growth is particularly high in Grades PK (16.2%), K (16.7%), and 1 (15.4%), all significantly exceeding the projected grade-level norms. This suggests the district is effectively supporting the development of strong foundational math skills in the lower grades.

GAP: While the early grades show impressive math growth, the data also reveals fluctuations in the observed growth across grade levels. Ensuring a more consistent upward trajectory of math performance, without the significant dips seen from Grade 3 (13.6%) to Grade 4 (10.9%), is an area of focus.

Science: Science K-12
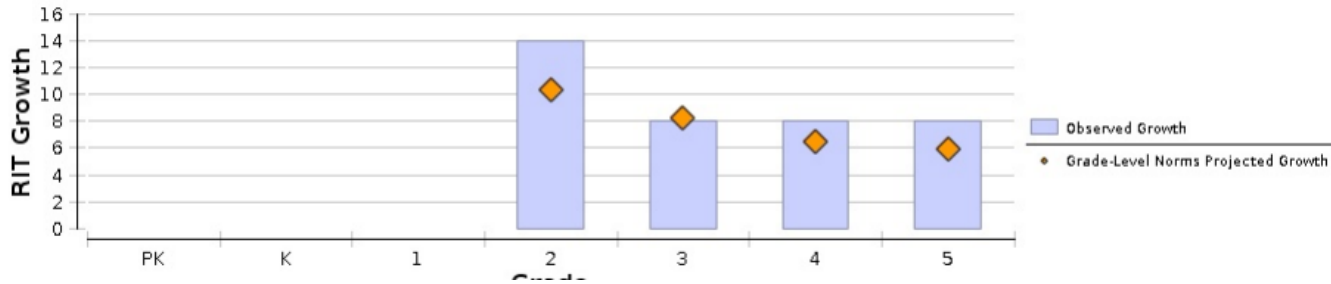
The data shows that Grade 2 students at Spring Creek have an observed growth of 13.3% in science, significantly exceeding the projected grade-level norms. This indicates the district is effectively supporting science learning and achievement for students at this grade level, which can serve as a foundation for continued growth in the upper grades.

GAP: While the science performance in the lower elementary grades is strong, the observed growth starts to decline in the upper elementary grades. By Grade 5, the observed growth is only 7.5%, which is lower than the projected grade-level norms.

STAAR DATA

District Assessments Growth Comparison for 2023 - 2024										
	All Students	African American	Hispanic	White	American Indian	Asian	Two or More Races	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)
All										
% at Approaches GL Standard or Above	72%	60%	71%	83%	40%	85%	58%	75%	69%	30%
% at Meets GL Standard or Above	47%	32%	42%	67%	0%	66%	27%	46%	42%	12%
% at Masters GL Standard	21%	11%	15%	37%	0%	37%	4%	21%	17%	5%
Reading										
% at Approaches GL Standard or Above	78%	72%	74%	86%	100%	89%	73%	78%	74%	33%
% at Meets GL Standard or Above	52%	47%	43%	69%	0%	72%	36%	50%	46%	12%
% at Masters GL Standard	24%	16%	16%	47%	0%	37%	9%	20%	17%	5%
Mathematics										
% at Approaches GL Standard or Above	74%	61%	72%	83%	0%	93%	55%	78%	71%	33%
% at Meets GL Standard or Above	50%	26%	48%	69%	0%	74%	27%	53%	46%	14%
% at Masters GL Standard	21%	11%	14%	36%	0%	44%	0%	26%	19%	5%
Science										
% at Approaches GL Standard or Above	48%	32%	59%	70%	0%	44%	25%	54%	44%	13%
% at Meets GL Standard or Above	18%	8%	18%	50%	0%	22%	0%	11%	15%	7%
% at Masters GL Standard	9%	0%	15%	0%	0%	17%	0%	11%	6%	7%

Reading:

The data shows that Asian students are excelling in reading, with 89% meeting or exceeding the Approaches Grade Level Standard, 72% meeting or exceeding the Meets Grade Level Standard, and 37% meeting the Masters Grade Level Standard. This represents the highest performance among all student groups and indicates the school is effectively supporting the academic growth of Asian students in this core subject area.

White students also demonstrate strong reading performance, with 86% meeting or exceeding the Approaches Grade Level Standard, 69% meeting or exceeding the Meets Grade Level Standard, and 47% meeting the Masters Grade Level Standard. This suggests the school is providing the necessary resources and instruction to help white students thrive in reading.

Addressing Reading Achievement Gaps: While the overall reading performance is high, there are noticeable gaps between different student groups. For example, the percentage of students meeting or exceeding the Meets Grade Level Standard ranges from 72% for Asian students down to only 36% for students of two or more races. Developing targeted interventions and support to close these achievement gaps should be a priority for the school.

Math:

The data shows that Asian students are excelling in math, with 93% meeting or exceeding the Approaches Grade Level Standard, 74% meeting or exceeding the Meets Grade Level Standard, and 44% meeting the Masters Grade Level Standard. This represents the highest performance among all student groups and indicates the school is effectively supporting the academic growth of Asian students in mathematics.

White students also demonstrate robust math performance, with 83% meeting or exceeding the Approaches Grade Level Standard, 69% meeting or exceeding the Meets Grade Level Standard, and 36% meeting the Masters Grade Level Standard. This suggests the school is providing the necessary resources and instruction to help white students succeed in mathematics.

Addressing Math Achievement Gaps:

The data shows that economically disadvantaged students are underperforming in math, with 71% meeting or exceeding the Approaches Grade Level Standard, 46% meeting or exceeding the Meets Grade Level Standard, and only 19% meeting the Masters Grade Level Standard. This represents a significant gap compared to other sub-populations, such as Asian students (93% at Approaches or above, 74% at Meets or above, 44% at Masters) and white students (83% at Approaches or above, 69% at Meets or above, 36% at Masters).

Science:

The data shows that white students have the strongest performance in science, with 70% meeting or exceeding the Approaches Grade Level standard, 50% meeting or exceeding the Meets Grade Level standard, and 0% meeting the Masters Grade Level standard. This is significantly higher than the overall student population and suggests the school is effectively supporting the academic growth of white students in this subject area.

Addressing Science Achievement Gaps:

The data reveals a major area of concern - the substantial achievement gap for African American students in science. Only 32% of African American students are meeting or exceeding the Approaches Grade Level standard, 8% are meeting or exceeding the Meets Grade Level standard, and 0% are meeting the Masters Grade Level standard. This represents a significant disparity compared to their white peers and indicates the need for targeted interventions and support to help close this gap and ensure more equitable access to high-quality science education for African American students.

Student Learning Strengths

SPRING CREEK's Historical STAAR Data

STAAR 3-8 Academic Performance Grade 03			
	2022	2023	2024
Math			

STAAR 3-8 Academic Performance Grade 04			
	2022	2023	2024
Math			

STAAR 3-8 Academic Performance Grade 05			
	2022	2023	2024
Math			

Math				
Approaches	70%	74%	64%	**80%**
Meets	47%	57%	40%	**65%**
Masters	31%	23%	18%	**30%**
Reading				
Approaches	81%	81%	77%	**85%**
Meets	57%	54%	52%	**65%**
Masters	31%	23%	28%	**38%**

Math				
Approaches	83%	80%	71%	**88%**
Meets	64%	66%	56%	**70%**
Masters	45%	32%	32%	**40%**
Reading				
Approaches	83%	78%	75%	**88%**
Meets	64%	52%	53%	**70%**
Masters	38%	16%	25%	**40%**

Math				
Approaches	77%	87%	85%	**92%**
Meets	59%	58%	52%	**66%**
Masters	28%	34%	12%	**40%**
Reading				
Approaches	89%	89%	84%	**92%**
Meets	62%	70%	54%	**75%**
Masters	42%	47%	19%	**47%**
Science				
Approaches	67%	73%	46%	**78%**
Meets	29%	34%	19%	**40%**
Masters	11%	22%	9%	**30%**

STAAR DATA:

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MAP DATA:

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factors contributing to this strong performance in Grade 3 may provide insights for improving reading growth in other grades.

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Science:

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): TELPAS growth decreased from 64% to 42% in one year. **Root Cause:** Instructional strategies in whole group and small group were not targeting speaking and reading domains.

Problem Statement 2 (Prioritized): Reading: 42% of Kindergarten students and 31% of 1st grade students met their Reading MAP End of year goal, as compared to 52% of Kindergarten student and 57% of 1st grade students meeting their Math End of year MAP scores. Kindergarten mCLASS data showed an increase in "well below" students from BOY to EOY with 26% well below at BOY and 37% well below at EOY. **Root Cause:** Small groups are not being implemented with fidelity to work on phonics in the primary grade levels.

Problem Statement 3 (Prioritized): Based on 2024 STAAR Math results, while 69% of White students and 74% of Asian students are projected to meet or exceed the standard, the percentages are much lower for African American (26%) and Hispanic (48%) students. **Root Cause:** Small group instruction was not consistently implemented across grade levels.

Problem Statement 4 (Prioritized): Based on STAAR Science results, the percentage of students meeting or exceeding the grade-level standard is 50% for White students, but only 8% for African American students and 15% for Economically Disadvantaged students. **Root Cause:** Science was not consistently taught across grade levels.

Problem Statement 5 (Prioritized): Only 52% of All Students are meeting or exceeding the grade-level reading standard. There are gaps in performance, with 69% of White students and 72% of Asian students meeting or exceeding the standard, compared to 47% of African American students and 43% of Hispanic students. **Root Cause:** Small group instruction was not differentiated. Students are performing at grade level are not provided with targeted instruction.

Problem Statement 6: On Mclass in 3rd grade, the percentage of "well below" students increased from BOY 23% to 25% at EOY. **Root Cause:** Small groups are not being implemented with fidelity to work on phonics in the primary grade levels.

Problem Statement 7: On Mclass in 2nd grade, the percentage of "well below" students increased from BOY 38% to 39% at EOY **Root Cause:** Small groups are not being implemented with fidelity to work on phonics in the primary grade levels.

School Processes & Programs

School Processes & Programs Summary

Team members are invited to take part in interview process for future team members, or staff members such as counselors. Teachers accompanied administrators to screen and interview potential new teachers at the District Job Fairs.

Hiring Process Includes:

1. Training a hiring committee on hiring practices (screening, interviewing, hiring process).

2. Go through applications in recruit and hire system.

3. Focus on applicants within a certain teacher insight Gallup score range.

4. Consider teaching experience.

5. Consider educational experiences.

6. Examine certification (HR always double checks this.)

7. Interview using standard Williams questioning protocol.

8. Applicant completes in-box activities such as creating an action plan based on data (as necessary).

9. Check all references

10. Follow up interview (if needed) 1

11. Recommend to HR for hire.

Teachers go through the process of data collection to guide instruction from exit tickets, CBAs, MAP and informal assignments to identify TEK aligned academic needs of students. Stakeholders are involved in the process since they receive regular academic reports and are contacted if the result are low student's performance and behavior concern which affects these results.

We hold different programs along the school year. Some are after school programs such as art club, orchestra, year book club, PTA programs, literacy night, multicultural night, and the Valentine's Dance. Others are held during regular school hours, such as orchestra, specials, and SEL programs.

Students utilize personalized learning software such as iReady Math and Reading, which helps target individual student needs after they take a diagnostic. Teachers also use a variety of informal and formal assessments, such as MClass, iReady, and NWEA MAP to help assess student needs and to improve differentiation.

Weekly PLCs: PLC time at Spring Creek Elementary is an invaluable, dedicated space for collaboration and growth. Teachers work collaboratively on lesson alignment and customization. It's about giving them the tools and knowledge they need to succeed, on the assessments they take (like STAAR) AND in their academic journey as a whole. During this time, teachers discuss ongoing formal/informal assessment data to make better lesson plans, differentiate, and to target individual needs. Having good software to support student learning also supports teaching in several ways. Everything we use at Spring Creek is aligned to TEKS and scope and sequence.

PLC Norms: To make the most of this precious time together, we:
- **Actively participate and stay engaged (balance air space/share equally):** Be an active listener and contributor, ensuring everyone has a chance to share their thoughts and ideas.

- **Come prepared and on time:** Show respect for everyone's time by arriving punctually and having the necessary materials ready (action items completed, computer is charged, teacher exemplars, student samples, data dashboard completed etc).
- **Utilize your unique gifts to add value to our team, monitor body language and tone:** Bring your strengths to the table and be mindful of how your communication is perceived by others.
- **Expect and accept non-closure (accepting and open to changes in situation/changes):** Be flexible and adaptable, understanding that plans can change and new information may arise.
- **Assume Positive Intent:** Give the benefit of the doubt and interpret others' actions and words in a positive light.

mClass data is used on grade K-3 to determine small group lesson plans and instructional focus. The upper grades at Spring Creek support transition from elementary to junior high by having students rotate between more classes, and by teaching greater responsibility for grades.

School Processes & Programs Strengths

At Spring Creek, we have several programs in place to promote a safe environment and focus on high expectations.

1. PBIS (Positive Behavioral Intervention Strategies) team presents our school's process and procedures during staff development. This team also meets to review behavior data, processed in place, and any concerns.

2. STING acronym that represents our school's values. Posters with the expectations for the different common areas are posted across the campus: hallway, cafeteria, restroom, and gym.

GUIDELINES FOR SUCCESS
Scorpions are:
Self-motivated
Teachable
Innovative
Nurturing
Goal-focused
SPRING CREEK ELEMENTARY SCHOOL

Posters are posted around the school to quickly remind students of expectations. Please, review these expectations with your student.

Bathroom Expectations	Classroom Expectations	Hallway Expectations
F- Floors stay dry	F- Focused	H - Hands to your side
L- Leave it clean	R- Respectful to self and others	U - Use walking feet
U- Use it quickly	E- Engaged	S - Stop at the stop signs
S- Silent voices	S- Speak at Champs levels	T - Talking at a Level 0
H- Hands washed	H- Have a positive mindset	L - Looking forward
		E - Everyone on the gray line
Playground Expectations	**Cafeteria Expectations**	**Assembly Expectations**
P-Play nicely with others	Y- You are courteous in line	M- Make sure to sit quietly
L-Line up when the whistle blows	U- Use your quiet voice	E- Eyes on speaker
A-Always use kind words	M- Mind your manners	E- Ears open
Y-Your hands and feet to yourself	M- Make sure your area is clean	T- Take part
	Y- You raise your hand for trash	S- Silence - voice level 0

Positive Reinforcement:

STING Tickets: As part of our school-wide positive behavior support system, all staff will receive a set of STING tickets to distribute to students. The STING tickets are designed to recognize and reward students who have gone above and beyond in demonstrating the key behaviors outlined in our classroom expectations and social contract.

When a staff member observes a student exhibiting exemplary behaviors that align with our STING Guidelines For Success, they can award them a STING ticket. Some examples of when teachers might give out a STING ticket include:

    A student persevering through an extremely difficult assignment with remarkable determination

    A student going out of their way to provide extensive help and support to a classmate in need

    A student maintaining an exceptionally positive attitude and work ethic despite significant setbacks

    A student taking remarkable initiative to complete an important classroom task with great care.

Student of the Quarter (SoQ): We want to recognize our students who display Spring Creek's Guidelines for Success within their classrooms as well. At the end of each grading period, teachers will allow the students in the class to nominate and vote on the Student of the Quarter. The homeroom teacher will submit a picture and a quick 1-2 sentence description of the student's accomplishments in meeting the expected behaviors (feel free to collect ideas from the students who nominate/vote for them) to a Google Slides document provided monthly by the Assistant Principal.

During morning announcements, the description of the student's accomplishments will be read aloud for the whole campus to celebrate them.
Each SoQ will have the picture and description printed out for the Student of the Quarter bulletin board.
Each SoQ will receive a laminated certificate signed by the Leadership Team to take home.

Class Dojo: We want to recognize our students who display Spring Creek's Guidelines for Success within their classrooms as well. Teachers must use Class Dojo to award points to students who are modeling behavior within their classrooms and in campus common areas. The point system will motivate students who embrace a growth mindset and show improvement in their behavior.

- Teachers and Grade-Level Teams will use Dojo Points to guide reward systems within the classroom and/or grade-level throughout the year. Rewards may include: treasure chest, free time, sit next to a friend, lunch with the teacher, etc.
- Leadership / Teachers / Staff will award points in Class Dojo
- Leadership / Teachers / Staff may leave comments on the student's private portfolio giving details on how they earned the point/
- Points should only be given for exceptional or model behavior
- If students are referred to the administration, they will forfeit all of their points (back to zero). This restorative practice is called a "Hard Reset."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Specials classes have 24.7% of incident reports. **Root Cause:** Teachers not implementing Tier 1 behavior strategies and applying STOIC (structure, teach expectations, observe and monitor, interact positively, correct fluently), to their classrooms.

Perceptions

Perceptions Summary

70% of staff members feel a sense of positive school culture - a decrease of 3% from last year. 60% of staff feel a sense of well-being - a decrease of 4% from last year. Staff connect team meets every quarter to discuss ways to promote staff belonging and school culture. 63% of staff feel as though they belong - a 3% increase from last year.

Admin are present in the campus supporting students and teachers with behavior and positive intervention. Admin create a safe space for asking for support and help to develop teacher and student growth. We have regular professional development and we have many teachers on the campus who are willing to help and support other teachers. Classroom teachers have weekly team meetings.

Families fill out the Family Engagement Survey each year. This year and last year, we had 197 fill out the survey. Families are also encouraged to complete the Title I Parent Survey each year.

More parents feel welcomed on our campus (increased from 87% last year to 92% this year). Parents are more aware of the curriculum being taught and the types of tests being taken.

All grade levels send out weekly news letters with learning objectives for the week. Assessments are completed and sent home with results. Pre-k sends weekly updates through Seesaw.

92% of parents feel welcomed at our school. 95% of families found school safety and getting to and from school safely favorable

Perceptions Strengths

Parents are encouraged to be involved.
Parents are aware of curriculum
Families are welcomed at the campus. 92% of parents feel welcomed at our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the 23-24 Staff Panorama Survey, 67% off staff responded favorably to a positive school climate. **Root Cause:** There is tension between staff members due to past conflicts and treatment agreements were not implemented by all.

Problem Statement 2: 197 parents completed the Panorama survey. **Root Cause:** The Panorama survey was not promoted enough to the parents nor given multiple way for them to complete it if they do not have the technology have a language barrier.

Problem Statement 3: Written parent communication is not in every home language that reflects our demographics. **Root Cause:** Written parent communication from the district is not translated into all of our home languages.

Priority Problem Statements

Problem Statement 1: According to the 23-24 Staff Panorama Survey, 67% off staff responded favorably to a positive school climate.

Root Cause 1: There is tension between staff members due to past conflicts and treatment agreements were not implemented by all.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Reading: 42% of Kindergarten students and 31% of 1st grade students met their Reading MAP End of year goal, as compared to 52% of Kindergarten student and 57% of 1st grade students meeting their Math End of year MAP scores. Kindergarten mCLASS data showed an increase in "well below" students from BOY to EOY with 26% well below at BOY and 37% well below at EOY.

Root Cause 2: Small groups are not being implemented with fidelity to work on phonics in the primary grade levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: TELPAS growth decreased from 64% to 42% in one year.

Root Cause 3: Instructional strategies in whole group and small group were not targeting speaking and reading domains.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on the staff survey data, there needs to be more behavioral support with classroom management.

Root Cause 4: Student disengagement leads to behavioral issues that prompt office referrals.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Based on 2024 STAAR Math results, while 69% of White students and 74% of Asian students are projected to meet or exceed the standard, the percentages are much lower for African American (26%) and Hispanic (48%) students.

Root Cause 5: Small group instruction was not consistently implemented across grade levels.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Based on STAAR Science results, the percentage of students meeting or exceeding the grade-level standard is 50% for White students, but only 8% for African American students and 15% for Economically Disadvantaged students.

Root Cause 6: Science was not consistently taught across grade levels.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Only 52% of All Students are meeting or exceeding the grade-level reading standard. There are gaps in performance, with 69% of White students and 72% of Asian students meeting or exceeding the standard, compared to 47% of African American students and 43% of Hispanic students.

Root Cause 7: Small group instruction was not differentiated. Students are performing at grade level are not provided with targeted instruction.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

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
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Percent of students in K-5 demonstrating Reading Skills as measured by Meets Grade Level performance on STAAR Reading will increase from 52% to 90% by 2030, with an interim goal of 74% for the 2024-2025 school year.

Grade 3: Increase from 52% to 90% on the STAAR Reading test
Interim goal for 2024-2025: 73% on the STAAR Reading test

Grade 4: Increase from 53% to 90% on the STAAR Reading test
Interim goal for 2024-2025: 73% on the STAAR Reading test

Grade 5: Increase from 54% to 90% on the STAAR Reading test
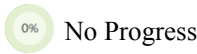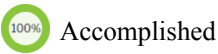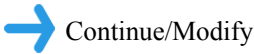Interim goal for 2024-2025: 75% on the STAAR Reading test

High Priority

Evaluation Data Sources: Local Assessment Data such as MAP, CBAs and Teacher-Created tests.

Strategy 1 Details	Reviews			
Strategy 1: Instructional staff, including intervention specialists, instructional support teachers (IST), special education teachers, and classroom Reading/Language Arts teachers, will engage in the following collaborative activities:	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

1. Weekly Professional Learning Community (PLC) meetings
2. Dedicated instructional planning days held once per semester
 	
During these collaborative sessions, teachers will customize lesson plans and instructional strategies, analyze student work samples, common benchmark assessment (CBA) and Online STAAR-like Programs data, use data insights to inform and refine instructional practices.
    Strategy's Expected Result/Impact: Increase student learning results; ongoing PLC meetings, lesson plans including differentiated strategies; enrichment/intervention schedule
    Staff Responsible for Monitoring: Teachers, Administrators
 	
    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: Student Learning 2, 5
    Funding Sources: Subs for instructional planning - 6100 Payroll- Title I Funds - $9,175				

Strategy 2 Details	Reviews			
Strategy 2: All Reading classroom teachers at Spring Creek will implement a differentiated small-group instructional model. This approach will combine teacher-led and student-led groupings to provide targeted support and address the unique learning needs of individual students, including those from special populations such as Emergent Bilingual (EB), Special Education (SPED), Gifted and Talented (GT), and Economically Disadvantaged, and students who need Accelerated Learning Instruction. Teachers will identify specific areas for growth for each student, deliver tailored, skill-based instruction to meet diverse learner needs and foster personalized support and accelerate academic progress.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved Student Learning and Achievement: Accelerated academic progress for all students, including those from special populations. Increased mastery of essential skills and concepts across grade levels and subject areas. Narrowing of achievement gaps between student subgroups Enhanced Personalized Support: Ability to identify and address the unique learning needs of each individual student. Tailored instructional interventions that meet the diverse requirements of all learners. Strengthened teacher-student relationships and increased student engagement **Staff Responsible for Monitoring:** Teachers, Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2 **Funding Sources:** Chart paper, copy paper, white boards and dry erase markers - 6300 Supplies and Materials- Title I Funds - $5,000, Subs for Small Group Instruction (5) - 6100 Payroll- Title I Funds - $15,000, Online platform used to close gaps based on STAAR performance in Reading - 6300 Supplies and Materials- Title I Funds - $15,490				

Strategy 3 Details	Reviews			
Strategy 3: Develop and host a campus-wide Literacy Night and Multicultural Art night events to foster deep engagement with reading, writing, and language skills among students and their families. This interactive experience will provide opportunities for staff members to equip families with practical strategies and resources to support their children's literacy development at home and build a stronger sense of community by creating connections between school, students, and families through shared literacy experiences.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The combination of enhanced student engagement, strengthened home-school partnerships, and a greater sense of community will collectively contribute to improved literacy achievement across grade levels. Students will demonstrate accelerated progress in reading comprehension, writing proficiency, and language development. Literacy-focused enrichment and support will help address achievement gaps and ensure equitable learning opportunities for all students. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2 **Funding Sources:** Supplemental Pay for staff - 6100 Parent Inv. Payroll T1 - $1,200, Supplemental Pay for staff - 6100 Parent Inv. Payroll T1 - $1,205				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Reading: 42% of Kindergarten students and 31% of 1st grade students met their Reading MAP End of year goal, as compared to 52% of Kindergarten student and 57% of 1st grade students meeting their Math End of year MAP scores. Kindergarten mCLASS data showed an increase in "well below" students from BOY to EOY with 26% well below at BOY and 37% well below at EOY.   **Root Cause**: Small groups are not being implemented with fidelity to work on phonics in the primary grade levels.
Problem Statement 5: Only 52% of All Students are meeting or exceeding the grade-level reading standard. There are gaps in performance, with 69% of White students and 72% of Asian students meeting or exceeding the standard, compared to 47% of African American students and 43% of Hispanic students.   **Root Cause**: Small group instruction was not differentiated. Students are performing at grade level are not provided with targeted instruction.

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 42% to 56% by 2025.

High Priority

Evaluation Data Sources: TELPAS (23-24) spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted intervention and small-group instruction to address the specific learning needs of Emergent Bilingual students who have not met performance expectations on the STAAR assessment or are at risk of failing core academic subjects.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student learning results; enrichment/intervention schedule **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Online platform used to close gaps based on STAAR performance - 199 - PIC 24 State Comp Ed Funds - $6,405				

Strategy 2 Details	Reviews			
Strategy 2: The LPAC teacher and emergent bilingual aide will guide teachers, coaches, admin in partnering with district multilingual program staff to provide multiple practice and goal-setting opportunities for students participating in TELPAS.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: At least 70% of students taking TELPAS will meet their annual progress target **Staff Responsible for Monitoring:** Administrators, LPAC Lead, Emergent Bilingual Aide **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Copy paper, cardstock, Dictionaries in different languages, headphones with microphone - 199 - PIC 25 Bil../ESL State Allotment Funds - $5,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide a TELPAS for Parents workshop to increase the knowledge, skills and capabilities of emergent bilingual families so that they can better support their students at home.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Offer one parent/student training throughout school year to engage bilingual/ESL families in understanding TELPAS components/results. **Staff Responsible for Monitoring:** LPAC Lead, Assistant Principal, Admin Intern **Title I:** 2.4, 2.6, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: TELPAS growth decreased from 64% to 42% in one year.   **Root Cause**: Instructional strategies in whole group and small group were not targeting speaking and reading domains.

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 K-5 demonstrating Scientific understanding, as measured by Meets Grade Level performance on STAAR Science, will increase from 20% to 80% by 2030, with an interim goal of 40% for the 2024-2025 school year.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: All Science teachers will provide real-world hands-on experiences for all Kindergarten to Fifth Grade students in science.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased results for all students on science district assessments. **Staff Responsible for Monitoring:** Leadership Team, Science Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 4 **Funding Sources:** Supplies for hands-on science learning - 199 - PIC 25 Bil../ESL State Allotment Funds - $1,183				

Strategy 2 Details	Reviews			
Strategy 2: Instructional staff, instructional support teachers (IST), and classroom Science teachers will engage in the following collaborative activities:	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

1. Weekly Professional Learning Community (PLC) meetings
2. Dedicated instructional planning days held once per semester
 	
During these collaborative sessions, teachers will customize lesson plans and instructional strategies, analyze student work samples and common benchmark assessment (CBA) data, use data insights to inform and refine instructional practices.
    Strategy's Expected Result/Impact: At least 55% of students meeting EoY MAP growth in science
    40% of students performing at Meets, and 30% of students performing at Masters on STAAR Science.
    Staff Responsible for Monitoring: Admin, Instructional Coach, Teachers
 	
    Problem Statements: Student Learning 4
    Funding Sources: Substitutes for Planning Days - 6100 Payroll- Title I Funds - $500				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Based on STAAR Science results, the percentage of students meeting or exceeding the grade-level standard is 50% for White students, but only 8% for African American students and 15% for Economically Disadvantaged students.   **Root Cause**: Science was not consistently taught across grade levels.

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

Performance Objective 4: Percent of students in K-5 demonstrating Mathematical Proficiency, as measured by Meets Grade Level performance on STAAR Math, will increase from 50% to 90% by 2030, with an interim goal of 70% for the 2024-2025 school year.

Grade 3: Increase from 40% to 90% on the STAAR Math test
Interim goal for 2024-2025: 70% on the STAAR Math test

Grade 4: Increase from 56% to 90% on the SSTAAR Math test
Interim goal for 2024-2025: 70% on the STAAR Math test
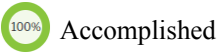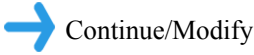
Grade 5: Increase from 52% to 90% on the STAAR Math test
Interim goal for 2024-2025: 70% on the STAAR Math test

High Priority

Evaluation Data Sources: 23-24 STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Instructional staff, including intervention specialists, instructional support teachers (IST), special education teachers, and classroom math teachers, will engage in the following collaborative activities:	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
1. Weekly Professional Learning Community (PLC) meetings 2. Dedicated instructional planning days held once per semester During these collaborative sessions, teachers will customize lesson plans and instructional strategies, analyze student work samples and common benchmark assessment (CBA), Sirius (Online Program) data, use data insights to inform and refine math instructional practices. **Strategy's Expected Result/Impact:** Improved student achievement in mathematics, as evidenced by increased performance on the STAAR math assessment and other common benchmark measures Narrowed achievement gaps between student subgroups, including EB students and students with special needs **Staff Responsible for Monitoring:** Teachers, Administration, Instructional Support Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** Subs for instructional planning - 6100 Payroll- Title I Funds - $5,500				

Strategy 2 Details	Reviews			
Strategy 2: All Math classroom teachers will implement a differentiated small-group instructional model. This approach will combine teacher-led and student-led groupings to provide targeted support and address the unique learning needs of individual students, including those from special populations such as Emergent Bilingual (EB), Special Education (SPED), Gifted and Talented (GT), Economically Disadvantaged and Accelerated Learning Students. Teachers will identify specific areas for growth for each student, deliver tailored, skill-based instruction to meet diverse learner needs and foster personalized support and accelerate academic progress.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student learning results; Classroom Walkthroughs **Staff Responsible for Monitoring:** Teachers and Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** STAAR-related software to be used during small group instruction (Accelerated Learning Program TEA approved) - 6300 Supplies and Materials- Title I Funds - $3,750				

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Based on 2024 STAAR Math results, while 69% of White students and 74% of Asian students are projected to meet or exceed the standard, the percentages are much lower for African American (26%) and Hispanic (48%) students.   **Root Cause**: Small group instruction was not consistently implemented across grade levels.

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

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms will decrease from 30% in 2024 to 15.8% in 2025.

High Priority

Evaluation Data Sources: Review 360 and Branching Minds reports, Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Establish and implement a recognition program for students who demonstrate the "Scorpion Guidelines for Success" each nine weeks in order to promote a positive behavior school environment and Social Emotional Learning on campus.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Review 360 reports will show a decrease in exclusionary consequences; Guidance and Counseling schedule of campus activities and programs **Staff Responsible for Monitoring:** Administrators, Behavior Committee, Counselors **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Social Emotional Learning materials - 6300 Supplies and Materials- Title I Funds - $3,500, Subs for teachers - NVCI training (5) - 6100 Payroll- Title I Funds - $825				

Strategy 2 Details	Reviews			
Strategy 2: Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Provide support with scheduling and communication of events. Students will be more confident and better prepared to transition to middle school. **Staff Responsible for Monitoring:** G5 teachers, counselors, administrators **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
Strategy 3: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Home and school will be more aligned on our collective goals for students. Collaborate with parents in the development of a PFE policy. **Staff Responsible for Monitoring:** Classroom teachers Administration Parent Involvement Committee Counselor **Title I:** 4.1, 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Offer parent workshops and training sessions on topics such as navigating the education system, supporting student learning at home, and advocating for their child's needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased staff knowledge and application of culturally responsive teaching practices Enhanced sense of belonging and engagement among families from diverse backgrounds Improved communication and collaboration between the school, families, and the community **Staff Responsible for Monitoring:** Administrators, LPAC Lead **Title I:** 2.5, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Based on the staff survey data, there needs to be more behavioral support with classroom management. **Root Cause**: Student disengagement leads to behavioral issues that prompt office referrals.

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

Performance Objective 6: By May 2025, EOY Panorama results will state 70% or more of staff will state they feel a sense of belonging and have a positive perception of their well-being.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Implement a Staff Recognition Program to celebrate Professionals and Para-Professional staff members.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The staff recognition program will help cultivate a culture of appreciation and celebrate the hard work and dedication of all employees. It will also inspire other staff members to strive for excellence and contribute to the district's goals. **Staff Responsible for Monitoring:** Admin team **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Teachers in their first-third year of teaching or those in need of additional support will participate in at least one full day of classroom observations and an additional planning day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve clarity and communication with all stakeholders. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2, 3, 4 **Funding Sources:** Substitutes for teachers to go and observe a master teacher - 6100 Payroll- Title I Funds - $1,000, Supplies and materials for planning days - 6300 Supplies and Materials- Title I Funds - $5,000, Substitutes for teachers to go and observe a master teacher - 199 - PIC 23 SPED State Allotment Funds - $320	**Nov**	**Feb**	**Apr**	**June**

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Reading: 42% of Kindergarten students and 31% of 1st grade students met their Reading MAP End of year goal, as compared to 52% of Kindergarten student and 57% of 1st grade students meeting their Math End of year MAP scores. Kindergarten mCLASS data showed an increase in "well below" students from BOY to EOY with 26% well below at BOY and 37% well below at EOY.   **Root Cause**: Small groups are not being implemented with fidelity to work on phonics in the primary grade levels.
Problem Statement 3: Based on 2024 STAAR Math results, while 69% of White students and 74% of Asian students are projected to meet or exceed the standard, the percentages are much lower for African American (26%) and Hispanic (48%) students.   **Root Cause**: Small group instruction was not consistently implemented across grade levels.
Problem Statement 4: Based on STAAR Science results, the percentage of students meeting or exceeding the grade-level standard is 50% for White students, but only 8% for African American students and 15% for Economically Disadvantaged students.   **Root Cause**: Science was not consistently taught across grade levels.
Perceptions
Problem Statement 1: According to the 23-24 Staff Panorama Survey, 67% off staff responded favorably to a positive school climate.   **Root Cause**: There is tension between staff members due to past conflicts and treatment agreements were not implemented by all.

Title I Personnel

Name	Position	Program	FTE
Abraham Leal	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	6	2	Substitutes for teachers to go and observe a master teacher		$320.00
				Sub-Total	$320.00
				Budgeted Fund Source Amount	$1,675.00
				+/- Difference	$1,355.00

			199 - PIC 24 State Comp Ed Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Online platform used to close gaps based on STAAR performance		$6,405.00
				Sub-Total	$6,405.00
				Budgeted Fund Source Amount	$7,331.00
				+/- Difference	$926.00

			199 - PIC 25 Bil../ESL State Allotment Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Copy paper, cardstock, Dictionaries in different languages, headphones with microphone		$5,000.00
1	3	1	Supplies for hands-on science learning		$1,183.00
				Sub-Total	$6,183.00
				Budgeted Fund Source Amount	$6,183.00
				+/- Difference	$0.00

			199 - Magnet Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

6100 Payroll- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs for instructional planning		$9,175.00
1	1	2	Subs for Small Group Instruction (5)		$15,000.00
1	3	2	Substitutes for Planning Days		$500.00
1	4	1	Subs for instructional planning		$5,500.00
1	5	1	Subs for teachers - NVCI training (5)		$825.00
1	6	2	Substitutes for teachers to go and observe a master teacher		$1,000.00
				Sub-Total	$32,000.00
				Budgeted Fund Source Amount	$32,000.00
				+/- Difference	$0.00

6100 Parent Inv. Payroll T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental Pay for staff		$1,200.00
1	1	3	Supplemental Pay for staff		$1,205.00
				Sub-Total	$2,405.00
				Budgeted Fund Source Amount	$2,405.00
				+/- Difference	$0.00

6200 Contracted Services/Registration- Title I Fun

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

6200 Parent Involvement. Contracted Services/Reg -

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Online platform used to close gaps based on STAAR performance in Reading		$15,490.00
1	1	2	Chart paper, copy paper, white boards and dry erase markers		$5,000.00
1	4	2	STAAR-related software to be used during small group instruction (Accelerated Learning Program TEA approved)		$3,750.00
1	5	1	Social Emotional Learning materials		$3,500.00
1	6	2	Supplies and materials for planning days		$5,000.00
				Sub-Total	$32,740.00
				Budgeted Fund Source Amount	$37,181.00
				+/- Difference	$4,441.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$86,775.00
				Grand Total Spent	$80,053.00
				+/- Difference	$6,722.00

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