# Garland Independent School District Stephens Elementary School 2024-2025 Campus Improvement Plan



## **Mission Statement**

Stephens Elementary students will become leaders who transform their dreams into reality.

# Vision

Stephens elementary School will provide a quality education for all students in a way that:

\*Learning will be relevant, fun and life long

\*Provide a positive school climate that is supportive, safe, happy, caring and enthusiastic

\*Promotes high self esteem with students and staff

\*Sets the highest academic standards and expectations for students

\*Engages in effective communication with parents, teachers, children and the community

So that:

\*Every student will be equipped for life long learning, have high self esteem and be motivated to learn

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# **Comprehensive Needs Assessment**

### **Demographics**

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## **Student Learning**

**Student Learning Summary** 

## **School Processes & Programs**

**School Processes & Programs Summary** 

## **Perceptions**

**Perceptions Summary** 

## 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:** The percent of all students in 3rd, 4th, and 5th grade will demonstrate early literacy as measured by Meets Grade Level performance on STAAR Reading. (Data source:2024 STAAR spring results - all students) will increase from 65% Approaches, 38% Meets, and 11% Masters to 70 % Approaches, 45% Meets, and 20% Masters for all students by 2025.

#### **High Priority**

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize data from Campus Based Assessments (CBA's), Comprehensive literacy assessments		Formative		
(MCLASS), Measure of Academic Process (MAP), I-Ready, and formative assessments to plan small group, teacher-led instruction to target African-American, EB's, and special education sub-pops specifically.	Nov	Feb	Apr	June
<b>Strategy's Expected Result/Impact:</b> We will accomplish Meets for each grade level of all students and add priority to African Americans, EB's, two or more races., and Special Education sup-pops to increase STAAR scores by 20% from the 20240 results.				
Staff Responsible for Monitoring: Principal				
Assistant Principal				
IST's				
TIER Intervention				
Classroom Teachers				
Title I: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 6100 Payroll- Title I Funds - \$500				

Strategy 2 Details		Rev	riews	
<b>Strategy 2:</b> Teachers will implement small group instruction with data trackers at the teacher table 4 out of 5 days a week.	Formative			Summative
Strategy's Expected Result/Impact: We will accomplish this with weekly PLC's and walk-through data.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Leadership Team			-	
Title I:				
2.4, 2.6				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:				
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Strategy 3 Details		Rev	iews	
Strategy 3: We will assign tutors and subs for in-school pull-outs to achieve our STAAR 1416 goals and continue	Formative			Summative
celerating our Approaches to Meets and Meets to Masters students.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improve our Achievement and Growth domain for the 2025 STAAR results.	1,0,	100		
Staff Responsible for Monitoring: Principal AP				
Interventionist				
ELST				
CST				
Title I:				
2.4, 2.6				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 5: Effective Instruction				
- Targeted Support Strategy - Additional Targeted Support Strategy				
Funding Sources: - 6100 Payroll- Title I Funds - \$2,000				
No Progress Accomplished Continue/Modify	X Discor	, -		

**Performance Objective 2:** The percentage of Emergent Bilingual (EB) students demonstrating English language acquisition, as measured by earning yearly progress indicators on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 49% in 2024 to 60% by 2025.

#### **High Priority**

**Evaluation Data Sources:** Spring TELPAS scores

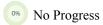
Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement one new sheltered instruction strategy in all content areas each month. The		Summative		
instructional team will introduce and discuss classroom strategies during monthly PLC meetings with all grade-level teachers.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Students will increase at least one performance level by the end of the school year.  Staff Responsible for Monitoring: ADMIN				
Classroom Teachers				
Title I: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

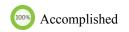
**Performance Objective 3:** The percentage of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 13% in 2024 to 50% by 2025.(Data source:2024 STAAR spring results - all students)

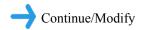
#### **High Priority**

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

Strategy 1 Details		Reviews		
Strategy 1: Teachers in grades k-5 will teach science academic vocabulary in context through visual models and application		Formative		Summative
that includes discussion, writing, and illustrating.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: All students will improve on STAAR science		- 5.0	P-	
Staff Responsible for Monitoring: ADMIN				
Classroom Teachers				
CIST				
Title I:				
2.4, 2.5				
- ESF Levers:				
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Strategy 2 Details	Reviews			
Strategy 2: We will hire pullout tutors to help us with STAAR bootcamp to work with meets and masters students.		Formative		Summative
<b>Strategy's Expected Result/Impact:</b> We will provide a more challenging curriculum review that will challenge and raise passing scores on STAAR	Nov	Feb	Apr	June
Staff Responsible for Monitoring: principal				
AP				
coaches				
interventionist				
Title I:				
2.4, 2.5				
- TEA Priorities:				
Build a foundation of reading and math				
- ESF Levers:				
Lever 5: Effective Instruction				
Funding Sources: - 6100 Payroll- Title I Funds - \$1,058				









**Performance Objective 4:** Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance STAAR Math. (Data source:2024 STAAR spring results - all students) will increase from 61% Approaches, 37% Meets, and 12% Masters to 70% Approaches, 49% Meets, and 20% Masters for all students by 2025.

#### **High Priority**

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

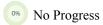
Strategy 1 Details	Reviews			
Strategy 1: Teachers will disaggregate data from MAP, I-Ready, and CBA's during PLCs to determine appropriate		Summative		
concepts to spiral into future lessons and activities, focusing on performance at each sub-group.	Nov	Feb	Apr	June
<b>Strategy's Expected Result/Impact:</b> Students will meet expected growth on MAP. Teachers will understand how to prioritize the TEKS so they can effectively utilize the teacher table concept during PLC's and master small group instruction.				
Staff Responsible for Monitoring: Admin, Teachers, IST's				
Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 6100 Payroll- Title I Funds - \$500				

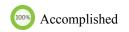
Strategy 2 Details	Reviews Formative Summa				
Strategy 2: We will assign tutors and subs for in-school pull-outs to achieve our STAAR 1416 goals and continue		Formative			
accelerating our Approaches to Meets and Meets to Masters students.	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: Improve our Achievement and Growth domain for the 2025 STAAR results.					
Staff Responsible for Monitoring: Principal					
AP					
Interventionist					
CST					
Title I:					
2.4, 2.6					
- TEA Priorities:					
Build a foundation of reading and math					
- ESF Levers:					
Lever 5: Effective Instruction					
- Targeted Support Strategy					
Funding Sources: - 6100 Payroll- Title I Funds - \$2,000					
Strategy 3 Details		Rev	iews	•	
<b>Strategy 3:</b> We have a selective group of 4th and 5th STAAR failures that will stay and participate in our after-school		Formative		Summative	
program (GAP)	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: In the after-school program, we will focus on accelerated tutoring to help bridge	1101	TCD	Арг	June	
the gap for many of our at-risk students.					
Staff Responsible for Monitoring: Admin, Interventionist, GAP staff					
Stan Responsible for Monitoring. Admin, interventionist, OAI stan					
Stan Responsible for Monitoring. Admini, interventionist, OAT stan					
Title I:					
Title I: 2.4, 2.5, 2.6					
Title I: 2.4, 2.5, 2.6 - TEA Priorities:					
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math					
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers:					
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction					
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers:					
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction					
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	<b>X</b> Discon				

**Performance Objective 5:** The percent of discretionary exclusionary consequences\* will decrease from 40% in 2024 to 35% by 2025. \*defined as Exclusionary consequences- In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

**Evaluation Data Sources:** Review 360 summary reports

Strategy 1 Details		Reviews		
Strategy 1: PBIS team, administration, and classroom teachers will analyze student discipline data to set goals for	cipline data to set goals for Formative			Summative
improvement and support.  Strategy's Expected Result/Impact: Create a new discipline plan, visualize behavior expectations around the campus, and have choices of rewards for those achieving their Shining 10 charts. Staff will reward positive behavior on a regular basis for all students.  Staff Responsible for Monitoring: Admin, counselor and PBIS Committee  Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov	Feb	Apr	June
Strategy 2 Details  Strategy 2 Details	Reviews			Summative
<b>Strategy 2:</b> We will utilize our Title I instructional para help with conflict resolution and students struggling with anger by creating an academic sensory room for our students who have difficulties staying in the general education environment until	Nov	Formative Feb	Apr	June
they have time to reset. The instrucational para will continue with the academic work in a quiet 3:1 environment where the students have a chance to reset and not get behind academically.				
Strategy's Expected Result/Impact: Teaching students healthy boundaries and skills to manage their behavior				
Staff Responsible for Monitoring: Principal AP				
Title I:				
2.6				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				









**Performance Objective 6:** 100% of our staff will participate in SEL activities and PBIS incentives to increase positive relationships with students, families, and community members.

**High Priority** 

**Evaluation Data Sources:** End of the year parent survey

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> The administrators and teachers will have several face-to-face information parent meetings during the 2024-25		Summative		
school year. These meetings will include parent/teacher conference nights, Title I information meetings, family fright and fitness night, literacy nights, and multicultural parent engagement nights.	Nov	Feb	Apr	June
<b>Strategy's Expected Result/Impact:</b> Developing stronger partnerships with our parents that will increase parent involvement and participation.				
Staff Responsible for Monitoring: Admin, teachers and staff				
Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$2,229				
Strategy 2 Details		Rev	iews	
<b>Strategy 2:</b> We will organize transitional meetings and events in the fall and the spring for our PreK and 5th-grade students.		Formative		Summative
Strategy's Expected Result/Impact: Administration	Nov	Feb	Apr	June
Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: We will also create school-wide Tuesday Folders for every student and create a section of the folder just for		Summative		
parent information, parent training info, district updates, and checklists that will help all vital communication from the school and the district that pertain to just the parents.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Administration Teachers				
Title I: 4.2				
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
No Progress Accomplished Continue/Modify	X Discon	tinue		

Performance Objective 7: Kinder, First, and Second-grade classes will achieve 70% RIT Band Growth from BOY to EOY on Reading MAP.

**High Priority** 

**Evaluation Data Sources:** EOY MAP results

Strategy 1 Details	Reviews			
Strategy 1: K-2 grade teachers will be trained in implementing Personalized Learning and small group instruction during		Formative		Summative
whole group instruction and Intervention blocks during the day.	Nov	Feb	Apr	June
<b>Strategy's Expected Result/Impact:</b> Classroom instruction will cater to individual student needs, and this will help to differentiate instruction for ALL students and improve their literacy skills.				
Staff Responsible for Monitoring: Admin, Coaches, Teachers				
Title I:				
2.5, 2.6				
- TEA Priorities:				
Build a foundation of reading and math				
- ESF Levers:				
Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy				
Funding Sources: - 6100 Payroll- Title I Funds - \$1,000				
No Progress Continue/Modify	X Discon	tinue		•

# **Targeted Support Strategies**

Goal	Objective	Strategy	Description	
1	1	1	Teachers will utilize data from Campus Based Assessments (CBA's), Comprehensive literacy assessments (MCLASS), Measure of Academic Process (MAP), I-Ready, and formative assessments to plan small group, teacher-led instruction to target African-American, EB's, and special education sub-pops specifically.	
1	1	3	We will assign tutors and subs for in-school pull-outs to achieve our STAAR 1416 goals and continue accelerating our Approaches to Meets and Meets to Masters students.	
1	4	2	We will assign tutors and subs for in-school pull-outs to achieve our STAAR 1416 goals and continue accelerating our Approaches to Meets and Meets to Masters students.	
1	4	3	We have a selective group of 4th and 5th STAAR failures that will stay and participate in our after-school program (GAP)	
1	7	1	K-2 grade teachers will be trained in implementing Personalized Learning and small group instruction during whole group instruction and Intervention blocks during the day.	

# **Additional Targeted Support Strategies**

Goal	Objective	Strategy	Description	
1 1 3		1	We will assign tutors and subs for in-school pull-outs to achieve our STAAR 1416 goals and continue accelerating our Approaches to Meets and Meets to Masters students.	

# **2024-2025 Campus BLT**

Committee Role	Name	Position
Teacher	Laura Kring	2nd Grade Teacher
Teacher(SPED)	Vicky Teddlie	SPED Teacher
Non-Classroom Professional	Madi Viladevall	ELST
Interventionist	Mitra Hami	Interventionist
District-level Professional	Amanda Wade	District Representative
School Nurse	Cassidy Wade	Nurse
Business Representative	Daniel Hancock	Business Owner
Community Representative	Marty Garcia	Community
Parent	Jackie Torres	Parent
Non-classroom Professional	Tana Potter	CST
Paraprofessional	Aislyn Swonger	Intervention Aide
Classroom Teacher	Brittany Crenshaw	Pre-K Teacher
Counselor	Jessica Whitehead	Counselor
Administrator	Denise Campbell	AP
Administrator	Lindsey Young	Principal

# **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	\$1,995.00
			+/- Difference	\$1,995.00
			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	\$5,265.00
+/- Difference				\$5,265.00
			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				\$3,381.00
			+/- Difference	\$3,381.00
			6100 Payroll- Title I Funds	
Goal	Objective	Strategy	Resources Needed Account Code	Amount
1	1	1		\$500.00
1	1	3		\$2,000.00
1	3	2		\$1,058.00
1	4	1		\$500.00
1	4	2		\$2,000.00
1	7	1		\$1,000.00
•		-	Sub-Total	\$7,058.00
			Budgeted Fund Source Amount	\$7,058.00

	6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
				+/- Difference		
			6300 Parent Involvement. Supplies T1			
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	6	1			\$2,229.00	
Sub-Total			Sub-Total	\$2,229.00		
Budgeted Fund Source Amount				geted Fund Source Amount	\$2,405.00	
+/- Difference				+/- Difference	\$176.00	
Grand Total Budgeted				Grand Total Budgeted	\$20,104.00	
Grand Total Spent			Grand Total Spent	\$9,287.00		
+/- Difference			+/- Difference	\$10,817.00		

# 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