

**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

### Demographics Summary


[https://docs.google.com/spreadsheets/d/1HC0zRv5nnxc3-JjtbyN1fTlaLY11Im-lKOj\\_rp-CfEw/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1HC0zRv5nnxc3-JjtbyN1fTlaLY11Im-lKOj_rp-CfEw/edit?usp=sharing)

# Student Learning

## Student Learning Summary

[https://docs.google.com/spreadsheets/d/1HC0zRv5nnxc3-JjtbyN1fTlaLY11Im-lKOj\\_rp-CfEw/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1HC0zRv5nnxc3-JjtbyN1fTlaLY11Im-lKOj_rp-CfEw/edit?usp=sharing)

# School Processes & Programs

## School Processes & Programs Summary

[https://docs.google.com/spreadsheets/d/1HC0zRv5nnxc3-JjtbyN1fTlaLY11Im-lKOj\\_rp-CfEw/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1HC0zRv5nnxc3-JjtbyN1fTlaLY11Im-lKOj_rp-CfEw/edit?usp=sharing)

# Perceptions

## Perceptions Summary

[https://docs.google.com/spreadsheets/d/1HC0zRv5nnxc3-JjtbyN1fTlaLY11Im-lKOj\\_rp-CfEw/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1HC0zRv5nnxc3-JjtbyN1fTlaLY11Im-lKOj_rp-CfEw/edit?usp=sharing)

# 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			
<p><b>Strategy 1:</b> 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.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal IST's TIER Intervention Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5 - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 6100 Payroll- Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			







Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement small group instruction with data trackers at the teacher table 4 out of 5 days a week.  <b>Strategy's Expected Result/Impact:</b> We will accomplish this with weekly PLC's and walk-through data.  <b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Improve our Achievement and Growth domain for the 2025 STAAR results.  <b>Staff Responsible for Monitoring:</b> Principal            AP            Interventionist            ELST            CST</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Funding Sources:</b> - 6100 Payroll- Title I Funds - \$2,000</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>				

**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:** 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			
<p><b>Strategy 1:</b> Teachers will implement one new sheltered instruction strategy in all content areas each month. The instructional team will introduce and discuss classroom strategies during monthly PLC meetings with all grade-level teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase at least one performance level by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> ADMIN Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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>				

**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:** 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			
<p><b>Strategy 1:</b> Teachers in grades k-5 will teach science academic vocabulary in context through visual models and application that includes discussion, writing, and illustrating.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will improve on STAAR science</p> <p><b>Staff Responsible for Monitoring:</b> ADMIN Classroom Teachers CIST</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will hire pullout tutors to help us with STAAR bootcamp to work with meets and masters students.</p> <p><b>Strategy's Expected Result/Impact:</b> We will provide a more challenging curriculum review that will challenge and raise passing scores on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> principal AP coaches interventionist</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 6100 Payroll- Title I Funds - \$1,058</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 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			
<p><b>Strategy 1:</b> Teachers will disaggregate data from MAP, I-Ready, and CBA's during PLCs to determine appropriate concepts to spiral into future lessons and activities, focusing on performance at each sub-group.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, IST's</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 6100 Payroll- Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve our Achievement and Growth domain for the 2025 STAAR results.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Interventionist CST</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 6100 Payroll- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We have a selective group of 4th and 5th STAAR failures that will stay and participate in our after-school program (GAP)</p> <p><b>Strategy's Expected Result/Impact:</b> In the after-school program, we will focus on accelerated tutoring to help bridge the gap for many of our at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Interventionist, GAP staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
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**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:** 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			
<p><b>Strategy 1:</b> PBIS team, administration, and classroom teachers will analyze student discipline data to set goals for improvement and support.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselor and PBIS Committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><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 they have time to reset. The instructional 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teaching students healthy boundaries and skills to manage their behavior</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

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

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will also create school-wide Tuesday Folders for every student and create a section of the folder just for 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Administration Teachers</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**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 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			
<p><b>Strategy 1:</b> 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.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 6100 Payroll- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

# 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	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

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
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
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,995.00
<b>+/- Difference</b>					\$1,995.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$5,265.00
<b>+/- Difference</b>					\$5,265.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,381.00
<b>+/- Difference</b>					\$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
<b>Sub-Total</b>					\$7,058.00
<b>Budgeted Fund Source Amount</b>					\$7,058.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>+/- Difference</b>					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$2,229.00
<b>Sub-Total</b>					\$2,229.00
<b>Budgeted Fund Source Amount</b>					\$2,405.00
<b>+/- Difference</b>					\$176.00
<b>Grand Total Budgeted</b>					\$20,104.00
<b>Grand Total Spent</b>					\$9,287.00
<b>+/- Difference</b>					\$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:

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