

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

Mission Statement

We, as Texans, will recognize our worth and excel in our learning through positivity, trust, and encouragement

Vision

The Toler staff looks forward to providing a positive, nurturing environment in which children can reach their full potential and be equipped for their future. Encouragement to build responsible behavior, respect for others, and a positive self-esteem will be incorporated throughout the year. The Toler staff will provide the highest quality instruction and maintain accountability for results and continuous improvement.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.	11
Goal 2: 80% or more parents will attend parent conferences (via F2F or virtually) for the fall and spring semesters and other related campus events for each grade level.	24
Title I Personnel	25
Campus Funding Summary	26
Policies, Procedures, and Requirements	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our parents are mostly working parents, with multiple children. The campus is fairly transient as housing is not always available in our community. The majority of Toler families are interested and involved in their children's education.

Demographics Strengths

Our staff demographics are comparable to our student demographics.

Students- 50% Hispanic, 28% AA, 10% White, 4% Asian and 8% Multi-Racial.

Staff- 30% Hispanic, 34% AA, and 36% White

Problem Statements Identifying Demographics Needs

Problem Statement 1: 42% of office referrals resulted in exclusionary discipline. **Root Cause:** Four students accounted for 50% of the incidents that resulted in exclusionary discipline.

Problem Statement 2: Our campus enrollment has decreased over the last three school years and has a mobility rate of 27.7% (+3.2). **Root Cause:** Our campus's hi-risk factors percent is 46 (academic and environmental).

Student Learning

Student Learning Summary

Toler students performed below the district average in approaches in the following areas on the 2023-2024 STAAR test.

- 3rd District: Math (68%) and Reading (68%)
- 3rd Toler: Math (73%) and Reading (66%)
- 4th District: Math (68%) and Reading (76%)
- 4th Toler: Math (52%) and Reading (65%)
- 5th District: Math (76%), Reading (78%), and Science (50%)
- 5th Toler: Math (57%), Reading (71%), and Science (39%)

Student Learning Strengths

K, 1st, 2nd, 3rd, and 4th met their EOY Math MAP projected growth goal.

K, 2nd, 3rd, 4th, and 5th met their EOY Reading MAP projected growth goal.

2nd, 3rd, 4th, and 5th met their EOY Science MAP projected growth goal.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 43% of students met grade-level standards on the 2024 STAAR Reading test. **Root Cause:** A deficit in teacher expertise in small group reading instruction and a lack of small group instruction.

Problem Statement 2: Only 39% of students met grade-level standards on the 2024 STAAR Math test. **Root Cause:** Insufficient opportunities for students to practice in groups. Instruction was often teacher-led.

Problem Statement 3: Only 16% of students met grade-level standards on the 2024 5th grade Science STAAR test. **Root Cause:** Insufficient opportunities for students to engage in hands-on activities around meaningful content.

Problem Statement 4: 54% of ELs demonstrated English language acquisition as measured by yearly progress measure on TELPAS in the 2023-2024 school year. **Root Cause:** Deficit in teacher knowledge of strategies to support students at their levels of proficiency, especially in speaking and writing.

Problem Statement 5: Only 33% of our SPED population was at "approaches" or higher on the 2024 STAAR Math test. **Root Cause:** Teachers targeted previous deficits and did not include adequate on-grade level instruction.

School Processes & Programs

School Processes & Programs Summary

District and campus administrators post openings on the GISD website. Job postings include responsibilities, qualifications, and the benefits of working at GISD.

All student data is analyzed throughout the year. Data includes BOY MAP, MOY MAP, EOY MAP, CBA assessments, Interim assessments, mClass, etc. Students receive services based on their level of need to help fill learning gaps that will enable them to improve academically on grade level academic standards.

School Processes & Programs Strengths

We focused on recruiting experienced staff to meet our students' needs. Three of the four teachers hired in PreK-5th were transfers from GISD or had experience in another district.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional development areas were identified without input from teachers. **Root Cause:** Professional development was designed around our Holdsworth POP goal, as well as academic needs identified from state assessment data (Closing the Gaps Domain III and Targeted Improvement).

Problem Statement 2: CIP strategies used only for point of reference with teachers. **Root Cause:** Administrators shared the CIP with teachers at the start of the school year. Teachers outside of the CIT were not included for ongoing monitoring of the CIP.

Problem Statement 3: There is inadequate focus on STEAM curriculum. **Root Cause:** All teachers do not feel confident with instruction that focuses on the STEAM components, and need targeted PD.

Perceptions

Perceptions Summary

In 2023-2024, Toler's enrollment was 435. We served students in PreK-5th, 2 ALE units, and 1 ECSE unit. We have had a decrease in attendance over the past few years. We have class incentives for perfect attendance, including popcorn and popsicle parties. The district utilizes an automated call to reach out to families of students with unexcused absences and tardies. At the campus level, teachers, data clerk, and administrators contact families regarding unexcused absences and tardies.

Perceptions Strengths

Based on the 2023-2024 Family Engagement Survey, 86% of parents feel they receive information in a language they can understand.

Based on the 2023-2024 Family Engagement Survey, 82% of parents understand the types of state and local tests their children take and how to use the results to help their children.

Based on the 2023-2024 Family Engagement Survey, 90% of parents feel welcomed at Toler.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 55% of parents reported that they needed to have the School Parent Compact explained to them. **Root Cause:** The School-Parent Compact was delivered via social media and available to parents upon request.

Problem Statement 2: 55% of of parents reported that they needed to have the Parent Engagement Policy explained to them **Root Cause:** The Parent Engagement Policy was explained during the Title I Parent Meeting in September, and all parents were not in attendance.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Percent of students demonstrating early literacy, as measured by Meets Grade Level performance on 2025 STAAR Reading for Grades 3, 4 and 5, will increase to 55% in 3rd; 55% in 4th and 46% in 5th.

High Priority

Evaluation Data Sources: STAAR Data


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, instructional coaches and administrators will participate in content planning sessions to prepare for upcoming units of instruction. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Improved teacher background knowledge with ELAR TEKS</p> <p>Aligned lesson delivery and assessments</p> <p>Increase in level of rigor</p> <p>Increased levels of student mastery of content</p> <p>Staff Responsible for Monitoring: Administrators; Teachers; Instructional Support Teacher; Early Literacy Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes for Planning - 6300 Supplies and Materials- Title I Funds - \$3,200</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use Lead4Ward's Frequency Distribution chart to determine priority TEKS that require increased teacher background knowledge, additional assessments, or increased learning time. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on CBAs , MAP and STAAR</p> <p>Targeted planning for priority TEKS</p> <p>Increased learning time</p> <p>Improved teacher background knowledge</p> <p>Intentional assessment and feedback that increases student learning outcomes</p> <p>Meeting the targets set in the Closing the Gaps Domain</p> <p>Staff Responsible for Monitoring: Administrators; Intermediate Support Teacher; Early Literacy Support Teacher; Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will engage in data meetings to analyze student work, engage in action planning, and learn how to teach content. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on CBAs, MAP and STAAR</p> <p>Improved alignment between LO, DOLs and instructional activities</p> <p>DOLs will increasingly meet the success criteria for mastery of the TEK</p> <p>Targeted feedback that improves student learning outcomes as demonstrated on the DOLs</p> <p>Improved alignment between student data and instruction.</p> <p>Staff Responsible for Monitoring: Administrators; Instructional Support Teacher; Early Literacy Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement AVID strategies (focused note-taking, collaborative structures, interactive notebooks, higher-level thinking, reading-to-learn and organizational materials) to promote learning and increase learning time. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on classroom assessments, CBAs, MAP and STAAR</p> <p>Increase in the quality of questioning, classroom discussion and note-taking</p> <p>Increased opportunities for critical thinking, analysis and synthesis of text</p> <p>Increased learning time and opportunities for students to collaborate around meaningful work</p> <p>Staff Responsible for Monitoring: AVID Site Team; Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: AVID Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: To meet basic individual student classroom material needs for our highly mobile/at-risk students, State Compensatory Education, Title One, Special Education, and bilingual funds will be used to purchase supplies and manipulatives to enhance learning (ex: binders, pencils, whiteboards, etc.) that will fill the material gaps for identified at-risk students.</p> <p>Strategy's Expected Result/Impact: Improve differentiated instruction.</p> <p>Ongoing engagement with meaningful work around previously-learned TEKS.</p> <p>Staff Responsible for Monitoring: Instructional Support Teacher; Early Literacy Support Teacher; Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: i-Ready Instruction - 6300 Supplies and Materials- Title I Funds - \$6,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Interventionist, classroom teachers, and tutors will provide small group instruction and tutorials to review and/or reteach low-performing TEKS to close achievement gaps identified through formative and summative assessments throughout the year. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Improved student learning outcomes for students across the Tiers</p> <p>Increase in MAP scores from BOY to EOY</p> <p>Downward movement for students at Tier II and Tier III</p> <p>Targeted interventions to address specific student needs</p> <p>Staff Responsible for Monitoring: Administrators, Interventionist, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutor Substitute Days - 6100 Payroll- Title I Funds - \$7,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will plan enrichment opportunities for students based on data from MAP, M-Class, local and state assessments. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Increase in "meets standards" percentages for all grades</p> <p>Increase in "masters standards" percentages for all grades</p> <p>Increase in the number of students making progress as reported in Domain III</p> <p>High-quality instruction during intervention and enrichment</p> <p>Staff Responsible for Monitoring: Administrators; Teachers; Instructional Support Teacher; Early Literacy Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Math Manipulatives/Student Supplies - 6300 Supplies and Materials- Title I Funds - \$3,000</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 equity in student management.

Performance Objective 2: Percent of students demonstrating scientific understanding, as measured by Meets Grade Level performance on 2025 STAAR Science for Grade 5, will increase from 8% to 40%.

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage students in science concepts through real-life application, investigation, text, media, and manipulatives. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for academic discourse around meaningful learning</p> <p>Increased opportunities for students to engage in critical thinking around science content</p> <p>Increased engagement with science content</p> <p>Increased scientific literacy</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will teach academic vocabulary explicitly, and assist students in applying the vocabulary to discover scenarios and make connections while engaged in text and media. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Increased scientific background knowledge</p> <p>Increased opportunities for students to engage in critical thinking around science content</p> <p>Increased engagement with science content</p> <p>Increased scientific literacy</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will include formats (traditional assessment items, written responses, annotated diagrams, graphic organizers, etc) that allow students to develop explanations based on data, text evidence, and other supporting resources. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Increased scientific background knowledge</p> <p>Increased opportunities for students to engage in critical thinking and around science content</p> <p>Increased engagement with science content</p> <p>Increased scientific literacy</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>ESF Levers: 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;">  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 equity in student management.





Performance Objective 3: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on 2025 STAAR in grades 3, 4 and 5, will increase from 43%, 33%, and 38% to 58% in 3rd; 45% in 4th; and 40% in 5th.

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, IST, and administrators will participate in content planning sessions to prepare for upcoming units of instruction. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Improved teacher background knowledge</p> <p>Aligned lesson delivery and assessments</p> <p>Increase in level of rigor</p> <p>Increased levels of student mastery of content</p> <p>Staff Responsible for Monitoring: Administrators, Intermediate Support Teacher.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes for Planning - 6100 Payroll- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use Lead4Ward's Frequency Distribution chart to determine priority TEKS that require increased teacher background knowledge, additional assessments, or increased learning time. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on CBAs , MAP and STAAR</p> <p>Targeted planning for priority TEKS</p> <p>Increased learning time</p> <p>Improved teacher background knowledge</p> <p>Intentional assessment and feedback that increases student learning outcomes</p> <p>Meeting the targets set in the Closing the Gaps Domain</p> <p>Staff Responsible for Monitoring: Administrators, Intermediate Support Teacher, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will engage in weekly data meetings to analyze student work, engage in action planning, and to learn how to teach content. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on CBAs, MAP and STAAR</p> <p>Improved alignment between LO, DOLs and instructional activities</p> <p>DOLs will increasingly meet the success criteria for mastery of the TEK</p> <p>Targeted feedback that improves student learning outcomes as demonstrated on the DOLs</p> <p>Improved alignment between student data and instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Intermediate Support Teacher, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Interventionist and classroom teachers will provide small group instruction and tutorials to review and/or reteach low-performing TEKS to close achievement gaps identified through formative and summative assessments throughout the year. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Improved student learning outcomes for students across the Tiers</p> <p>Increase in MAP scores from BOY to EOY</p> <p>Downward movement for students at Tier II and Tier III</p> <p>Targeted interventions to address specific student needs</p> <p>Staff Responsible for Monitoring: Administrators, Interventionist and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Math Manipulatives - 6300 Supplies and Materials- Title I Funds - \$4,700</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will plan enrichment opportunities for students based on data from MAP, local and state assessments. This will be done with attention to the performance of "All students" relative to the targets in the Closing the Gaps Domain.</p> <p>Strategy's Expected Result/Impact: Increase in "meets standards" percentages for all grades</p> <p>Increase in "masters standards" percentages for all grades</p> <p>Increase in the number of students making progress as reported in Domain III</p> <p>High-quality instruction during intervention and enrichment</p> <p>Staff Responsible for Monitoring: Administrators, Intermediate Support Teacher, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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 equity in student management.

Performance Objective 4: Percent of EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 35% to 56% this school year.

High Priority

Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize i-Ready Learning weekly with ELL students and provide targeted language acquisition instruction daily.</p> <p>Strategy's Expected Result/Impact: ELL students will maintain or increase at least 1 progress indicator on the TELPAS composite rating.</p> <p>Staff Responsible for Monitoring: Administrators and teachers.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide support to ELL students through the use of ELL strategies and intense focus on academic vocabulary. Student progress will be monitored and tracked in preparation for increased proficiency levels (min. 1 level) as documented by 2024 TELPAS.</p> <p>Strategy's Expected Result/Impact: ELL students will maintain or grow at least one progress indicator on their TELPAS composite rating. This will increase performance in Domain 3 or the STAAR accountability rating scale.</p> <p>Staff Responsible for Monitoring: Administrators, coaches, teachers, and ELL instructional aide.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</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 equity in student management.

Performance Objective 5: Percentage of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease (23-24 performance - 44%) to 25% this school year.

High Priority

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, staff, and parents will implement restorative practices and positive behavior supports daily with consistency, with the continued goal of establishing and maintaining effective relationships with students which will lead to improved student behavior.</p> <p>Strategy's Expected Result/Impact: Overall discipline incidents will decrease by 20%.</p> <p>Staff Responsible for Monitoring: Administration and all staff.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$2,015</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher will receive monthly pd/tips on the use of effective instructional and behavioral strategies and instructional strategies for diverse learners to address disproportionality in discipline referrals and suspensions.</p> <p>Strategy's Expected Result/Impact: Decrease referral rates for African American students by 20% during the SY2024 and increase academic learning and engagement.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, and teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: PBIS Team will review behavioral data and develop common procedures and expectations for the campus and all staff members will be trained. Campus expectations and procedures will be clearly posted around campus to ensure pertinent information is communicated to all stakeholders on campus.</p> <p>Strategy's Expected Result/Impact: Improved behavior in common areas.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, and paras.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$900</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 2: 80% or more parents will attend parent conferences (via F2F or virtually) for the fall and spring semesters and other related campus events for each grade level.

Performance Objective 1: Each grade level will conduct parent conferences with 80% or more of their parents. At least 80% of parents will also attend and participate in related activities (or through virtual media) on campus during the 2024-25 SY.

Evaluation Data Sources: Sign-in sheets for all events. Surveys will also be provided to parents to collect additional data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive updated training on how to effectively conduct positive parent conferences that will inform parents on student strengths and areas of improvement in the areas of academic, behavior, behavior, and social-emotional needs.</p> <p>Strategy's Expected Result/Impact: Survey results will reveal an increase in parental perceptions of the benefit of attending parent conferences and campus events.</p> <p>Staff Responsible for Monitoring: Campus administrators and teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will offer 2-4 family engagement nights to build parent capacity in reading/math and help our 5th graders transition to middle school.</p> <p>Strategy's Expected Result/Impact: Parents will support student learning at home with the strategies and activities provided on the family engagement nights.</p> <p>Staff Responsible for Monitoring: Campus administrators and teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$5,000</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>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittani Suber	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
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,273.00
+/- Difference					\$1,273.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,880.00
+/- Difference					\$5,880.00
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					\$3,402.00
+/- Difference					\$3,402.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Tutor Substitute Days		\$7,000.00
1	3	1	Substitutes for Planning		\$5,000.00
2	1	2			\$5,000.00
Sub-Total					\$17,000.00
Budgeted Fund Source Amount					\$20,753.00
+/- Difference					\$3,753.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for Planning		\$3,200.00
1	1	4	AVID Supplies and Materials		\$3,000.00
1	1	5	i-Ready Instruction		\$6,500.00
1	1	7	Math Manipulatives/Student Supplies		\$3,000.00
1	3	4	Math Manipulatives		\$4,700.00
Sub-Total					\$20,400.00
Budgeted Fund Source Amount					\$20,753.00
+/- Difference					\$353.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$2,015.00
1	5	3			\$900.00
Sub-Total					\$2,915.00
Budgeted Fund Source Amount					\$2,015.00
+/- Difference					-\$900.00
Grand Total Budgeted					\$54,076.00
Grand Total Spent					\$40,315.00
+/- Difference					\$13,761.00

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