

**Garland Independent School District**  
**Classical Center At Vial Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

We learn. We Care. We lead.

## Vision

Inspire others to lead everywhere, every day.

## Value Statement

We will:

- Be Responsible
- Be Respectful
- Be Kind
- Be eager to learn

and together be a part of the Vial Viking Community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Classical Center at Vial Elementary is a diverse campus that offers a high quality education to students from across GISD and neighboring school districts. CC at Vial is among the top performing elementary schools in GISD that earned a TEA rating of "A" based on School Progress and Closing Achievement Gaps thus earning us five (5) TEA distinctions for 2021-2022. However, TEA did not release letter-grade ratings for the 2022-2023 school year. For the year 2023-2024, Classical Center at Vial Elementary earned an "A" rating as recognized by Garland ISD.

### Demographics Strengths

Based on 2023-2024 Campus Staff Information, 34% of our staff are Bilingual/ESL certified. This positively impacts the academics success of our students because 66% of our student population are bilingual or ESL.

Based on our discipline reports from last year, 2023-2024, we had a total of 89 office referrals for discipline.

Student attendance has increased from \_\_\_% in 2022-2023 to \_\_\_% in 2023-2024 due to the fact that teachers have been a lot more consistent with their communication for 2023-2024 school year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** According to Review 360 for the 2022-2023 schoolyear, the highest reported number of incidents is simple assault at 33.3% or one third of all reported incidents. **Root Cause:** Lack of school consequences Inconsistent implementation of behavior expectations throughout the campus/ different methods of discipline. Not enough movement breaks/ social time Inconsistent implementation of SEL Lessons to give students strategies to emotionally regulate Lack of structure or classroom management Grade-level & Teacher alignment is inconsistent including Specials.

**Problem Statement 2 (Prioritized):** According to Review 360 Incidents by Ethnicity for 2022-2023, African-American/Black students had 54% of incidents while African American/Black students only make up 22.3% of the school population. **Root Cause:** Poor relationships between students and staff. Inconsistent implementation of behavior expectations throughout the campus/ different methods of discipline. Not enough movement breaks/ social time Inconsistent implementation of SEL Lessons to give students strategies to emotionally regulate Lack of structure or classroom management Grade-level & Teacher alignment is inconsistent including Specials

# Student Learning

## Student Learning Summary

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading was 66% at the Meets performance level.

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading was 73% at the Meets performance level.

Percent of students in grade 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading was 65% at the Meets performance level.

Percent of students in grade 3 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math was 62% at the Meets performance level.

Percent of students in grade 4 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math was 77% at the Meets performance level.

Percent of students in grade 5 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math was 70% at the Meets performance level.

## Student Learning Strengths

According to the 2023-2024 STAAR Summary Report for Reading, 73% of students in 4th grade performed at the Meets performance level.

According to the 2023-2024 STAAR Summary Report for Math, 77% of students performed at the Meets performance level.

According to the MAP Student Growth Summary Report for Math in 2023-2024, 85% of Kindergarten students met their growth projection.

According to the MAP Student Growth Summary Report for Reading in 2023-2024, 83% of 4th grade students met their growth projection.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** According to the 2022-2023 STAAR Summary Report for Reading, 54% of 4th grade students performed at the Meets level. **Root Cause:** Provide higher order questions Lack of high quality PLC to identify gaps in instruction Engaging supplemental activities Provide foundational skills Targeted small groups Introducing incentives earlier in the year Goal setting Differentiating instruction for tier 1 students Option for Vertical alignment planning Analyze mCLASS data for K-2 to the same level as MAP data

**Problem Statement 2 (Prioritized):** According to the 2022-2023 STAAR Summary Report for Math, 48% of 3rd grade students performed at the Meets level. **Root Cause:** Ineffective Schedule over all (pull out/intervention) Not enough Checks for understanding (Quiz or Test) No consistent Spiral Review-bell ringers-mini lessons from previous TEKS Lack of Consistent intervention/small group No opportunities for Vertical Alignment/collaboration Lack of Goal Setting and Data tracking (Not knowing what programs we are tracking)

**Problem Statement 3 (Prioritized):** According to the MAP Student Growth Summary Report for Math in 2022-2023, 1st grade, 2nd grade, 4th grade and 5th grade had less than

50% of students met their End-of-Year growth projection. **Root Cause:** Ineffective Schedule over all (pull out/intervention) Not enough Checks for understanding (Quiz or Test) No consistent Spiral Review-bell ringers-mini lessons from previous TEKS Lack of Consistent intervention/small group No opportunities for Vertical Alignment/collaboration Lack of Goal Setting and Data tracking (Not knowing what programs we are tracking)

**Problem Statement 4 (Prioritized):** According to the MAP Student Growth Summary Report for Reading (English) in 2022-2023, 1st grade, 2nd grade, 3rd grade, and 4th grade had less than 50% of students met their End-of-Year growth projection. **Root Cause:** Provide higher order questions Lack of high quality PLC to identify gaps in instruction Engaging supplemental activities Provide foundational skills Targeted small groups Introducing incentives earlier in the year Goal setting Differentiating instruction for tier 1 students Option for Vertical alignment planning Analyze mCLASS data for K-2 to the same level as MAP data

**Problem Statement 5 (Prioritized):** According to TEA's 2022-2023 STAAR Performance report for Science, only 25% of 5th grade students performed at the Meets performance level. \*\*\* Awaiting scores from TEA to finalize objective and strategies.\*\*\* **Root Cause:** Lack of understanding of Science TEKS Inconsistency of science labs conducted for students.

## School Processes & Programs

### School Processes & Programs Strengths

Classical programs of Piano and Drama were integrated throughout the school year.

Technology integration in each classroom and school-wide technology alignment is evident with 1:1 student-device ratio.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** In the school year 2022-2023, 50% of weekly PLCs were not able to practice the reteach. **Root Cause:** Inadequate time for PLC. Administrators and Instructional Coaches need to provide modeling before requesting teachers to plan reteach.

# Perceptions

## Perceptions Strengths

According to the 2023-2024 family engagement survey...

- According to the Family Engagement Survey for the 2023-2024 school year, **93%** of parents state that the school provides communication in a language they understood.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to the Family Engagement Survey for the 2022-2023 school year, only 50% of parents responded that the school always provides materials and training to help parents work with their children to improve studentss achievement. **Root Cause:** Smore Accounts Lack of communication for new strategies for curriculum No avenue for parents to share their ideas Not enough parent trainings/information sessions



# Priority Problem Statements

**Problem Statement 1:** According to the 2022-2023 STAAR Summary Report for Reading, 54% of 4th grade students performed at the Meets level.

**Root Cause 1:** Provide higher order questions Lack of high quality PLC to identify gaps in instruction Engaging supplemental activities Provide foundational skills Targeted small groups Introducing incentives earlier in the year Goal setting Differentiating instruction for tier 1 students Option for Vertical alignment planning Analyze mCLASS data for K-2 to the same level as MAP data

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** According to Review 360 for the 2022-2023 schoolyear, the highest reported number of incidents is simple assault at 33.3% or one third of all reported incidents.

**Root Cause 2:** Lack of school consequences Inconsistent implementation of behavior expectations throughout the campus/ different methods of discipline. Not enough movement breaks/ social time Inconsistent implementation of SEL Lessons to give students strategies to emotionally regulate Lack of structure or classroom management Grade-level & Teacher alignment is inconsistent including Specials.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** According to Review 360 Incidents by Ethnicity for 2022-2023, African-American/Black students had 54% of incidents while African American/Black students only make up 22.3% of the school population.

**Root Cause 3:** Poor relationships between students and staff. Inconsistent implementation of behavior expectations throughout the campus/ different methods of discipline. Not enough movement breaks/ social time Inconsistent implementation of SEL Lessons to give students strategies to emotionally regulate Lack of structure or classroom management Grade-level & Teacher alignment is inconsistent including Specials

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** According to the 2022-2023 STAAR Summary Report for Math, 48% of 3rd grade students performed at the Meets level.

**Root Cause 4:** Ineffective Schedule over all (pull out/intervention) Not enough Checks for understanding (Quiz or Test) No consistent Spiral Review-bell ringers-mini lessons from previous TEKS Lack of Consistent intervention/small group No opportunities for Vertical Alignment/collaboration Lack of Goal Setting and Data tracking (Not knowing what programs we are tracking)

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** According to the MAP Student Growth Summary Report for Math in 2022-2023, 1st grade, 2nd grade, 4th grade and 5th grade had less than 50% of students met their End-of-Year growth projection.

**Root Cause 5:** Ineffective Schedule over all (pull out/intervention) Not enough Checks for understanding (Quiz or Test) No consistent Spiral Review-bell ringers-mini lessons from previous TEKS Lack of Consistent intervention/small group No opportunities for Vertical Alignment/collaboration Lack of Goal Setting and Data tracking (Not knowing what programs we are tracking)

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** According to the MAP Student Growth Summary Report for Reading (English) in 2022-2023, 1st grade, 2nd grade, 3rd grade, and 4th grade had less than

50% of students met their End-of-Year growth projection.

**Root Cause 6:** Provide higher order questions Lack of high quality PLC to identify gaps in instruction Engaging supplemental activities Provide foundational skills Targeted small groups Introducing incentives earlier in the year Goal setting Differentiating instruction for tier 1 students Option for Vertical alignment planning Analyze mCLASS data for K-2 to the same level as MAP data

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** In the school year 2022-2023, 50% of weekly PLCs were not able to practice the reteach.

**Root Cause 7:** Inadequate time for PLC. Administrators and Instructional Coaches need to provide modeling before requesting teachers to plan reteach.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** According to the Family Engagement Survey for the 2022-2023 school year, only 50% of parents responded that the school always provides materials and training to help parents work with their children to improve students achievement.

**Root Cause 8:** Smore Accounts Lack of communication for new strategies for curriculum No avenue for parents to share their ideas Not enough parent trainings/information sessions

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** According to TEA's 2022-2023 STAAR Performance report for Science, only 25% of 5th grade students performed at the Meets performance level. \*\*\* Awaiting scores from TEA to finalize objective and strategies.\*\*\*

**Root Cause 9:** Lack of understanding of Science TEKS Inconsistency of science labs conducted for students.

**Problem Statement 9 Areas:** Student Learning

# Goals

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

**Performance Objective 1:** Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 66% to 75% by May 2025.

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 73% to 80% by May 2025.

Percent of students in grade 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 65% to 75% by May 2025.

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** STAAR spring administration testing data file

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will internalize and customize lessons to understand the Reading TEKS, learning objectives, instructional strategies, academic vocabulary, identify ELPs, create teacher exemplar for explicit modeling, analyze Exit Tickets, in collaboration with Administrators and LPAC teacher</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher understanding of reading curriculum and ELPS. Increase student mastery of the Reading TEKS and participate in engaging activities. We will track students' progress using Curriculum Based Assessment (CBA) data and mCLASS reports.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers, and LPAC teacher.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> SPED Subs for Instructional Planning for SPED teacher - 199 - PIC 23 SPED State Allotment Funds - \$494, Subs for Instructional Planning for Grading Cycles 2, 3, and 4 (half days and shared between teachers. Ex: K&amp;3rd)) - 6100 Payroll- Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement and maintain an instructional schedule that includes reading intervention and/or small group reading instruction for using Amplify Literacy curriculum, mCLASS curriculum, iReady reading, and/or MAP Learning Continuum.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional schedule that allows for in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Title 1 Intervention Specialist, LPAC Lead Teacher, and Administrators will collaborate with teachers to identify students for reading intervention instruction for Tier 2 and Tier 3 according to MAP, mCLASS, and/or iReady.</p> <p><b>Strategy's Expected Result/Impact:</b> Close reading gaps that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p><b>Staff Responsible for Monitoring:</b> Title 1 Intervention Specialist, classroom teachers, and administrators.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> Subs needed for EOY mCLASS testing. - 199 - PIC 24 State Comp Ed Funds - \$2,700</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The principal, assistant principal, LPAC teacher, and teachers will facilitate Weekly Data Meetings to build capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying highest leverage gaps in instruction and student performance, and creating reteach plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher understanding of reading curriculum and ELPS that allows for in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, LPAC teacher, and teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Reading teachers will provide targeted STAAR intervention/review during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase performance in grades 3rd-5th for all STAAR subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Subs needed during STAAR intervention - 199 - PIC 25 Bil../ESL State Allotment Funds - \$3,800</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Administrators and LPAC teacher will conduct frequent coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of students scoring at the Meets performance level on CBAs and STAAR. Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p><b>Staff Responsible for Monitoring:</b> K-5th teachers, LPAC teacher, and Administrators</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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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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 2:** Percent of students in grade 3 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 62% to 75% by May 2025.

Percent of students in grade 4 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 77% to 80% by May 2025.

Percent of students in grade 5 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 70% to 80% by May 2025.

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** STAAR spring administration testing data file.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will internalize and customize lessons to understand the MathTEKS, learning objectives, instructional strategies, academic vocabulary, identify ELPs, create teacher exemplar for explicit modeling, analyze Exit Tickets, in collaboration with Administrators and LPAC teacher</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher understanding of the math curriculum. Increase student mastery of the Math TEKS and participate in engaging activities. We will track students' progress using Curriculum Based Assessment (CBA) data and Curriculum Checkpoints.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers, and LPAC teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> Subs for Instructional Planning for SPED teacher - 199 - PIC 23 SPED State Allotment Funds - \$494, Subs for Instructional Planning for Grading Cycles 2, 3, and 4 (half days and shared between teachers. Ex: K&amp;3rd)) - 6100 Payroll- Title I Funds - \$12,500</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Title 1 Intervention Specialist, LPAC Lead Teacher, and Administrators will collaborate with teachers to identify students for math intervention instruction for Tier 2 and Tier 3 according to MAP Math and/or iReady data.</p> <p><b>Strategy's Expected Result/Impact:</b> Close math gaps that positively impacts student academic achievement (MAP Math reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p><b>Staff Responsible for Monitoring:</b> Title 1 Intervention Specialist, classroom teachers, and administrators.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement and maintain an instructional schedule that includes math intervention and small group math instruction for using Eureka math curriculum, iReady math, and/or MAP Learning Continuum.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional schedule that maximizes in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, Curriculum Based Assessments (CBAs), Curriculum Checkpoints, and Exit tickets).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers, and LPAC teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The principal, assistant principal, LPAC teacher, and teachers will facilitate Weekly Data Meetings to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, and creating reteach plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher understanding of math curriculum that promotes in-depth, rigorous instruction that positively impacts student academic achievement (MAP Math reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, LPAC teacher, and teachers.</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>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administrators and LPAC teacher will conduct frequent coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of students scoring at the Meets performance level on CBAs and STAAR. Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p><b>Staff Responsible for Monitoring:</b> K-5th teachers, LPAC teachers, and Administrators</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Math teachers will provide targeted STAAR intervention/review during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase performance in grades 3rd-5th for STAAR Math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, and Administrators</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, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Subs needed during STAAR intervention - 6100 Payroll- Title I Funds - \$4,000, Subs needed during STAAR intervention . - 199 - PIC 24 State Comp Ed Funds - \$2,700</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:** Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 34% to 75% by May 2025.


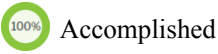
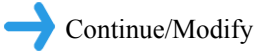

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR spring administration testing data file.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will internalize lessons to understand the Science TEKS, the ELPS in relation to the science curriculum, learning objectives, instructional strategies, academic vocabulary, analyze Exit Tickets, prepare supplemental resources in collaboration with instructional coaches and/or Science Instructional Design Facilitators (IDFs).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher understanding of the science curriculum. Increase student mastery of the Science TEKS and participate in engaging activities. We will track students' progress using Curriculum Based Assessment (CBA) data and mCLASS reports.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, LPAC teacher, and Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Subs for Instructional Planning for Grading Cycles 2, 3, and 4 - 6100 Payroll- Title I Funds - \$4,604</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Science STAAR intervention/review for 5th grade teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance in Science STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers, Instructional Coaches, and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Subs needed during STAAR intervention (approximately 18 subs @ \$160). - 199 - PIC 25 Bil./ ESL State Allotment Funds - \$421</p>	Formative			Summative
	Nov	Feb	Apr	June

**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 ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase to \_\_\_% by May 2025 (2024-2025 target is 76%.)


**High Priority**

**Evaluation Data Sources:** TELPAS spring administration testing data file.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The LPAC Teacher, LPAC Administrator, and/or Multilingual Department will provide professional development that targets Sheltered Instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase understanding and utilization of the ELPS. Students will show an increase in TELPAS scores from previous school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, LPAC teacher, and classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</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> Teachers will utilize Sheltered Instruction focused (specifically emphasizing English language development), targeted (aligned to ELL student proficiency levels) and systematic (scaffolding instruction to meet student progress and ensure College/Career Readiness) in developing English language skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of Emergent Bilingual students performance in TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, LPAC teacher, and teachers.</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, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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 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 exclusionary consequences from 11% to 9% by May 2025.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Positive Behavior Intervention Supports (PBIS) committee will create and implement campus behavior expectations for the classroom and all common areas (cafeteria, hallways, restroom, playground) that includes an incentive program and will meet monthly to review behavior data and identify strategies to support specific behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Behavior incidents will reduce to 20% for simple assault incidents.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS committee, Teachers, paraprofessionals, custodial staff, cafeteria staff, and administrators</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 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselor will 1.) provide Guidance lessons that target the essential lessons 2.) provide teachers SEL lessons will meet the needs of their students, and 3.) provide small group sessions to students to reduce negative behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide students opportunities to effectively communicate needs and build positive relationships with teachers and peers.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and teachers.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> 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;">  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 6:** By April 2025, at least 100 parents of students are represented during family engagement events.

**Evaluation Data Sources:** Parent sign-in sheets for various after-school family events (ex: reading night, family fitness night, math night).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The principal and assistant principal will provide Title 1 meetings on different days and time to update parents about academic performance and the School-Parent compact policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Newsletters, apps, classroom observations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies &amp; Materials - 6300 Parent Involvement. Supplies T1 - \$1,505, Paying teachers to work after hours events - 6300 Parent Involvement. Supplies T1 - \$900</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The counselor will provide sessions before parent and family engagement nights to support parents of 5th grade students with transitioning from elementary to middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent understanding of school of choice and subject of choice for middle school.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will host various family engagement events that provide parents opportunities to learn how to support their child academically in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent knowledge of how to support their students in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> All professional staff.</p> <p><b>Title I:</b> 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop jointly with, and distribute to parents, a written Parent-Family Engagement policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>ESF Levers:</b> 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 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide Parent-Teacher conferences in the Fall and Spring to provide parents with important information such as student strengths, areas for growth, academic progress (MAP, CBAs, mCLASS), and if intervention or tutoring is needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Learn academic and social-emotional progress for their child.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>ESF Levers:</b> 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 6 Details	Reviews			
<p><b>Strategy 6:</b> Communicate with parents in multiple ways to update parents about curriculum and school events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement in family engagement events and update parents about curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators.</p> <p><b>ESF Levers:</b> 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;">  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: Magnet Funding Justification**

**Performance Objective 1:** Vial will provide a high quality Fine Arts and Dual Language programs for all students in K-5.

**Evaluation Data Sources:** Newsletters, surveys, magnet tours

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Fine arts teachers will attend training and conferences to support their continuing professional development.  <b>Strategy's Expected Result/Impact:</b> Quality productions and presentations in Fall and Spring.  <b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers</p> <p><b>Title I:</b>                      2.4, 2.5                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning  <b>Funding Sources:</b> Supplies &amp; Materials - 199 - Magnet Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b>                      Provide resources and equipment to support the best-research practices and high quality instruction in the Two-Way Dual Language Magnet program.  <b>Strategy's Expected Result/Impact:</b> Increase student biliteracy, biculturalism, and bilingualism in English and Spanish.  <b>Staff Responsible for Monitoring:</b> K-5th grade Dual Language Teachers and Administrators.</p> <p><b>Title I:</b>                      2.5                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Funding Sources:</b> Achieve 3000 and other supplies for classroom enrichment - 199 - Magnet Funds - \$20,250</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Resources and equipment will be purchased to support the integration of technology, best-research practices, and high quality instruction in the Classical magnet program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student understanding and performance in Drama, Piano, Art, and Music.</p> <p><b>Staff Responsible for Monitoring:</b> Art Teacher, Music Teacher, Piano Lab Teacher, Drama Teacher, and Administrators.</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies, resources, and professional development. - 199 - Magnet Funds - \$20,250</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide educational excursions (field trips) for students that are aligned with TEKS and district curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to access and acquire the TEKS and participate in engaging activities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Educational Excursions for students in each grade level - 199 - Magnet Funds - \$9,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide a variety of print media to be utilized for instructional activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher level of student engagement and increased academic achievement.</p> <p><b>Funding Sources:</b> Color Copier and Poster Maker supplies - 199 - Magnet Funds - \$14,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Increase student engagement by incentivizing hard work and effort.</p> <p><b>Funding Sources:</b> Incentives for students - 199 - Magnet Funds - \$3,000</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>				

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	5	1	Positive Behavior Intervention Supports (PBIS) committee will create and implement campus behavior expectations for the classroom and all common areas (cafeteria, hallways, restroom, playground) that includes an incentive program and will meet monthly to review behavior data and identify strategies to support specific behaviors.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michelle Usher	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	1	1	SPED Subs for Instructional Planning for SPED teacher		\$494.00
1	2	1	Subs for Instructional Planning for SPED teacher		\$494.00
<b>Sub-Total</b>					\$988.00
<b>Budgeted Fund Source Amount</b>					\$988.00
<b>+/- Difference</b>					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Subs needed for EOY mCLASS testing.		\$2,700.00
1	2	6	Subs needed during STAAR intervention .		\$2,700.00
<b>Sub-Total</b>					\$5,400.00
<b>Budgeted Fund Source Amount</b>					\$5,400.00
<b>+/- Difference</b>					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Subs needed during STAAR intervention		\$3,800.00
1	3	2	Subs needed during STAAR intervention (approximately 18 subs @ \$160).		\$421.00
<b>Sub-Total</b>					\$4,221.00
<b>Budgeted Fund Source Amount</b>					\$4,221.00
<b>+/- Difference</b>					\$0.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplies & Materials		\$3,000.00
2	1	2	Achieve 3000 and other supplies for classroom enrichment		\$20,250.00
2	1	3	Supplies, resources, and professional development.		\$20,250.00
2	1	4	Educational Excursions for students in each grade level		\$9,000.00
2	1	5	Color Copier and Poster Maker supplies		\$14,500.00

199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Incentives for students		\$3,000.00
<b>Sub-Total</b>					\$70,000.00
<b>Budgeted Fund Source Amount</b>					\$70,000.00
<b>+/- Difference</b>					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs for Instructional Planning for Grading Cycles 2, 3, and 4 (half days and shared between teachers. Ex: K&3rd))		\$10,000.00
1	2	1	Subs for Instructional Planning for Grading Cycles 2, 3, and 4 (half days and shared between teachers. Ex: K&3rd))		\$12,500.00
1	2	6	Subs needed during STAAR intervention		\$4,000.00
1	3	1	Subs for Instructional Planning for Grading Cycles 2, 3, and 4		\$4,604.00
<b>Sub-Total</b>					\$31,104.00
<b>Budgeted Fund Source Amount</b>					\$31,104.00
<b>+/- Difference</b>					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Supplies & Materials		\$1,505.00



**6300 Parent Involvement. Supplies T1**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	1	Paying teachers to work after hours events		\$900.00
<b>Sub-Total</b>					\$2,405.00
<b>Budgeted Fund Source Amount</b>					\$2,405.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$114,118.00
<b>Grand Total Spent</b>					\$114,118.00
<b>+/- Difference</b>					\$0.00

# 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