

**Garland Independent School District
Walnut Glen Academy For Excellence
2024-2025 Campus Improvement Plan**

Mission Statement

The mission of Walnut Glen Academy for Excellence is to provide an exceptional education for our diverse academically gifted, artistically and musically talented, and regular education students by teaming with parents, teachers, and community members to present innovative learning opportunities for all.

We strive to help students become strong academic and creative thinkers so they can better face future challenges and become successful, responsible members of a world society. We aim to establish an atmosphere in which students possessing a wide range of abilities understand that everyone has the potential to become a leader.

Vision

The vision of Walnut Glen Academy is to maintain high academic standards, thus equipping students with the necessary tools to become life-long learners, responsible citizens, and productive community members.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- The following are our student demographics:
 - Female - 52%
 - Male - 48%
 - Hispanic - 42%
 - Asian - 20%
 - White - 19%
 - African American - 15%
 - Multi-racial - 4%

The student programs we have are:

- Dyslexia - 6%
- Gifted and Talented - 28%
- Special Education - 8%
- Emerging Bilinguals - 43%
- Bilingual - 19%

Walnut Glen is a Title 1 campus with 58% of students being economically disadvantaged.

- The following are our staff demographics:

56% white, 31% Hispanic, 14% African American, 0% Asian, 0% Mixed Race

Demographics Strengths

- We have been successful in bridging gaps between our magnet and non-magnet students, as well as all our ethnic groups. Each grade level participates each nine weeks in a multicultural activity and these activities culminate with end of the year multicultural celebration program that involves our parents, students, and community.
- WGA is above district in all sub-groups for attendance.
- WGA family engagement survey indicates that 93% of our students receive information in a language that they understand.
- Office referrals and out of school suspensions for African American students have decreased over the last four years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Bi-lingual program in 2nd grade was closed due to low enrollment. **Root Cause:** Recruitment numbers are decreasing.

Student Learning

Student Learning Summary

- 5th STAAR Results:
 - Reading 95% passed
 - Science 95% passed
 - Math 99% Passed
- 4th STAAR Preliminary Results
 - Reading 86% Passed
 - Math 81% Passed
- 3rd STAAR Results
 - Reading 95% Passed
 - Math 95%Passed

Student Learning Strengths

WGA 5th grade science STAAR score at 95% Likely Passed was the highest score in the district. District average= 39%

WGA 5th grade math STAAR score at 99% Likely Passed was the highest score in the district. District average= 63%

WGA 4th grade reading STAAR score at 86% Likely Passed was the 2nd highest score in the district. District average= 59%

WGA 4th grade math STAAR score at 81% Likely Passed was the 3rd highest score in the district. District average= 57%

WGA 3rd grade math STAAR score at 95% Likely Passed was the highest score in the district. District average= 57%

WGA 3rd grade reading STAAR score at 95% Likely Passed was the 2nd highest score in the district. District average= 53%

% of students scoring above the 80% on Math MAP

- Kindergarten 81%
- First 56%
- Second 52%
- Third 66%
- Fourth 56%
- Fifth 58%

% of students scoring above the 80% on Reading MAP

- Kindergarten 55%
- First 38%

- Second 49%
- Third 63%
- Fourth 39%
- Fifth 43%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 2 of our 6 grade levels have over half of their students scoring above the 80% in Reading MAP **Root Cause:** Adapting to and learning to use/apply the new reading curriculum. There were not as many differentiated supports within the reading curriculum to serve all of the subgroups (specifically EBs and GT students) on our campus.

School Processes & Programs

School Processes & Programs Summary

Our processes and programs include:

Ongoing monitoring and staff development on how to implement daily small group instruction in both reading and math in the Eureka and Amplify curriculum

Continuing to expand and extend our Leader in Me program for SEL implementation as well as achieving Lighthouse status.

Expanding Amira in our bilingual classrooms in K-5th grades.

Weekly Professional Learning Community (PLCs) to disaggregate data, internalize lessons, and hold student data meetings.

Campus committee meetings

Student leadership team

Opportunities for clubs and organizations, including robotics, gardening, and UIL

School Processes & Programs Strengths

Recognized by STMath for the highest average usage for the year

954,785 puzzles completed for the year for STMath

Individual students recognized for STMath contests and awards.

Myon school winner for Winter Challenge and Spring Reading Challenge

848,571 words read on MyOn for the year

100% of teachers are utilizing small group instruction in their classrooms according to TTESS documentation.

We continue to be a leader in our district when it comes to student attendance averages at 96.9%

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Magnet students not meeting end of year growth expectations for MAP reading and math **Root Cause:** New curriculum does not support these students as well as not having a formal magnet curriculum provided by the district

Perceptions

Perceptions Summary

Communication with our stakeholders was conducted in person.

Skyward and Canvas platforms continued to be relied on this school year in order to communicate effectively with parents.

The Leader in Me family survey indicated that family and community engagement was at 79%.

PTA enrollment has increased by 100% from the prior year.

Parents have opportunities to be engaged on campus including Literacy Night, performances, student led conferences, and Perot Science night.

Transition activities are offered for kindergarten and 5th grade students.

Priority Problem Statements

Problem Statement 1: Only 2 of our 6 grade levels have over half of their students scoring above the 80% in Reading MAP

Root Cause 1: Adapting to and learning to use/apply the new reading curriculum. There were not as many differentiated supports within the reading curriculum to serve all of the subgroups (specifically EBs and GT students) on our campus.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Magnet students not meeting end of year growth expectations for MAP reading and math

Root Cause 2: New curriculum does not support these students as well as not having a formal magnet curriculum provided by the district

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Our Bi-lingual program in 2nd grade was closed due to low enrollment.

Root Cause 3: Recruitment numbers are decreasing.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course 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
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

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 3-5 demonstrating early literacy as measured by mastering reading grade level performance on STAAR Reading, will increase to 70% from 61% for Domain 3.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize small group instruction daily to target specific learning gaps and targeted SEs. Strategy's Expected Result/Impact: Growth Staff Responsible for Monitoring: All teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize iReady and ALEXS to target enrichment activities to promote G/T and magnet student growth.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize mClass to progress monitor students and provide small group and individualized instruction.	Formative			Summative
	Nov	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will create interactive vocabulary walls and displays for students to interact with their learning in whole group format.</p> <p>Strategy's Expected Result/Impact: Increased literacy</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</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 graduation rates, and decreasing student management incidences.

Performance Objective 2: 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 by 10 for Domain 3.

High Priority

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will practice reading, speaking, listening and writing in class and in online programs as demonstrated through specific activities on lesson plans.</p> <p>Strategy's Expected Result/Impact: Increased ratings on TELPAS</p> <p>Staff Responsible for Monitoring: administrators</p> <p>Title I: 2.4, 2.6</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 2 Details	Reviews			
<p>Strategy 2: The campus will provide a print-rich environment, including labels in English and Spanish, word walls, and pictures to support emerging bilingual students.</p> <p>Strategy's Expected Result/Impact: Increased proficiency on TELPAS</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 82% to 85% for 2023 to 80% by 2025.

High Priority

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided hands on investigations to create concrete to abstract connections to the TEKS. Strategy's Expected Result/Impact: Increased science STAAR from 74% to 80% Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 5th grade students will access online resources with STAAR formatted questions to increase science proficiency. Strategy's Expected Result/Impact: Increased proficiency on STAAR Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4 - ESF Levers: 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 4: Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 3-5 on STAAR Math will increase from 39 (target was 38) to 69 for Domain 3 (full 4 points).

High Priority

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Online math programs will be used to enhance small group instruction. ie ST Math and Aleks. Strategy's Expected Result/Impact: Increased Meets to Masters on STAAR from 49% to 55% Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Small group instruction with manipulatives will be provided to students based on their assessment data, anecdotal data, and other measures administered by teachers. Strategy's Expected Result/Impact: Increased math scores on STAAR Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


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)] will decrease from 11.75% and will stay below 35% by 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus-wide implementation of the PAWS acronym to support behavior expectation for all students in all common areas.</p> <p>Strategy's Expected Result/Impact: Consistent, improved behavior across campus</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The PBIS team will provide expectations for common areas and classrooms, including posters and printables.</p> <p>Strategy's Expected Result/Impact: Improved behavior and decreased exclusionary discipline</p> <p>Staff Responsible for Monitoring: administration</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement an Award and Student of the Week system.</p> <p>Strategy's Expected Result/Impact: increase positive behavior and student morale</p> <p>Staff Responsible for Monitoring: administration</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 3: Positive School Culture</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 6: During the 24-25 school year, 100% of our WGA families will be invited to Parent Education opportunities beyond the school day. 80% of parents will rate the event as successful as measured by parent surveys.





Evaluation Data Sources: Sign in sheets, surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Families will attend Literacy Night, Science Perot Night, and Multicultural night to support increased involvement and build a community connection.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, surveys</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: supplies for literacy and science night - 6300 Parent Involvement. Supplies T1 - \$1,405</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Multiple performances (music, PE, orchestra), award ceremonies/Rallies, Coffee with the Principal, and events will be offered throughout the year to encourage parent participation and provide opportunities for parents to engage with the school community.</p> <p>Strategy's Expected Result/Impact: Increased family engagement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 2: Magnet Funding Justification for various programs and organizations that enrich student experiences and learning.

Performance Objective 1: By June 2025, 100% of our Magnet students will have the opportunity for an enriched academic curriculum.





Evaluation Data Sources: High percentage of Masters performance on STAAR assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided with professional development opportunities that focus on differentiation to develop lessons for both magnet and non-magnet students.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 2: Magnet Funding Justification for various programs and organizations that enrich student experiences and learning.

Performance Objective 2: By June 2025, staff will be trained in providing differentiated instruction for non-magnet, magnet, and gifted and talented students.





Evaluation Data Sources: Differentiated lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will attend differentiation training provided by Region 10. Strategy's Expected Result/Impact: increased differentiation Staff Responsible for Monitoring: administration</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in lesson internalization and rehearsal to develop differentiated instructional strategies and lessons. Strategy's Expected Result/Impact: Increased achievement on STAAR and MAP Staff Responsible for Monitoring: administration</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Magnet Funding Justification for various programs and organizations that enrich student experiences and learning.

Performance Objective 3: Students will participate in clubs, activities, and leadership opportunities through the Leader in Me program, Sharpen the Saw activities, and staff sponsored opportunities.

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Sharpen the Saw opportunities will take place twice per semester to provide enrichment opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for extracurricular activities</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 5th grade students will attend science camp and 4th grade students will take a field trip to enhance science and social studies knowledge.</p> <p>Strategy's Expected Result/Impact: Creating opportunities for real world connections</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture, 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>				

Campus Funding Summary

6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	supplies for literacy and science night		\$1,405.00
Sub-Total					\$1,405.00
Budgeted Fund Source Amount					\$1,405.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,405.00
Grand Total Spent					\$1,405.00
+/- Difference					\$1,000.00

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