

**Garland Independent School District**  
**Watson Technology Center For Math & Science**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

At Watson MST, we seek to:

1. Focus on relationships first.
2. Accept responsibility for every student in the building.
3. Monitor resources to ensure that they are being used at their optimal level.
4. Inspect all plans and adjust them when needed.
5. Lead learning experiences that are relevant to our students.
6. Yell and celebrate every success, no matter how big or small.

We seek to be a FAMILY!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Watson MST is a magnet school that services students in the South Garland and Rowlett areas. Students are identified based upon MAP scores for inclusion in the magnet program, while the students who attend in non-magnet seats are granted status through school choice. All students are mixed heterogeneously on the campus ensuring that all students have access to the magnet curriculum. More than 53% of the students are identified as Latino/Hispanic and 61% of the student population is identified as economically disadvantaged.

### Demographics Strengths

Watson MST is a campus with a strong magnet history. Students who attend the school come from various backgrounds and locations throughout the school district. The campus was the educational home to approximately 553 students throughout the 2024 - 2025 school year. All students, regardless of magnet status, are provided access to all signature programs, including free/reduced field trips and STEAMSchool and PBL programming. The average years of experience for teachers on the campus is approximately 10 years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 49% of incidents occurred in the classroom according Review 360 data for 2023-2024 school year. **Root Cause:** Inconsistency in classroom routines and procedures and reward system for student behavior.

**Problem Statement 2:** 2023-2024 Review 360 data shows, 87% of incidents involved male students. **Root Cause:** Students do not have the skills to regulate emotions

# Student Learning

## Student Learning Summary

STAAR MATH					
GRADE	NO STUD	APP	MET	MAST	
3rd	101	85%	65%	30%	
4th	105	84%	72%	37%	
5th	119	89%	71%	31%	
5th (SP)	0	0%	0%	0.00%	
TOTALS	325	86%	69%	32%	
STAAR READING					
GRADE	NO STUD	APP	MET	MAST	
3rd	101	82%	65%	17%	
4th	105	90%	73%	43%	
5th	119	92%	77%	52%	
3rd (SP)	16	68.75%	6.25%	6.25%	
4th (SP)	13	53.85%	30.77%	7.69%	
5th (SP)	8	25.00%	12.50%	12.50%	
TOTALS	315	87.62%	70.16%	46.67%	
STAAR SCIENCE					
GRADE	NO STUD	APP	MET	MAST	
5th	119	62%	30%	12%	
5th (SP)	0	0.00%	0.00%	0.00%	
Total	119	62%	30%	12%	
OVERALL SCORES					
	TESTS	APP	MET	MAST	RAW SC
TOTALS	769	83.4%	64.7%	31.7%	62%
TOT (M&R)	650	87%	70.5%	35%	64%

STAAR MATH						
PROJECTED PROFICIENCY (MAP-W)						
TESTS	APP	MET	MAST	RAW SC	SCALE	
TOTALS	650	84.90%	55.96%	26.21%	57%	87

### Student Learning Strengths

Of all indicators within the Closing the Gaps domain that could be counted, the campus met 17 of 18 expectations for student group performance.

40.5% of all students taking the Spring 2024 TELPAS scored a composite rating of Advanced or Advanced High.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** According to EOY MAP Math 50% Hispanic/Latino students are projected to be at or above grade level and 52% according to EOY MAP Reading **Root Cause:** Academic vocabulary was not explicitly taught Inconsistency of implementation of sheltered instruction strategies

**Problem Statement 2 (Prioritized):** 4th (39th percentile) and 5th (41st percentile) had the lowest growth on Math based on MAP Math 2023-2024 EOY **Root Cause:** Lack of training on using resources (iReady/IXL) during stations to help reinforce taught skills introduce new skills thus maximizing instructional time.

**Problem Statement 3 (Prioritized):** 1st grade (39th percentile) and 5th (51st percentile) had the lowest growth on Reading based MAP 2023-2024 EOY **Root Cause:** Lack of training on using resources (iReady/IXL) during stations to help reinforce taught skills introduce new skills thus maximizing instructional time.

**Problem Statement 4:** 30% of 5th grade students at a meets grade level performance according to STAAR Science spring 2024 **Root Cause:** 45 minutes twice a week was dedicated for science instruction on the master schedule

# School Processes & Programs

## School Processes & Programs Summary

Watson MST boasts a comprehensive school program called STEAMSchool in which all teachers provide an extracurricular course for students to participate that is connected to STEAM (Science, Technology, Engineering, Art, Math). Additionally, the campus provides problem-based learning and free field trips correlated to the TEKS in the units of study.

## School Processes & Programs Strengths

The campus earned a Gold Level Performance Award for SEL during the 2023 - 2024 school year. Additionally, Watson MST earned a 90 (A) for its performance in the Texas Accountability System.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** SEL instruction is at different times throughout the day within the 2023 - 2024 master schedule. **Root Cause:** No time due to minutes required for math and ELAR.

**Problem Statement 2:** According to the Spring 2023-2024 Family Survey, 43% of families indicated that becoming involved with their child's current school is an issue due to their busy schedule. **Root Cause:** -90% of our events are at 7 PM or later -Families are involved in extra curricular activities -Inconsistent day and time of community events

# Perceptions

## Perceptions Summary

Watson MST is a campus that is focused on providing a FAMILY experience for all of its stakeholders. FAMILY is an acronym for:

- Focus on relationships first.
- Accept responsibility for all students in our care.
- Monitor all resources and make sure they are used optimally.
- Inspect all plans and make changes when necessary.
- Lead learning experiences that are relevant to our students.
- Yell and celebrate every success... no matter how big or small.

During the fall of 2023 and spring of 2024, surveys were administered to students and families regarding the support, climate, and practices of the school and its staff.

## Perceptions Strengths

The Family Engagement Survey taken in April 2024 indicated that there were relative strengths for the campus (90%+ of respondents answering "favorably") based upon the following statements:

- School administrators are visible and accessible at our campus on a regular basis
- I receive information in a language I can understand
- Their child is motivated to learn the topics covered in class
- This campus is a safe place for my child

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 38% of students accessed in the Spring 2023-2024 Panorama Student Survey indicated that they are not able to calm down when things go wrong. **Root Cause:** -Not many opportunities for students to practice SEL skills, emotional regulation skills are not explicitly taught in the new district curriculum "7 mindsets"

**Problem Statement 2 (Prioritized):** 40% of Family Engagement Surveys were completed by parents in the Spring 2024 administration **Root Cause:** Communication wasn't consistent among grade levels

**Problem Statement 3:** 70% of parents believe the school provides materials and training to help parents work with their children to improve student achievement as observed on the spring 2024 Parent Survey. **Root Cause:** Not enough parent education engagement opportunities



# Priority Problem Statements

**Problem Statement 1:** 49% of incidents occurred in the classroom according Review 360 data for 2023-2024 school year.

**Root Cause 1:** Inconsistency in classroom routines and procedures and reward system for student behavior.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** According to EOY MAP Math 50% Hispanic/Latino students are projected to be at or above grade level and 52% according to EOY MAP Reading

**Root Cause 2:** Academic vocabulary was not explicitly taught Inconsistency of implementation of sheltered instruction strategies

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 4th (39th percentile) and 5th (41st percentile) had the lowest growth on Math based on MAP Math 2023-2024 EOY

**Root Cause 3:** Lack of training on using resources (iReady/IXL) during stations to help reinforce taught skills introduce new skills thus maximizing instructional time.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 1st grade (39th percentile) and 5th (51st percentile) had the lowest growth on Reading based MAP 2023-2024 EOY

**Root Cause 4:** Lack of training on using resources (iReady/IXL) during stations to help reinforce taught skills introduce new skills thus maximizing instructional time.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** 38% of students accessed in the Spring 2023-2024 Panorama Student Survey indicated that they are not able to calm down when things go wrong.

**Root Cause 5:** -Not many opportunities for students to practice SEL skills, emotional regulation skills are not explicitly taught in the new district curriculum "7 mindsets"

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** 40% of Family Engagement Surveys were completed by parents in the Spring 2024 administration

**Root Cause 6:** Communication wasn't consistent among grade levels

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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.
- STEM and/or STEAM data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

**Employee Data**

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-P ESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation





# Goals

**Goal 1:** 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 65% for all students and 48% for Hispanic students in 2023 to 75% by 2025.

**High Priority**

**Evaluation Data Sources:** Curriculum Based Assessments  
 Benchmarks  
 MAP performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will identify key TEKS by grade level and identify resources that will support student understanding of the development the learning standards throughout the grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on standardized assessments and CAs</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Support Personnel</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 5: Effective Instruction</p> <p><b>- Additional Targeted Support Strategy</b></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:** 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 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 49% in 2023 to 60% by 2025.

**High Priority**

**Evaluation Data Sources:** Curriculum Based Assessments  
 Benchmarks  
 Practice TELPAS activities  
 MAP performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize Sheltered Instruction focused (specifically emphasizing English language development), targeted (aligned to EB 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> Increased ELL student performance as indicated on TELPAS and STAAR (with an emphasis on our Latino/Hispanic students)</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Sheltered Instructional Support Personnel, and Teachers</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 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Resources - 199 - PIC 25 Bil./ESL State Allotment Funds - \$4,641</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Principal, Assistant Principal, and staff (selected by admin/committee) will attend in the district training to increase their knowledge and use of pedagogy and their ability to better meet the needs of all students (specifically EB students). Substitutes will be used for these trainings, as well as instructional planning and testing (STAAR). Teachers will receive supplemental pay for CNA planning at the end of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance in all areas</p> <p><b>Staff Responsible for Monitoring:</b> Administration School Secretary</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Payroll - 6100 Payroll- Title I Funds - \$630</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:** 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:** Meets Grade Level performance on STAAR Science, will increase from 30% for all students in 2024 as indicated by the grade 5 Science to 75% by 2025.

**High Priority**

**Evaluation Data Sources:** Curriculum Based Assessments  
Benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will identify key TEKS by grade level and identify resources that will support student understanding of the development the learning standards throughout the grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on standardized assessments and CBAs</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Support Personnel</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - - <b>Targeted Support Strategy</b></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:** 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:** STAAR performance in grades 3, 4, and 5 for all students from 65%, 72%, and 71%, respectively, in 2024 to 75% for 3rd and 5th grade and 80% for 4th grade by 2025.

**High Priority**

**Evaluation Data Sources:** Curriculum Based Assessments  
 Benchmarks  
 MAP performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize small groups, teacher-lead instruction to specifically target and support individual students needs (all students: Hispanic, SPED, ELL, GT, At-Risk, etc). Subs will be provided for teachers to plan and review student data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR performance            Increased CBA student performance            Greater alignment in instruction to TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Instructional Support Personnel</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math            - - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Substitutes - 6100 Payroll- Title I Funds - \$11,896</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue







**Goal 1:** 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 from 32.1% in 2024 to 20% by 2025.

**High Priority**

**Evaluation Data Sources:** Review 360 Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff members will complete on campus training on the CASEL process and the 7 principles of social emotional learning. Students will be taught lessons within classes and be given opportunities to discuss and practice real life scenarios.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased percentage of referrals resulting in exclusionary discipline Reduction in risk rates for African American students</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</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> School Counselor will have a variety of resources and books that will help students address their feelings during the learning process. SPED will also have resources for SPED identified students that will help teach strategies of coping skills as defined in the IEPs and BIPs for students in need of support.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more able to resolve personal feelings without escalating to confrontations.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</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 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will offer 15 minutes of SEL instruction daily during the 2023 - 2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be better able to manage their feelings and respond to others with increased empathy.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
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**Goal 1:** 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:** The percentage of parents participating in parent engagement opportunities (i.e. Parent PD presentations, PTA sponsored events, Field/Work Trips, Parent-Student-Teacher Conferences, etc.) will increase to 60% by 2024 and 85% by 2025.

**High Priority**

**Evaluation Data Sources:** Parent Sign-In Sheets  
 Title I Meeting  
 PTA Membership numbers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents and Teachers will participate in a variety engaging of activities (Meet the Teacher, Parent Conference, Parent Academy, Parent Game Night, STAARY Night (STAAR Prep with parents), STEAM Night, Magnet Night, Parent/Student Book Studies etc.) to provide opportunities for socialization, relationship building, student transition support (campus orientation for new students, Kindergarten Round-Up, Porch Party, etc.), shared learning (teacher to parent and parent to teacher), and support student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent participation and engagement</p> <p><b>Staff Responsible for Monitoring:</b> All Staff Students</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Parent Involvement Supplies - 6300 Parent Involvement. Supplies T1 - 63999 - \$2,405</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents will assist in developing the Title I Plan and Parent-School Compact and receive family and student support through Parent and Family Engagement activities (emotional regulation, at-home supports, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is that families will feel more welcome at the school and engaged in the programs and processes of the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor Teaching Staff</p> <p><b>Title I:</b> 4.1, 4.2 - <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 3 Details	Reviews			
<p><b>Strategy 3:</b> Transition protocols, for incoming students (Kindergarten and newly enrolled magnet/non-magnet students) and outgoing students (5th to 6th grade), will be implemented to support students as they begin and end their time at Watson MST. These protocols will include, but are not limited to, a review of campus expectations, how to be "successful" in transition, and who to contact for help and support.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience greater academic and behavioral success at Watson and in middle school.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor</p> <p><b>Title I:</b> 2.6 - <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>
<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 2:** Magnet Funding Justification: Watson exists to prepare students for the future by providing innovative experiences, building positive relationships, and creating motivated learners.

**Performance Objective 1:** 75% of all students will meet NWEA/MAP growth goals (BOY to MOY) by 2025

**High Priority**

**Evaluation Data Sources:** NWEA/MAP data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will identify key TEKS by grade level and identify resources that will support student understanding of the development the learning standards throughout the grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on standardized assessments and CBAs</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Support Personnel</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></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	2	1	Teachers will utilize Sheltered Instruction focused (specifically emphasizing English language development), targeted (aligned to EB student proficiency levels) and systematic (scaffolding instruction to meet student progress and ensure College/ Career Readiness) in developing English language skills.
1	2	2	Principal, Assistant Principal, and staff (selected by admin/committee) will attend in the district training to increase their knowledge and use of pedagogy and their ability to better meet the needs of all students (specifically EB students). Substitutes will be used for these trainings, as well as instructional planning and testing (STAAR). Teachers will receive supplemental pay for CNA planning at the end of the school year.
1	3	1	Teachers will identify key TEKS by grade level and identify resources that will support student understanding of the development the learning standards throughout the grade levels.
1	4	1	Teachers will utilize small groups, teacher-lead instruction to specifically target and support individual students needs (all students: Hispanic, SPED, ELL, GT, At-Risk, etc). Subs will be provided for teachers to plan and review student data.
1	5	1	Staff members will complete on campus training on the CASEL process and the 7 principles of social emotional learning. Students will be taught lessons within classes and be given opportunities to discuss and practice real life scenarios.
1	5	2	School Counselor will have a variety of resources and books that will help students address their feelings during the learning process. SPED will also have resources for SPED identified students that will help teach strategies of coping skills as defined in the IEPs and BIPs for students in need of support.
1	5	3	Teachers will offer 15 minutes of SEL instruction daily during the 2023 - 2024 school year.
1	6	1	Parents and Teachers will participate in a variety engaging of activities (Meet the Teacher, Parent Conference, Parent Academy, Parent Game Night, STAARY Night (STAAR Prep with parents), STEAM Night, Magnet Night, Parent/Student Book Studies etc.) to provide opportunities for socialization, relationship building, student transition support (campus orientation for new students, Kindergarten Round-Up, Porch Party, etc.), shared learning (teacher to parent and parent to teacher), and support student success.
2	1	1	Teachers will identify key TEKS by grade level and identify resources that will support student understanding of the development the learning standards throughout the grade levels.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will identify key TEKS by grade level and identify resources that will support student understanding of the development the learning standards throughout the grade levels.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Effie Perry	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
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$817.00
<b>+/- Difference</b>					\$817.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$5,085.00
<b>+/- Difference</b>					\$5,085.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Resources		\$4,641.00
<b>Sub-Total</b>					\$4,641.00
<b>Budgeted Fund Source Amount</b>					\$4,641.00
<b>+/- Difference</b>					\$0.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$75,000.00
<b>+/- Difference</b>					\$75,000.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Payroll		\$630.00
1	4	1	Substitutes		\$11,896.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$12,526.00
<b>Budgeted Fund Source Amount</b>					\$11,896.00
<b>+/- Difference</b>					<b>-\$630.00</b>
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$630.00
<b>+/- Difference</b>					<b>\$630.00</b>
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Parent Involvement Supplies	63999	\$2,405.00
<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>					\$100,474.00
<b>Grand Total Spent</b>					\$19,572.00
<b>+/- Difference</b>					<b>\$80,902.00</b>

# 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