

**Garland Independent School District**  
**Weaver Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Every student - every day.

## Vision

Weaver Elementary staff members will create life-long learners by creating a safe and engaging school environment where all students feel supported by the teachers, administrators, parents, and community.

## Value Statement

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# Comprehensive Needs Assessment

Revised/Approved: June 26, 2024

## Demographics

### Demographics Summary

Weaver Elementary is a C-rated, Title 1 campus, serving 463 Pre-K-5th grade students, including a 60% at-risk student population. This campus is an open-enrollment neighborhood campus which offers honor choir, book club, and SEL-focused engagement model. Weaver has a long-standing history of serving the local community in the form of the back-to-school porch party, annual community picnic, partnerships with local organizations, and parent advisory committees. The campus is 85% low socioeconomically status. There is a lack of preschool readiness programs that have been attended by the students in preparation for public school. Most do not go to the offered tutoring that is available two times a week. We need stronger parent follow through when we offer practical tips to support what we are doing in the classroom. In the 2023-2024 school year, we had 34 teachers and 14 Educational Aides. Most of our teachers are certified to teach all core subjects. The biggest percentage of teachers has 6-8 years of experience. Our lowest percentage are teachers from 1-5 years of experience. Our teachers have between 6 and over 20 years of service. The teacher demographics differed over the past 3 years in that there is little teacher turnover from year to year. In addition, teachers are becoming more skilled at improving instruction to close achievement gaps. Our data for this school year in regards to race/ethnicity groups are: Hispanic- 71%, African American 12.3%, White- 6%, Asian- 4.5%, and Two or More- 4.5%. Our student program enrollment for Special Education is at 25% of the student population, with our Emergent Bilinguals at 49%.

### Demographics Strengths

Weaver has a diverse and inclusive population. Weaver celebrates and supports all different cultures and backgrounds. Weaver has low SPED exclusionary disciplinary action, strong Emergent Bilingual instruction and academic growth, and low annual teacher turnover. The campus is positive, and the environment is supportive of all.

attendance is above 90%
Behavior consistently good on our campus
Community demographics match our school
stable student population
Teacher student ratio
Saff mobility is stable/no revolving door

attendance is above 90%

bilingual strand on every grade level with ESL certification

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Student involvement in enrichment clubs and after school activities is limited. **Root Cause:** There are not a lot of volunteers for clubs and after school activities.

**Problem Statement 2 (Prioritized):** Conflict resolution and social emotional learning was non existent the second semester. **Root Cause:** Counselor resigned in February.

**Problem Statement 3:** Communication with parents in their native language is lacking. **Root Cause:** Teachers do not utilize platforms to engage with parents in their native language. There are many languages represented on our campus.

**Problem Statement 4 (Prioritized):** Proactive social skills model for early childhood, lower/upper elementary students is not being implemented. **Root Cause:** Behavior is not highly incentivized across the campus with consistency.

# Student Learning

## Student Learning Summary

MAP blue/green levels have grown from STAAR 2nd and 3rd grade . Our campus progress percentage is higher than the district and state in all grade levels. Students grew in all subjects from 22-23 in all STAAR performance level. African American- 27%, Hispanic- 44%, White-45%, American Indian-NA, Asian-50%, Pacific Islander-NA, Two or more races- NA There was growth in all races with data points except for African American. African American's had lowest percentage and Reading dropped significantly for African Americans. All student groups increased overall for Reading and Math combined. Reading dropped for sped, and continuously enrolled. It was noted that some ways that student performance compares across state and district assessments is varying and unique to each grade level. Some grades, such as third, stated that their population scored higher in their local assessments such as the district made CBA versus their state assessments, known as STAAR. This might be due to novelty of the assessments given and the preparation that goes into CBA which includes a unit of study which builds significant background knowledge. Alternatively, 4th grade reported that the opposite was true. Students scored higher in their STAAR test than their district assessments. Some of the contributing factors could be experience and expectations with the weight of each test. State testing being a generally larger production and emphasis during the school year. Weaver compares equally to schools in nearby districts and maintains an A rated campus. Weaver compares equally to schools in nearby districts and maintains an A rated campus. Campus systematically addresses reteaching for students through small group instruction, tutoring, and intervention.

## Student Learning Strengths

Grade 4 Reading and Math STAAR performance
Students grew in all grades and all subjects from 22 to 23 in all three STAAR performance levels
Grade 3 Reading STAAR performance improved in the EB/EL population from 22 to 23
Grade 4 Math STAAR performance improved in the SPED population from 22 to 23
All grade levels in our EB monitored population made improvements overall

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our school scored at 34% in meets reading in 3rd grade compared to the state at 51% **Root Cause:** Tier 1 instruction in 2nd grade is not as rigorous as it needs to be, especially with more exposure to non-fiction.

**Problem Statement 2 (Prioritized):** 4th grade reading scored at 45% for meets compared to the state at 54% **Root Cause:** Students do not have foundational reading skills necessary to show adequate progress due to loss of instruction in 1st grade.

**Problem Statement 3:** Students with chronic absences struggled to learn at the same pace as their present classmates. **Root Cause:** There is not a set process created for notifying and communicating with families the importance of attendance and the processes for chronic absences.

**Problem Statement 4:** 1st (32nd percentile average) and 2nd (36th percentile average) reading levels based on MAP has decreased. **Root Cause:** Differentiated strategies are inconsistently provided for students in the same class, especially focusing on higher level instruction. Inadequate curriculum, foundational learning online, learning gaps from Covid,

lack of home support, and larger enrollment numbers in kindergarten for both groups.

**Problem Statement 5 (Prioritized):** Massive drop from kindergarten reading levels to first grade reading levels based on MAP **Root Cause:** Differentiated strategies are inconsistently provided for students in the same class, especially focusing on higher level instruction. Inadequate curriculum, lack of preschool opportunities, and lack of home support.

**Problem Statement 6 (Prioritized):** 5th grade STAAR science performance rates declined in all performance levels from 2022 to 2023. **Root Cause:** Science instruction across the building is not being taught with fidelity to the level of expectation in addition to meeting required instructional minutes. The need to improve math and reading performance in lower grades overshadows science instruction.

**Problem Statement 7 (Prioritized):** Emergent Bilingual students are not showing growth for overall TELPAS composite score. **Root Cause:** Strategies for reaching all EBs are not consistently implemented in all classrooms for students with other languages to use to grow their English (i.e. Rosetta Stone is difficult to get approved at the district level)

# School Processes & Programs

## School Processes & Programs Summary

Recruiting and hiring educators is a collaborative process. Teachers and staff are placed in classrooms based on their strengths and experience in teaching their assigned subjects and grade levels. When assigning teachers to their grade levels and subjects, administration considers teacher needs and requests. There is a low teacher turn over rate on campus. Weaver Teaching Assignment 2024-2025 Year Request sent out for teachers to let administration know what subjects and grade levels they are interested in teaching. School level activities (10 at 10, for example) and a lot of food provided. Very low teacher turnover. All teacher turnover due to relocation this year, not going to other campuses. Teachers are placed in leadership roles on campus, such as, i3,GT Liaison, where they receive district support and have clearly defined responsibilities. Leadership roles and responsibilities on a campus level, were not clearly communicated to staff, and need to be clearly defined. The process for developing a focused improvement plan that addresses the root causes of low performance involves, parent and teacher surveys, PLCs, CNA committees, CIP committee and improvement plan. Stakeholders are involved in this process. Progress towards intended outcomes or performance objectives are tracked with MAP growth reports, STAAR trackers, Aggmo, and data tracking. During PLCs, teachers and administration analyze formative assessments (DOLs and AGGMO trackers) and summative assessments (CBAs, MAP, LPAC, DRA and STAAR) to determine the root causes of low performance. Weekly PLC meetings to review data. Peace and Love Wednesdays provided more ability for special educators to attend PLCs. Teachers appreciated having PLC time without sacrificing their conference time. All students are given opportunities to meet challenging state academic standards with differentiated whole group and small group instruction, tutoring, intervention by specialized teachers and classroom teachers, aligned lessons to the TEKS, use of instructional strategies (lead4ward, AVID, sheltered instruction, text rich environments, PBLs) and individualized small group instruction based on MAP growth reports and data. Campus focuses heavily on MAP data to drive instructional planning, increasing the amount and quality of learning time for all learners. Weaver has a one to one technology plan. Each student has a chromebook, access to wifi, and blended learning through Canvas or Seesaw. Students submit assignments digitally through their online classrooms (Canvas/Seesaw) or complete assignments in one of many district or campus technology apps (Nearpod, Peardeck, Discovery Education, Classkick, Flipgrid, iReady, ST Math, ABC Mouse, Amplify, and Google). The use of a variety of online tools has personalized and blended learning experiences because of the many ways students can be accommodated and expected to complete assignment, such as written by hand and uploaded as a picture, typed assignments, visual assignments, and verbal response assignments. Students attended 30 minutes a week in computer lab during Rock and Roll Wednesday. Lesson plan and instruction objectives are data driven as teachers focus on MAP growth reports to plan individualized instruction. STAAR tested grade levels also implement TEKS mastery data tracking during STAAR review. Lesson plans include critical thinking through the implementation of questioning strategies. Formative assessments in the form of DOLs are used to track student mastery. Intervention objective mastery is tracked through MAP growth reports and iReady. In Reading, Amplify lesson internalization will be used in conjunction with lesson planning. The utilization of Canvas and Seesaw through the district plan of use allowed for complete integration of technology. 100% of students and staff are encouraged to use digital classrooms and various technology tools. There are activities embedded in the curriculum which have the option of use through either Canvas or Seesaw. The pre-k program at Weaver prepares young learners to transition into kindergarten classes smoothly through the implementation of behavior and academic strategies in early childhood development. The transition from 5th grade to middle school was not supported this year due to counselor resignation in February. A visit by the Sellers band director helped students decide on an instrument they would like to play in middle school. Weaver has all levels of self-contained special education, so ALE students are able to attend Weaver throughout their elementary years. PBIS was implemented for hallway behavior this school year. Tickets were used for positive behavior reinforcement. Weaver needs to improve behavior tracking across various school settings. Teachers and staff have consistently used Branching Minds, the new district platform, to document behaviors, communication, and student academic progress.

## School Processes & Programs Strengths

Retention of staff, increasing PBIS strategies, and integration of technology.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Conflict resolution and social emotional learning was non existent the second semester. **Root Cause:** Counselor resigned in February.

**Problem Statement 2:** Revise SOAR Ticker System to reinforce positive behavior as part of the PBIS holistic system. **Root Cause:** SOAR tickets seem to not be as effective as at the beginning of the year. In order to reinforce PBIS the team suggested: Find a way to better explain/implement tickets for younger grades. Pulling tickets more than once/month Better way to announce publicly and get recognized (possibly a bulletin board). Being more specific with filling out a SOAR Ticket (it is noted that there are empty tickets tu

**Problem Statement 3:** Students have less opportunities to learn how to resolve conflicts positively, thus increasing fights and conflicts. **Root Cause:** Since as a society we are



spending more time with technology and have an increased screen time, there is a need for tools that help students mature in making good choices. in regards to behavior but also in positive use of technology.

**Problem Statement 4:** Due to overlapping of some classes and the need for conflict resolution, there are many incidents at recess. **Root Cause:** Kindergarten and 1st grade overlap for 15 minutes and there are more incidents then.

**Problem Statement 5 (Prioritized):** Extracurricular opportunities are not provided for all students. **Root Cause:** There are no clubs and programs for students to be involved in.

# Perceptions

## Perceptions Summary

Our attendance increased this year to 94.5% compared to 93.3% in 22-23 school year. The school is an open-door environment that welcomes and accommodates to teachers' needs as professionals in the classroom. It is well-known that all staff and teachers are a family at Weaver, which makes everyone feel like a part of the school. Teachers know they can rely on each other for help and support. The processes and programs set in place help the teachers and students be successful at school and in the classrooms. Teachers know who and where to reach out for help regarding assistance for RTI, SPED, Dyslexia, and curriculum (ISTs). Based on Panorama Survey data 64% of the students answered that school environment is positive, which is a decrease from the previous school year. Data also shows that the processes and programs like: small groups, focus groups, tutorials, interventions, Mclass, I-ready and Education Galaxy help the student self monitor their learning in order to follow a path for success and providing a well round supportive education. On average we lose 2 or 3 professional teachers a year because of relocation out of the country or out of state. These represents about 6% to 7% of the professional population. Teachers describe their school as one that has a positive work climate. Yes, the processes and programs in place such as PDs, ISTs, SPED department are helping them find success with their students. The teachers feel safe and have a sense of belonging and it shows when they show up to work daily. Teachers are supported by strong administration because the administrators are willing to help in any situation and have an open door policy. This year administration received the Holdsworth training to help improve the leadership pipeline in the district. The team graduated from Holdsworth this year and their work has had a positive impact on the Emergent Bilingual population. Yes, teachers work together to support each other by participating in PLC's with their grade level team, being a team player, and easy going. Parent/Family/Guardian/Community participation rates are measured by surveys returns, attendance to school activities as well as to parents/teachers conference attendance. Based on the Family Survey data, more than 90 % of the answers show positive comments and feedback regarding the questions of the culture and climate of the district and campuses. There is always room for improvement, but overall parents are satisfied by the communication to and from school. Based on Family Survey data 86% of parents answered that the school encourages parents to participate in school activities, campus and district committees. Languages use to communicate are easy to understand according to 92% of the parents. Parents and guardians have direct communication with teachers using different methods; phone call, apps, emails, conferences. Parents and guardians have access to students academic reports, notifications, copies of districts documents and messages through Skyward. Parents and guardians can opt for hard copies of documents if that benefits them. Based on Family Survey data: 96% of parents feel a sense of belonging at the school.

## Perceptions Strengths

People feel welcome at the school.
Families receive information on their languages.

People feel welcome at the school.
The school is welcoming to parents.
Sense of belonging.
Employees do quality work.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents/community need more support at home with reading to their children/their children reading to them. **Root Cause:** Valuing reading and lack of strategies to help students have more structure at home.

**Problem Statement 2 (Prioritized):** Low parent/community participation. **Root Cause:** Since COVID, parental involvement has not returned, and many parents work full time therefore are unable to volunteer.

**Problem Statement 3:** Parts of PBIS are being implemented across the campus but it has not been fully implemented yet. **Root Cause:** Classroom management strategies are not implemented consistently across the campus.

# Priority Problem Statements

**Problem Statement 1:** Our school scored at 34% in meets reading in 3rd grade compared to the state at 51%

**Root Cause 1:** Tier 1 instruction in 2nd grade is not as rigorous as it needs to be, especially with more exposure to non-fiction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 4th grade reading scored at 45% for meets compared to the state at 54%

**Root Cause 2:** Students do not have foundational reading skills necessary to show adequate progress due to loss of instruction in 1st grade.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Massive drop from kindergarten reading levels to first grade reading levels based on MAP

**Root Cause 3:** Differentiated strategies are inconsistently provided for students in the same class, especially focusing on higher level instruction. Inadequate curriculum, lack of preschool opportunities, and lack of home support.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Proactive social skills model for early childhood, lower/upper elementary students is not being implemented.

**Root Cause 4:** Behavior is not highly incentivized across the campus with consistency.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Extracurricular opportunities are not provided for all students.

**Root Cause 5:** There are no clubs and programs for students to be involved in.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Conflict resolution and social emotional learning was non-existent the second semester.

**Root Cause 6:** Counselor resigned in February.

**Problem Statement 6 Areas:** Demographics - School Processes & Programs

**Problem Statement 7:** Low parent/community participation.

**Root Cause 7:** Since COVID, parental involvement has not returned, and many parents work full time therefore are unable to volunteer.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** 5th grade STAAR science performance rates declined in all performance levels from 2022 to 2023.

**Root Cause 8:** Science instruction across the building is not being taught with fidelity to the level of expectation in addition to meeting required instructional minutes. The need to improve math and reading performance in lower grades overshadows science instruction.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Emergent Bilingual students are not showing growth for overall TELPAS composite score.

**Root Cause 9:** Strategies for reaching all EBs are not consistently implemented in all classrooms for students with other languages to use to grow their English (i.e. Rosetta Stone is difficult to get approved at the district level)

**Problem Statement 9 Areas:** Student Learning

# Goals

Revised/Approved: August 14, 2024

**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 Meets Grade Level performance on STAAR Reading, will increase from 76% Approaches, 41% Meets, and 18% Masters in 2024 to 55% by 2028. (SY2027 interim goal = 85% Approaches, 50% Meets, and 25% Masters)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Spring Administration

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize teacher-led, whole group and small group instruction with specific amounts of time to specifically target and support individual student needs for all students (including at-risk and gifted) with attention to the performance of African American, 504/dyslexia, and special education student group performance relative to Academic Achievement (% at Meets Grade Level) and Student Success (student Achievement Domain score).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as reflected on MAP, STAAR, and common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>Title I:</b> 2.4, 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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> paper and cardstock - 6300 Supplies and Materials- Title I Funds - \$1,581.43</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments will be at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR.</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers in grades K-2 will assess students using MClass to make adjustments to groups and differentiate reading instruction based on needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement as reflected on MAP, STAAR, and common assessments, including increased levels on MCLASS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administrators and teachers will ensure that all students will be provided with 140 minutes (Kindergarten, 1st grade, 2nd grade, and 3rd grade), and 130 minutes (4th grade and 5th grade) of daily instruction in Reading Language Arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will utilize Google Chromebooks as an instructional tool for blended instruction and digital classrooms. The library will also utilize Chromebooks to provide increased research opportunities to support reading in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and student achievement.  <b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 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> Teachers will provide daily explicit instruction from the curriculum and supplemental resources in phonological awareness and phonics in grades PreK-2.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <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>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Administration will develop a master schedule that ensures large blocks of time to provide uninterrupted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional time and increased scores  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>  2.4, 2.5  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <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 8 Details	Reviews			
<p><b>Strategy 8:</b> Teachers in grades k-2 will utilize mCLASS data to inform instruction. Teachers in grades 3-5 will utilize MAP data and unit assessments from the curriculum to inform instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> High-quality instructional materials will be consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> lamination and ink - 6300 Supplies and Materials- Title I Funds - \$2,501.55</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Teachers will use the Amplify curriculum to focus on strong Tier 1 instruction, including lesson internalization and practice during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 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 13 Details	Reviews			
<p><b>Strategy 13:</b> Teachers will teach all essential components of reading language arts daily: interactive read aloud with vocabulary instruction, foundational skills lessons (phonological awareness, phonics, word study), comprehension, writing workshop &amp; small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, 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 2:** \*\*\*\*\* Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance as measured by Meets Grade Level performance on STAAR math, will increase from 73% Approaches, 48% Meets, and 22% Masters in 2022 to 60% by 2028. (SY2027 interim goal = Approaches 90%, 50% Meets, 40% Masters)





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Spring Administration

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide high-quality, hands-on math instruction that supports the development and teaching of math concepts and problem-solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding of math concepts, increased scores on STAAR and MAP</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 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</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will use math programs, including iXL, (desktops Chromebooks) to support engaging, relevant, aligned math lessons. Students can work math lessons before school, at home, and intervention using their universal login.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement, STAAR scores, and MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 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</p> <p><b>Funding Sources:</b> iXL Program - 6300 Supplies and Materials- Title I Funds - \$2,437.50</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize small group, teacher-led, instruction to specifically target and individual student needs for all students at-risk and gifted) with attention to performance of African American, 504/dyslexia, special education student group performance to Academic Achievement (% at Meets Level) and Student (student Domain score).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and achievement on STAAR and MAP</p> <p><b>Staff Responsible for Monitoring:</b> : Principal and Assistant Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will use STAAR-formatted materials to support abstract to concrete. The resources will provide multiple practice items for each TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> increased scores on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will show students multiple strategies, when appropriate, for problem solving and allow students to share multiple strategies when solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<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> Teachers will use the Eureka curriculum and use lesson internalization to prepare and practice the content during PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased content knowledge for teachers</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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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 3: \*\*\*\*\*** Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 44% Approaches, 16% Meets, and 7% Masters to 80% by 2025. (SY2023 interim goal = 53% Approaches, 36% Meets, 10% Masters)

**High Priority**

**Evaluation Data Sources:** STAAR spring administration

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administration and instructional specialist will ensure all science labs are fully stocked with all needed consumable science materials. Teachers will utilize an organizational system science lab materials to streamline the of live materials and ease the process lab set-up and use.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of the science lab and hands on experiences, improved STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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 3: Positive School Culture, Lever 5: Effective Instruction</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 teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating; avoid teaching science in isolation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in STAAR scores and common assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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> Teachers will use STAAR-formatted resources to support abstract to concrete. The resources will provide multiple practice items for each TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in STAAR scores and common assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 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> Teachers will use their expanded science resources in the classroom and beyond to support engaging science instruction and allow students to learn in a print-rich environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased science STAAR scores and reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4</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>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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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 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 53.0% in 2022 to 76% by 2025. (SY2021 interim goal = 58%; Weaver-57.8%)

**High Priority**

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will incorporate the ELPS to address language development in listening, speaking, reading, and writing to ensure students meet expected growth on TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet expected year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 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> <p><b>Funding Sources:</b> lamination - 6300 Parent Involvement. Supplies T1 - \$800.50</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will practice listening and speaking in online programs to ensure they are comfortable and prepared for TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased yearly progress on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administrators and teachers will ensure that each EB (Emerging Bilingual) is provided with linguistic and instructional accommodations as determined by the LPAC. (i.e. Initial LPAC, Assessment LPAC, Monitoring Intervention LPAC, EOY LPAC)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased yearly progress on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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> Teachers will provide a culturally responsive learning environment by understanding and relating to student with respect to the student's cultural perspective and incorporate the cultural and cognitive resources students naturally bring to the learning environment through family engagement events, including the annual TELPAS workshop for parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased yearly progress on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.





**Performance Objective 5:** \*\*\*\*\* 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 10.3% in 2024 to 8% by 2025. (district goal is 35% - particular focus on decreasing African American exclusionary consequences)

**High Priority**

**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> Campus staff will review behavioral data and develop a school wide student management plan to address specific targeted behavior, with special attention to a positive behavior support plan that promotes positive behavior in all aspects of the school setting and to determine interventions to be utilized to prevent misconduct and for students currently on a behavior plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents  <b>Staff Responsible for Monitoring:</b> : Principal and assistant principal</p> <p><b>Title I:</b>            2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will explain clearly defined school wide expectations for behavior to students during first week of school and communicate the plan with parents through a variety of methods including behavior lessons provided by the district, modeling, and practicing the expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents  <b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>Title I:</b>            2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <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> Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships with students, and working with students from different populations. Teachers will review discipline data and intervention strategies monthly during PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <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 4 Details	Reviews			
<p><b>Strategy 4:</b> Administrative teams will analyze data monthly to monitor and assess progress of goals of each Student Management Plan and revise if needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <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> Based on Class Dojo Schoolwide PBIS system, students will be rewarded to participate in Eagle Extravaganzas once a grading cycle to encourage Positive Behavior Intervention &amp; Supports and the schoolwide SOAR system.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <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> Weaver will continue updating the sensory room that will include areas for cool down and resetting behaviors. Teachers will use strategies and tools in their classrooms to support Social Emotional Learning and reduce time students spend out of class.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional time.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> School staff meet frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved referral process for Tier 2, Tier 3, Tier 4 students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, interventionist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved behavior and citizenship</p> <p><b>Staff Responsible for Monitoring:</b> administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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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 6:** All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year to support the "whole child."

**High Priority**

**Evaluation Data Sources:** assessments scores, MAP growth

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p><b>Strategy's Expected Result/Impact:</b> early identification of students that need additional support  <b>Staff Responsible for Monitoring:</b> MTSS team</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.</p> <p><b>Strategy's Expected Result/Impact:</b> early identification of students that need additional support  <b>Staff Responsible for Monitoring:</b> MTSS team</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> early identification of students that need additional support</p> <p><b>Staff Responsible for Monitoring:</b> MTSS team</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levels:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
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**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 7:** 100% of staff will participate in focused activities to increase positive relationships with students, families, and members of the community.

**High Priority**





**Evaluation Data Sources:** Sign in sheets, staff participation, parent involvement as evidenced at events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weaver staff will build a strong sense of community through parent nights, family engagement events (literacy and math nights), trips that celebrate our students' futures, and heritages, family take home science kits to further learning at home, and through a science night from the Perot museum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>                      4.2                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> take home science kits - 6300 Parent Involvement. Supplies T1 - \$2,251, supplemental pay for professional staff - 6100 Parent Inv. Payroll T1 - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will foster daily communication with parents through the use of a daily agenda for and/or their class communication system- Class Dojo.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>                      2.5                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <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> Develop jointly with, and distribute to parents, a written PFE 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>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. 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. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.2</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</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 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide PD opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families with parents as co-presenters.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Admin and counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools</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 8 Details	Reviews			
<p><b>Strategy 8:</b> The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, administrators</p> <p><b>Title I:</b> 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 9 Details	Reviews			
<p><b>Strategy 9:</b> Students will engage in goal setting for STAAR, CBAs, TELPAS, MClass, and MAP. Goal progress will be tracked in goal journals and goal meetings will be held with teachers after each assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on assessments, personal responsibility</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
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**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 8: \*\*\*\*\***

FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2021 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:





- All Students: Reading Academic Achievement from 39 (2019) to at least 44 (min target)
- All Students: Mathematics Academic Achievement from 42 (2019) to at least 46 (min target)
- All Students: Student Success (D1 STAAR Component) from 42 (2019) to at least 47 (min target)
- African American Students: Reading Academic Achievement from 29 (2019) to at least 32 (min target)
- African American Students: Mathematics Academic Achievement from 25 (2019) to at least 31 (min target)
- African American Students: Student Success (D1 STAAR Component) from 33 (2019) to at least 36 (min target)

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will utilize Google Chromebooks and iPads as an instructional tool for flipped instruction and digital classrooms. The library will also utilize Chromebooks to provide increased research opportunities to support reading in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify teachers who experience low student growth from CBA to CBA, BOY to EOY, with increased attention to African American and White, and observe and provide feedback weekly using the waterfall coaching document.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize small group, teacher-led, instruction to specifically target and individual student needs for all students at-risk and gifted) with attention to performance of African American and White, 504/dyslexia, special education student group performance to Academic Achievement (% at Meets Level) and Student (student Domain score).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The English Language Proficiency Standards (ELPS) will be implemented into instruction daily to make content comprehensible and develop academic language ensuring ELs obtain the mastery of required academic content along with language development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth for EL students</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administrative teams will establish specific school-based goals and timelines based on data/root cause analysis to reduce over representation of students of color in disciplinary outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sara Lebron-Rodriguez	Intervention Specialist		

# Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,999.00
<b>+/- Difference</b>					\$1,999.00
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>					\$5,820.00
<b>+/- Difference</b>					\$5,820.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,577.00
<b>+/- Difference</b>					\$4,577.00
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>					\$0.00
<b>+/- Difference</b>					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00



6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$29,611.00
+/- Difference					\$29,611.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	supplemental pay for professional staff		\$2,500.00
<b>Sub-Total</b>					\$2,500.00
<b>Budgeted Fund Source Amount</b>					\$0.00
+/- Difference					-\$2,500.00
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
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	paper and cardstock		\$1,581.43
1	1	10	lamination and ink		\$2,501.55
1	2	2	iXL Program		\$2,437.50
<b>Sub-Total</b>					\$6,520.48
<b>Budgeted Fund Source Amount</b>					\$21,609.00
+/- Difference					\$15,088.52
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	lamination		\$800.50
1	7	1	take home science kits		\$2,251.00
<b>Sub-Total</b>					\$3,051.50
<b>Budgeted Fund Source Amount</b>					\$2,251.00
+/- Difference					-\$800.50

**6400 Healthy Snacks/Bus/Travel - Title I Funds**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$9,805.00
<b>+/- Difference</b>					\$9,805.00
<b>Grand Total Budgeted</b>					\$75,672.00
<b>Grand Total Spent</b>					\$12,071.98
<b>+/- Difference</b>					\$63,600.02

# 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