

Garland Independent School District
Herfurth Elementary School
2021-2022 Campus Improvement Plan

Mission Statement

An innovative community built from self-motivated, global learners.

Vision

To encourage whole child development by providing opportunities for individual academic and social growth through exploration.

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Comprehensive Needs Assessment

Revised/Approved: September 21, 2021

Demographics

Demographics Summary

Herfurth Elementary School located in Rowlett, Texas receives students from Pre-K (3 and 4-year-olds) to 5th grade. The magnet school comprises both Montessori and Traditional classes with approximately 440 students. Herfurth earned a 'B' rating in 2019 with the distinction designation Comparative Academic Growth. Herfurth is a magnet campus providing differentiated instruction for multi-grade classrooms. Primary classes have 3 year old, 4 year old, and Kindergarten students within one class setting; Lower Elementary classes include first, second, and third-grade students; Upper Elementary classes have both fourth and fifth-grade students within one classroom. Students work at their developmental and instructional levels with opportunities to fill in gaps of learning or extend learning capabilities. Additionally, English Learners are provided bi-lingual Montessori. According to Review 360 data, 34 incidents were recorded, a drop of 42 incidents from 2019-2020. One explanation is the introduction of remote learning, reducing the student population. Exclusionary for 20-21 was 23.5% based on 6 students, two in particular. Thirty-two of the thirty-four incidents were from the First Grade Traditional class. Disciplinary placements included: 1 out-of-school suspension; 4 full-day suspensions; 3 half-day suspensions. Other consequences included: detention, student conference, parental conference, referral to a counselor, time out less than 2 hours. classes in all grade levels. Herfurth attendance rates for the last four reporting periods from the most recent are 96.7%, 96.8%, 97.0%, and 96.8% - all greater percentages than the district and state rates. Arrival between 8:10-8:20 constitutes a tardy. From 8:21 and after is an unexcused partial absence without a Dr. note or parent contact. Parents are provided 3 days after the date of absence to call for the absence to be excused. After ten unexcused absences, with the exception of a hardship verified by the parent, the district files truancy. Teachers may contact parents when a student is absent for more than 2 days. The student population includes about 19% African American/Black, 32.3% Hispanic, 31.4% Caucasian/White; 9% American Indian, 10.6% Asian, and 5.9% two or more races.

2021 2020 2019 2018 2017 (Student Data)

African Amer 15.38%, 19% 15.30% 18.40% 24.50%

Hispanic 39.01%, 32% 34.20% 33.20% 36.20%

White 26.74%, 31% 32% 33.20% 36.20%

Amer Indian 0.37%, 0.90% 1% 1.90% 1.30%

Asian 9.89%, 10% 11.30% 8.60% 6%

2 or more races 8.42%, 5.90% 6.10% 4% 3.90%

Demographics Strengths

- 1) Herfurth serves students of multiple ethnicities.
- 2) Whereas the Hispanic and White populations have remained steady, the African American/Black population has increased somewhat over the last 3 years.
- 3) The Asian population has increased from 2018.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): African-American students have a significantly lower passing rate than Hispanic, White, or Asian students. There is a need for academic strategies that target the learning style of individual students in the AA population. **Root Cause:** Lack of relationships and instructional strategies

Problem Statement 2 (Prioritized): There is a need for training and intervention strategies regarding students with ADHD, Emotional Disturbance, and Autism Spectrum Disorder. **Root Cause:** Increase in student needs and decrease in magnet assessments due to COVID 19

Problem Statement 3: Within the school, multiple languages are represented. There is a need to determine whether document translations are needed. **Root Cause:** The campus is recruiting a more diverse population.

Student Learning

Student Learning Summary

All students passing STAAR assessments decreased in 2021 due to the COVID pandemic except fourth-grade mathematics and reading, mathematics 2019 28.9% and in 2021 39.7% and reading, 2019 39.5% and in 2021 44.1%.

[Herfurth Elementary Scorecard](#)

Student Learning Strengths

4th-grade mathematics, 2019 39.5% and in 2021 44.1%.

Reading for special education students in 3rd-5th grade

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students passing STAAR assessments decreased in all areas during 2021 except fourth-grade reading and mathematics and reading for special education students in 3rd-5th grade. **Root Cause:** Decrease in face-to-face instructional time

Problem Statement 2: Special education students in 3rd-5th grade scoring mastered on STAAR mathematics was at 18.2% **Root Cause:** Decrease in face-to-face instructional time Behaviors

School Processes & Programs

School Processes & Programs Summary

Recruiting: GISD job postings, word of mouth, staff connections, social media, Montessori connections, job fairs
Selecting: review ref/resume, interview, looking for the right match with our school culture and vision
Assigning: Matching experience/strengths with students' needs, growing teachers' toolbox, teacher input on class roster
Inducting/Retaining: New teacher meetings/training, check-ins, walkthroughs/coaching conversations, notes of encouragement, connect with other staff.

We have committees and different leadership opportunities. This pandemic year was not as strong in this area. We need team leads, roles, vertical planning, and PLCs more. We are developing leaders who are wanting to grow and voiced that to us, want different experiences. (ie) Maddy Viladevall, Denise Parker, Paula Bright, Julie Limkeman. Some others have also had conversations with admin about their goals in the future so connections with opportunities and watching out for them. (ie) Aspiring Administrators Academy, i3, GT Liaison, CIP, DEIC, etc. Coaching conversations

Teachers looked at the TEKS and did STAAR crunch plans focusing on needed skills- separating groups by need/level and matching with teacher's interest/strength. Data meetings after MAP and PLC chats about kids. Need: Previous years broke down data more often in PLCs, but without CBAs this year and pandemic we did that less. Tracked progress through MAP, iStation, work plan check-ins, and other data especially teacher observation to monitor progress. Teachers have STRONG connections with parents and that helps monitor progress too.

Montessori. More programs/clubs in the past before COVID and want to bring back next year. Intersession

Montessori curriculum, intervention, tutorials, intersession, extra support from ELST, STAAR crunch. Want to do more enrichment/acceleration but that has been hard to staff in intersession. The students' work plans are made for them- addressing their strengths and weaknesses.

Students have iPads/ Chromebooks. Depending on the grade level, they are engaged in Seesaw/Google Classroom and Canvas. Montessori has individualized learning plans and MANY classes have research projects on those plans or during balanced literacy/cultural. Our F2F classes are growing in their use of tech. in the classroom, part of the everyday class. (ie) Peardeck, Jamboard, Quizzes, Kahoot, Google Slides... Remote students use MANY more applications than at BOY, growing a lot as teachers and students, more engaged, more collaboration/communication.

The Montessori curriculum has an alignment/Scope & Sequence, many teachers have different works as check-ins to fill student gaps and assess TEKS to bump kids up/down and meet their individual needs. Traditional follows GISD curriculum. All teachers use data to support learning and meet needs (ie) MAP, iStation, classroom, observation. Need to use iStation more... Teachers create a LOT of works to meet students' needs (F2F/Remote).

See above. This varies teacher by teacher as to the extent. Montessori follows the child. Some of our teachers are very data-driven and assessing specific skills/TEKS regularly. The concept of Montessori, in general, meets the needs of the child and observing often... lots of time and spiraling.

We have different applications used in the classroom as listed above, plus Ready Hub, Epic, PebbleGo, and more. Students are often in Seesaw/Canvas as well. Teachers use Google Meets regularly and Jamboard. Teachers also use many applications in Google such as forms.

Crossing over, observing other environments, connection with Sellers Middle School, visits from middle school

Review 360 Plans, resets, practice academy, building relationships, cool down spots/people, opportunities for movement - looking for the root, talking through situations for students to learn, SEL time each morning, peace curriculum REVIEW 360-DATA things are skewed due to COVID stuff this year. We have percentages off because there are a LOT fewer kids and incidents this year since kids weren't here, etc... So they are going to have to look at the usual way we do percentages differently... it looks like we went WAY up when really it's not the case based on the things listed above and that really both years are missing data/kids.

TOTAL incidents 20-21: 34 (as of today)

TOTAL incidents 19-20:76 (up until shutdown)

Exclusionary 20-21: 23.5%

Exclusionary 19-20: 13.2%

As far as what is accurate- the 1st-grade traditional group was the majority of our discipline of the 32 incidents. 3/6 students on Review 360 plans are in that same class and we've been working on interventions with them quite a bit.

What else... our exclusionary this year is based on 6 kids and mostly 2 students. TOTAL # of students with incidents this year- 16. Total with 3 or more incidents- 5 students

School Processes & Programs Strengths

- 1) There are numerous leadership opportunities offered to staff.
- 2) Teachers plan for individualized instructional plans for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As the Montessori program is growing, we are losing Montessori teachers and the current high quality teachers are expressing stress and burn out with the program. **Root Cause:** Montessori teachers need more support and coaching on Montessori curriculum and philosophy as they are growing in their skills so they can meet the needs of their students in a public school setting.

Problem Statement 2: 23.5% of discipline incidents were exclusionary. **Root Cause:** The data is skewed due to lower number of F2F students on campus during the 20-21 school year- only 34 incidents total. The data is mostly reflective of a few students who are in one homeroom.

Perceptions

Perceptions Summary

The attendance rate differs between the 7 race/ethnicity/students groups due to the amount of students within that group. According to the data source; Attendance Monthly and Quarterly Report, there are 175 Hispanic students with a total of 28942 days present in all and 647 days absent in all. Likewise, 150 White students with 23147 days present in all and 593 absent in all and 75 African American students with 11954 days present in all and 395 days absent in all. The significance in Review 360 data regarding behavior, disciplinary patterns and DAEP placements within the 7 race/ethnicity/students groups are the majority of behavior and disciplinary patterns are grades K-1st; K-8 and 1st-17, according to ""Incidents by grade."" Likewise, these incidents have taken place during the months of April and May as noted in ""Incidents by Month."" When broken down into Incidents By Ethnicity, 48.4% of incidents occurred within the African American ethnic group and 32.3% within the White ethnic group. The most noted behavior was code of conduct at 19.4% , insubordination/defiance at 16.1% and disorderly conduct at 12.9%. Due to COVID shutdown, a survey was not given to the students. The staff turnover rate are mainly paras due to COVID and pay rates. Due to COVID shutdown, a survey was not given to the teachers. 72.3% of parents that took the survey stated that they always felt welcomed at Herfurth vs. 3.1% that stated never and 9.2% that did not respond to the question. Herfurth uses Montessori Compass to communicate to parents their child's learning standards and learning expectations. Likewise, of the parents who took the survey, 46.2% say they are always aware of the curriculum their child is learning vs. 26.2% of parents stating sometimes they are aware and 16.9% that say they are NOT aware of what their child is learning. 73.8% of parents are proud their child attends Herfurth, 80% of parents feels that Herfurth is a safe place for their child, 63.1% feels that Herfurth staff and admin welcomes and support their concerns for their child.

Perceptions Strengths

- 1) Parents feel welcomed at Herfurth
- 2) Parents believe Herfurth is a safe place

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Instructional aides are not being retained. **Root Cause:** The positions are very demanding, district salary is low., and some of the instructional aides are moving into professional positions.

Problem Statement 2: Lack of data due to Covid **Root Cause:** Decrease in face-to-face instructional time and assessments given

Problem Statement 3 (Prioritized): Discipline issues during the last 2-3 months of school **Root Cause:** Lack of classroom management strategies and training opportunities

Priority Problem Statements

Problem Statement 2: African-American students have a significantly lower passing rate than Hispanic, White, or Asian students. There is a need for academic strategies that target the learning style of individual students in the AA population.

Root Cause 2: Lack of relationships and instructional strategies

Problem Statement 2 Areas: Demographics

Problem Statement 1: Students passing STAAR assessments decreased in all areas during 2021 except fourth-grade reading and mathematics and reading for special education students in 3rd-5th grade.

Root Cause 1: Decrease in face-to-face instructional time

Problem Statement 1 Areas: Student Learning

Problem Statement 5: As the Montessori program is growing, we are losing Montessori teachers and the current high quality teachers are expressing stress and burn out with the program.

Root Cause 5: Montessori teachers need more support and coaching on Montessori curriculum and philosophy as they are growing in their skills so they can meet the needs of their students in a public school setting.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 3: There is a need for training and intervention strategies regarding students with ADHD, Emotional Disturbance, and Autism Spectrum Disorder.

Root Cause 3: Increase in student needs and decrease in magnet assessments due to COVID 19

Problem Statement 3 Areas: Demographics

Problem Statement 4: Discipline issues during the last 2-3 months of school

Root Cause 4: Lack of classroom management strategies and training opportunities

Problem Statement 4 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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Equity data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals





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

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 52.5% in 2019 to 90% by 2025. (SY2022 interim goal = 57.7.0%)

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize data from mClass, MAP, ISIP, STAAR, TELPAS and formative assessments to plan small group, teacher-led instruction to specifically target and support individual student needs in PLCs and planning days.</p> <p>Strategy's Expected Result/Impact: Increase in MAP, STAAR, TELPAS data and mClass levels</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: Individual instructional supplies and materials - 199 - PIC 23 SPED State Allotment Funds - \$817, Subs and extra duty pay - 6100 Payroll- Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement interventions developed in PLCs and on planning days.</p> <p>Strategy's Expected Result/Impact: Increase MAP and mClass scores</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Supplies - 6300 Supplies and Materials- Title I Funds - \$19,260</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increased family involvement, mClass, MAP, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Increased family involvement, mClass, MAP, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: A workshop connecting learning and the home will be offered for all parents and families.</p> <p>Strategy's Expected Result/Impact: Increased family involvement, mClass, MAP, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and ELST</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Supplemental pay for staff to present to parents - 6100 Parent Inv. Payroll T1 - \$500, Take-home materials - 6300 Parent Involvement. Supplies T1 - \$1,515</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>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: African-American students have a significantly lower passing rate than Hispanic, White, or Asian students. There is a need for academic strategies that target the learning style of individual students in the AA population. Root Cause: Lack of relationships and instructional strategies</p>
<p>Problem Statement 2: There is a need for training and intervention strategies regarding students with ADHD, Emotional Disturbance, and Autism Spectrum Disorder. Root Cause: Increase in student needs and decrease in magnet assessments due to COVID 19</p>

Student Learning

Problem Statement 1: Students passing STAAR assessments decreased in all areas during 2021 except fourth-grade reading and mathematics and reading for special education students in 3rd-5th grade. **Root Cause:** Decrease in face-to-face instructional time

School Processes & Programs





Problem Statement 1: As the Montessori program is growing, we are losing Montessori teachers and the current high quality teachers are expressing stress and burn out with the program. **Root Cause:** Montessori teachers need more support and coaching on Montessori curriculum and philosophy as they are growing in their skills so they can meet the needs of their students in a public school setting.

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

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 23.7% in 2019 to 70% by 2025. (SY2022 interim goal = 30.8%)

Targeted or ESF High Priority

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement writer's workshop to include a mini-lesson, independent writing, coaching/conferencing, and sharing daily in class.</p> <p>Strategy's Expected Result/Impact: Increase in CBA data, increase in Writing STAAR data</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 68.5% in 2019 to 76% by 2025. (SY2022 interim goal = 70%)

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: ELL students will utilize Imagine Language & Literacy (ILL) at least 90 minutes a week.</p> <p>Strategy's Expected Result/Impact: An increase in TELPAS proficiency scores and Reading MAP/STAAR scores</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use Sheltered Instruction strategies in all content areas to help ELL students continue to develop the English language.</p> <p>Strategy's Expected Result/Impact: An increase in TELPAS proficiency scores and Reading MAP/STAAR scores</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Bilingual Materials - 199 - PIC 25 Bil../ESL State Allotment Funds - \$2,667</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Students passing STAAR assessments decreased in all areas during 2021 except fourth-grade reading and mathematics and reading for special education students in 3rd-5th grade. Root Cause: Decrease in face-to-face instructional time</p>

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

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 53.1% in 2019 to 80% by 2025. (SY2022 interim goal = 57.9%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will use hands-on materials to conduct real-world science experiments for every unit.</p> <p>Strategy's Expected Result/Impact: Increase in science STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, assistant principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Science Experiment Consumables - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: African-American students have a significantly lower passing rate than Hispanic, White, or Asian students. There is a need for academic strategies that target the learning style of individual students in the AA population. Root Cause: Lack of relationships and instructional strategies</p>
Student Learning
<p>Problem Statement 1: Students passing STAAR assessments decreased in all areas during 2021 except fourth-grade reading and mathematics and reading for special education students in 3rd-5th grade. Root Cause: Decrease in face-to-face instructional time</p>

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

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR, will increase from 53.1% in 2019 to 90% by 2025. (SY2022 interim goal = 64.6.0%) grade 4 increase from 28.9% in 2019 to 51.2% in 2022, and grade 3 increase from 55.0 in 2019 to 57.7% in 2022.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will utilize virtual math manipulatives and software or hands-on manipulatives in order to increase math academic vocabulary and connect concrete to abstract knowledge.</p> <p>Strategy's Expected Result/Impact: Increase in MAP and STAAR scores</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Supplies - 6300 Supplies and Materials- Title I Funds - \$4,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide after-school tutorials and/or enrichment to provide timely assistance to at-risk students, with specific attention to special education students and low socio-economic students. Parents will be asked to reinforce these skills at home.</p> <p>Strategy's Expected Result/Impact: Increase in tutorial attendance, increase in MAP, mClass, DRA and STAAR scores</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: Supplies and Materials - 199 - PIC 24 State Comp Ed Funds - \$3,630</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize data from mClass, MAP, ISIP, STAAR, TELPAS and formative assessments to plan small group, teacher-led instruction to specifically target and support individual student needs in PLCs and planning days.</p> <p>Strategy's Expected Result/Impact: Increase in MAP, STAAR, TELPAS data and mClass levels</p>	Formative			Summative
	Nov	Feb	Apr	June

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2 - Student Learning 1

Funding Sources: Instructional Supplies - 6300 Supplies and Materials- Title I Funds - \$500



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: African-American students have a significantly lower passing rate than Hispanic, White, or Asian students. There is a need for academic strategies that target the learning style of individual students in the AA population. **Root Cause:** Lack of relationships and instructional strategies

Problem Statement 2: There is a need for training and intervention strategies regarding students with ADHD, Emotional Disturbance, and Autism Spectrum Disorder. **Root Cause:** Increase in student needs and decrease in magnet assessments due to COVID 19





Student Learning

Problem Statement 1: Students passing STAAR assessments decreased in all areas during 2021 except fourth-grade reading and mathematics and reading for special education students in 3rd-5th grade. **Root Cause:** Decrease in face-to-face instructional time

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

Performance Objective 6: 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 14.5% in 2019 to 10% (35% district goal) by 2025. (SY2022 interim goal = 13%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement appropriate behavioral interventions for individual students based on strategies discussed in staff development to address diversity, building relationships with students, and working with students from different populations including African American students. Teachers will review discipline data and intervention strategies each semester.</p> <p>Strategy's Expected Result/Impact: PLC Minutes, decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF</p> <p>Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Training for classroom management and social-emotional learning strategies will be offered to teachers who serve students in the traditional track.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p> <p>Funding Sources: Subs for PD - 6100 Payroll- Title I Funds - \$100</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Host campus tours for incoming new students, acclimate new students to the school environment and offer open house presentations to explain expectations to parents and families.</p> <p>Strategy's Expected Result/Impact: Increase in relationships and decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</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>				

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: African-American students have a significantly lower passing rate than Hispanic, White, or Asian students. There is a need for academic strategies that target the learning style of individual students in the AA population. **Root Cause:** Lack of relationships and instructional strategies

Problem Statement 2: There is a need for training and intervention strategies regarding students with ADHD, Emotional Disturbance, and Autism Spectrum Disorder. **Root Cause:** Increase in student needs and decrease in magnet assessments due to COVID 19





Perceptions

Problem Statement 3: Discipline issues during the last 2-3 months of school **Root Cause:** Lack of classroom management strategies and training opportunities

Goal 2: Magnet Funding Justification

Performance Objective 1: Provide instruction and implement the Montessori philosophy in PK3 to fifth grade

Evaluation Data Sources: Enrollment numbers and individual work plans - Magnet Funding Justification

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will use hands-on materials to make a connection between concrete and abstract concepts. Strategy's Expected Result/Impact: Increased students mastering grade level or above TEKS and content Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Art Consumable Supplies - 199 - Magnet Funds - \$1,500, Montessori materials - 199 - Magnet Funds - \$28,200</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to train teachers and parents on the Montessori method. Strategy's Expected Result/Impact: Increase in parent understanding, student enrollment, increase in MAP and STAAR scores Staff Responsible for Monitoring: Principal and Assistant Principal Title I Schoolwide Elements: 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Extra Duty - 199 - Magnet Funds - \$500, Subs - 199 - Magnet Funds - \$800, Healthy Snacks - 199 - Magnet Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 5th-grade students attend field trip tours of different middle schools in GISD Strategy's Expected Result/Impact: Prepare Montessori 5th graders for the middle school traditional environment. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Buses - 199 - Magnet Funds - \$500</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>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students passing STAAR assessments decreased in all areas during 2021 except fourth-grade reading and mathematics and reading for special education students in 3rd-5th grade. **Root Cause:** Decrease in face-to-face instructional time

School Processes & Programs

Problem Statement 1: As the Montessori program is growing, we are losing Montessori teachers and the current high quality teachers are expressing stress and burn out with the program. **Root Cause:** Montessori teachers need more support and coaching on Montessori curriculum and philosophy as they are growing in their skills so they can meet the needs of their students in a public school setting.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kate Massengill	Title I para	Title I A	1

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Individual instructional supplies and materials		\$817.00
Sub-Total					\$817.00
Budgeted Fund Source Amount					\$817.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Supplies and Materials		\$3,630.00
Sub-Total					\$3,630.00
Budgeted Fund Source Amount					\$3,630.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Bilingual Materials		\$2,667.00
Sub-Total					\$2,667.00
Budgeted Fund Source Amount					\$2,667.00
+/- Difference					\$0.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Art Consumable Supplies		\$1,500.00
2	1	1	Montessori materials		\$28,200.00
2	1	2	Extra Duty		\$500.00
2	1	2	Subs		\$800.00
2	1	2	Healthy Snacks		\$500.00
2	1	3	Buses		\$500.00
Sub-Total					\$32,000.00
Budgeted Fund Source Amount					\$32,000.00
+/- Difference					\$0.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs and extra duty pay		\$10,000.00
1	6	2	Subs for PD		\$100.00
Sub-Total					\$10,100.00
Budgeted Fund Source Amount					\$37,240.00
+/- Difference					\$27,140.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental pay for staff to present to parents		\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies		\$19,260.00
1	4	1	Science Experiment Consumables		\$1,000.00
1	5	1	Instructional Supplies		\$4,500.00
1	5	3	Instructional Supplies		\$500.00
Sub-Total					\$25,260.00
Budgeted Fund Source Amount					\$25,360.00
+/- Difference					\$100.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Take-home materials		\$1,515.00
Sub-Total					\$1,515.00
Budgeted Fund Source Amount					\$1,515.00
+/- Difference					\$0.00
Grand Total					\$76,489.00

Addendums