

**Garland Independent School District**  
**Lister Elementary School**  
**2023-2024 Campus Improvement Plan**

# Mission Statement

We provide continuous growth through high-quality teaching & learning to empower our community of learners to thrive.

Title Plan presentation was conducted during the Annual Title Parent Meetings on 09/07/2023 and 09/15/2023.

## Vision

We improve academic and socio-emotional outcomes for all students.

## Value Statement

Our school values having a positive attitude and a willing spirit.

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# Comprehensive Needs Assessment

Revised/Approved: September 29, 2023

## Demographics

### Demographics Summary

Lister is a school in Garland ISD serving about 565 students.

Student & Staff Demographics:

AA: Students- 17%, Staff- 23%

Hispanic: Students- 37%, Staff-19%

White: Students- 12%, Staff- 38%

American Indian: Students- 1%, Staff- 0%

Asian: Students- 29%, Staff- 16%

Two or More: Students- 4%, Staff- 4%

Emergent Bilingual Students: 45%

Students receiving Special Education Services: 14%

Mobility Rate: 11%

### Demographics Strengths

- Lister offers two dual language programs (Spanish and Vietnamese) that serves 64% of our emergent bilingual students.
- Lister offers inclusive communication. All communication is provided in English, Spanish, and Vietnamese. Also, all posts on Class Dojo (main communication hub for families) can be translated into more than 50 different languages.

- 14% of students receiving special education services.
  
- More diverse teacher and students population than schools comparable to our size.

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

**Problem Statement 1:** 72% of students at Lister are considered at risk. **Root Cause:** There are various causes for the academic and social & emotional struggles students are experiencing.

**Problem Statement 2 (Prioritized):** Our Hispanic student population is 18% more than Hispanic teacher population (19% teacher population versus 37% student population). **Root Cause:** More specific recruitment efforts need to be made in this area.

**Problem Statement 3:** Only 0.03% of staff members at Lister are male, while 53% of the students at Lister are male. **Root Cause:** There is a severe shortage of male staff members in the teaching profession.

# Student Learning

## Student Learning Summary

Progress still needs to be made in meeting the performance objectives set for overall MAP and STAAR performance.

## Student Learning Strengths

Overall math and reading Approaches performance on STAAR met or was within 5% of identified targets.

Overall Meets level reading performance for AA/Black students was 5% above the target.

Reading performance for emergent bilinguals met the Meets level target.

100% of former special education students met the 2023 performance target for reading and math.

51% of emergent bilinguals met their growth target for TELPAS 2023.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets. **Root Cause:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

**Problem Statement 2 (Prioritized):** On average, 15-20% of students in each grade level were at Masters (target is 20% for science and 25% for math and reading). **Root Cause:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

**Problem Statement 3 (Prioritized):** On average, 35-40% of students in each grade level were at Meets (target is 50% for math, reading and science). **Root Cause:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

**Problem Statement 4:** On average, 65-70% of students in each grade level were at Approaches (target is 55% for science and 75% for math and reading). **Root Cause:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

**Problem Statement 5:** Only 51% of emergent bilingual students met their annual progress goal on TELPAS in 2023 (long term target is 55%) **Root Cause:** There was inconsistency in monitoring that strategies for language support were being consistently implemented in the classroom.

# School Processes & Programs

## School Processes & Programs Summary

Grades K-2 are self-contained and 3-5 teachers are self-contained & departmentalized. Lister also offers a one-way Dual Language Vietnamese program for Kinder-4th grade. We also offer a one-way Dual Language Spanish program for Kinder-5th grade. District required instructional expectations have been defined through campus handbooks, trainings, walkthroughs and learning meetings throughout the year. Campus academic goals and objectives are aligned with District Improvement Plan.

## School Processes & Programs Strengths

Discipline incidents for Hispanic students is 7% below the population % of Hispanic students.

Suspension percentages for AA and Hispanic populations align with population percentages (AA 20% of population, 23% of exclusionary placements; Hispanic students 40% of population, 39% of exclusionary placements).

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Nearly 40% of discipline incidents were for disorderly conduct. **Root Cause:** Students do not have proper strategies for emotional coping.

**Problem Statement 2 (Prioritized):** Students receiving special education services represent 23% of discipline incidents although they only represent 18% of student population. **Root Cause:** Teachers and students need more effective strategies in increasing emotional regulation.

**Problem Statement 3 (Prioritized):** 87% of discipline incidents are reported for male students although they are only 53% of the student population. **Root Cause:** Teachers and students need more effective strategies in increasing emotional regulation.

**Problem Statement 4 (Prioritized):** Data shows 40% of incidents were reported were for students of African American decent, which is a total of 19% of the school population **Root Cause:** Teachers need more support in following campus behavior strategies and maintaining cultural awareness and responsiveness.

# Perceptions

## Perceptions Summary

Lister elementary has worked to increase parent engagement and establish effective relationships with parents and families. This can be evidenced through the increase of parents in our Class Dojo platform responding to our posts. Our staff post on Class Dojo 3-5 times each week and use it as a platform to interact with parents regularly.

## Perceptions Strengths

95% of parents feel that we provide information in a language they can understand.

93% of parents feel the campus is a safe place for their students.

94% of parents feel administrators and teachers are knowledgeable about how to teach and support their child.

92% of parents believe that teachers show respect to all students.

93% of parents feel that the school welcomes and supports parental concerns.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Only 80% of parents feel they are encouraged to be involved in school activities, and their ideas are accepted and used. **Root Cause:** We need to provide more opportunities for parents to volunteer during the school day.

**Problem Statement 2 (Prioritized):** Only 79% of parents feel the parent compact and parent involvement policy were explained to them. **Root Cause:** These documents are discussed at the Annual Title 1 meeting and only a small percentage of parents attend this meeting.



# Priority Problem Statements

**Problem Statement 1:** Our Hispanic student population is 18% more than Hispanic teacher population (19% teacher population versus 37% student population).

**Root Cause 1:** More specific recruitment efforts need to be made in this area.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets.

**Root Cause 2:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** On average, 35-40% of students in each grade level were at Meets (target is 50% for math, reading and science).

**Root Cause 3:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students receiving special education services represent 23% of discipline incidents although they only represent 18% of student population.

**Root Cause 4:** Teachers and students need more effective strategies in increasing emotional regulation.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** 87% of discipline incidents are reported for male students although they are only 53% of the student population.

**Root Cause 5:** Teachers and students need more effective strategies in increasing emotional regulation.

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

**Problem Statement 6:** Only 80% of parents feel they are encouraged to be involved in school activities, and their ideas are accepted and used.

**Root Cause 6:** We need to provide more opportunities for parents to volunteer during the school day.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Only 79% of parents feel the parent compact and parent involvement policy were explained to them.

**Root Cause 7:** These documents are discussed at the Annual Title 1 meeting and only a small percentage of parents attend this meeting.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Data shows 40% of incidents were reported were for students of African American decent, which is a total of 19% of the school population

**Root Cause 8:** Teachers need more support in following campus behavior strategies and maintaining cultural awareness and responsiveness.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** On average, 15-20% of students in each grade level were at Masters (target is 20% for science and 25% for math and reading).

**Root Cause 9:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Nearly 40% of discipline incidents were for disorderly conduct.

**Root Cause 10:** Students do not have proper strategies for emotional coping.

**Problem Statement 10 Areas:** School Processes & Programs

# Goals

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





**Performance Objective 1:** Percent of students in grades 3-5 demonstrating on grade level literacy skills as measured by STAAR performance will increase (based on STAAR 2023) from 70% to 75% for Approaches, 37% to 50% for Meets, 17% to 25% for Masters performance in 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Grades 3-5 STAAR Reading  
 Grades 3-5 Measure of Academic Progress (MAP)  
 Grades 3-5 Curriculum Based Assessments (CBAs)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in weekly PLCs (professional learning communities) with admin and coaches to disaggregate MAP, (Measures of Academic Progress), CBA (curriculum based assessments), and daily demonstration of learning (DoL) data to provide immediate feedback, and then whole or small group reteach instruction (with a special emphasis on target areas such as performance of Black and Hispanic students).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students will meet their growth measure on MAP reading, and an increased percentage of students will perform at the meets level for reading CBAs and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Coaches &amp; Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> ESGI - 6300 Supplies and Materials- Title I Funds - \$1,300, Reading A-Z - 6300 Supplies and Materials- Title I Funds - \$1,800, Additional Reading Resources - 6300 Supplies and Materials- Title I Funds - \$2,600 , Classroom Supplies for Teachers - 199 - PIC 24 State Comp Ed Funds - \$5,925, Classroom Supplies for Teachers - 6300 Supplies and Materials- Title I Funds - \$496</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in three full day instructional planning days during the school year and participate in weekly planning meetings with their teams and coaches. Teachers will have time during the planning days to make activities for their classes using the poster maker and laminator.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students meeting growth measures for MAP and STAAR, and performance targets for STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Coaches, Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Cycle 1 Planning Days PreK-5 - 6100 Payroll- Title I Funds - \$5,250</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers in their first-third year of teaching or those in need of additional support will participate in at least one full day of classroom observations and an additional planning day.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in the quality of Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Admin &amp; Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Classroom Observations &amp; Planning Days - 6100 Payroll- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets. <b>Root Cause:</b> There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.</p> <p><b>Problem Statement 3:</b> On average, 35-40% of students in each grade level were at Meets (target is 50% for math, reading and science). <b>Root Cause:</b> There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.</p>

## School Processes & Programs





**Problem Statement 2:** Students receiving special education services represent 23% of discipline incidents although they only represent 18% of student population. **Root Cause:** Teachers and students need more effective strategies in increasing emotional regulation.

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

**Performance Objective 2:** Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 51% in 2023 to 60% in 2024.

**High Priority**

**Evaluation Data Sources:** TELPAS





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Newcomer students will receive specialized intervention at least 4 times per week in a small group setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Each student making one year's progress on TELPAS and increased language ability in academic settings.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Coaches, Admin, Emergent Bilingual Aide</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> Resources for Emergent Bilinguals - 199 - PIC 25 Bil./ESL State Allotment Funds - \$4,704</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers, coaches, admin and the emergent bilingual aide will partner with district multilingual program staff to provide multiple practice and goal-setting opportunities for students participating in TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 60% of students taking TELPAS will meet their annual progress target</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Coaches, Admin, Emergent Bilingual Aide</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Percent of students in grade 5 demonstrating scientific understanding as measured by STAAR performance will increase (based on Spring 2023) from 38% to 55% for Approaches, 16% to 50% for Meets, 5% to 20% for Masters performance in Spring 2024.

**High Priority**

**Evaluation Data Sources:** 5th Grade STAAR Science

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in hands-on lab experiences weekly and use STAAR formatted questions to support students as they move from concrete to abstract concepts in 3rd through 5th grade Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in meets grade level performance on Science STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Coaches, and Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets. <b>Root Cause:</b> There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.</p>
<p><b>Problem Statement 2:</b> On average, 15-20% of students in each grade level were at Masters (target is 20% for science and 25% for math and reading). <b>Root Cause:</b> There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.</p>
<p><b>Problem Statement 3:</b> On average, 35-40% of students in each grade level were at Meets (target is 50% for math, reading and science). <b>Root Cause:</b> There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.</p>

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





**Performance Objective 4:** Percent of students in grades demonstrating 3-5 mathematical proficiency as measured by STAAR performance will increase (based on Spring 2023) from 67% to 75% for Approaches, 36% to 50% for Meets, 15% to 25% for Masters performance in Spring 2024.

**High Priority**

**Evaluation Data Sources:** Grades 3-5 Math STAAR  
 Grades 3-5 Measures of Academic Progress (MAP)  
 Grades 3-5 Curriculum Based Assessments (CBAs)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in weekly PLCs with admin and coaches to disaggregate MAP, CBA, and weekly demonstration of learning (DoL) data to create and implement small group, targeted reteach instruction (with a special emphasis on target areas such as performance of Asian and Hispanic students).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students will meet their growth measure on MAP math, and an increased percentage of students will perform at the meets level for math STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Coaches &amp; Admin</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>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in three instructional planning days during the school year and participate in weekly planning meetings with their teams and coaches. Teachers will have time during the planning days to make activities for their classes using the poster maker and laminator.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the effectiveness of Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Coaches &amp; Admin</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>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Laminator and Poster Maker Supplies - 6300 Supplies and Materials- Title I Funds - \$6,400, Additional Resources - 199 - PIC 23 SPED State Allotment Funds - \$1,748</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers in their first-third year of teaching or those in need of additional support will participate in at least one a full day of classroom observations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the quality of Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches &amp; Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Classroom Observations - 6100 Payroll- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets. <b>Root Cause:</b> There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.</p>
<p><b>Problem Statement 2:</b> On average, 15-20% of students in each grade level were at Masters (target is 20% for science and 25% for math and reading). <b>Root Cause:</b> There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.</p>

### Student Learning

**Problem Statement 3:** On average, 35-40% of students in each grade level were at Meets (target is 50% for math, reading and science). **Root Cause:** There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.

### School Processes & Programs





**Problem Statement 2:** Students receiving special education services represent 23% of discipline incidents although they only represent 18% of student population. **Root Cause:** Teachers and students need more effective strategies in increasing emotional regulation.

**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 being implemented 17% from of the time to being implemented 12% or less of the time.

**High Priority**

**Evaluation Data Sources:** Exclusionary discipline data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will implement year 2 of the Positive Behavior &amp; Intervention Supports (PBIS) systems and processes including CHAMPS strategies in each classroom and monthly student management trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the amount of discipline incidents and exclusionary consequences</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team, Admin, Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 3, 4</p> <p><b>Funding Sources:</b> PBIS Resources - 6300 Supplies and Materials- Title I Funds - \$2,500, Push-In CHAMPS Support Teacher - 6100 Payroll- Title I Funds - \$13,150</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The counselor will work with teachers to help guide students in setting weekly social &amp; emotional learning goals each week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student's ability to regulate their emotions</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Admin, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> SEL Resources - 6300 Supplies and Materials- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 5 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** Nearly 40% of discipline incidents were for disorderly conduct. **Root Cause:** Students do not have proper strategies for emotional coping.

**Problem Statement 2:** Students receiving special education services represent 23% of discipline incidents although they only represent 18% of student population. **Root Cause:** Teachers and students need more effective strategies in increasing emotional regulation.

**Problem Statement 3:** 87% of discipline incidents are reported for male students although they are only 53% of the student population. **Root Cause:** Teachers and students need more effective strategies in increasing emotional regulation.





**Problem Statement 4:** Data shows 40% of incidents were reported were for students of African American decent, which is a total of 19% of the school population **Root Cause:** Teachers need more support in following campus behavior strategies and maintaining cultural awareness and responsiveness.

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

**Performance Objective 6:** By May 2023, at least 70% of parents will participate in at least one parent engagement event.

**Evaluation Data Sources:** Sign-in sheets from parent events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents will be offered volunteer opportunities at least monthly.  <b>Strategy's Expected Result/Impact:</b> Increased parental involvement on campus  <b>Staff Responsible for Monitoring:</b> Counselor, Admin</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The counselor and school administration will work with families to create and implement a school and family engagement policy and school &amp; parent compact to be made available in English, Spanish &amp; Vietnamese.  <b>Strategy's Expected Result/Impact:</b> Continued, consistent and meaningful involvement of parents in their students' education.  <b>Staff Responsible for Monitoring:</b> Admin &amp; Counselor</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The counselor and school administrators will implement strategies and processes to ensure successful transitions for pre-kindergarten &amp; kindergarten (i.e. PreK &amp; Kinder Round-Up) and 5th grade to 6th grade (i.e. EOY scheduling meetings with counselor).</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that students are able to successfully transition</p> <p><b>Staff Responsible for Monitoring:</b> Counselor &amp; Admin</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Families will be provided with resources to support students' academic and social emotional learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement in literacy; improved ability to socially interact and regulate emotions</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches, Teachers, Counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> SEL Game for Families (117) - 6300 Parent Involvement. Supplies T1 - \$2,250</p>	Formative			Summative
	Nov	Feb	Apr	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 6 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Nearly 40% of discipline incidents were for disorderly conduct. <b>Root Cause:</b> Students do not have proper strategies for emotional coping.</p>
Perceptions
<p><b>Problem Statement 1:</b> Only 80% of parents feel they are encouraged to be involved in school activities, and their ideas are accepted and used. <b>Root Cause:</b> We need to provide more opportunities for parents to volunteer during the school day.</p> <p><b>Problem Statement 2:</b> Only 79% of parents feel the parent compact and parent involvement policy were explained to them. <b>Root Cause:</b> These documents are discussed at the Annual Title 1 meeting and only a small percentage of parents attend this meeting.</p>

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

**Performance Objective 7: FEDERAL ACCOUNTABILITY (Targeted School of Improvement):** Due to one or more consistently under-performing student group in 2023 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

AA/ Black Students: Reading Academic Achievement from 39 (2023) to at least 45 (min target)

AA/ Black Students: Mathematics Academic Achievement from 29 (2023) to at least 33 (min target)





Hispanic Students: Reading Academic Achievement from 28 (2023) to at 39 (min target)

Hispanic Students: Mathematics Academic Achievement from 34 (2023) to at 44 (min target)

**High Priority**

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will individually track progress of all student populations through TELPAS, CBAs, MAP and other formative assessments to create individual student reteach plans.</p> <p><b>Strategy's Expected Result/Impact:</b> The Meets performance level for AA/Black and Hispanic students will meet or exceed the minimum target.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Coaches &amp; Teachers</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>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 7 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 3rd, 4th, and 5th grade STAAR math, reading, and science Meets and Masters performance is below the school's targets. <b>Root Cause:</b> There was inconsistency in monitoring of student progress and follow up of reteach and intervention efforts.</p>

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will participate in weekly PLCs (professional learning communities) with admin and coaches to disaggregate MAP, (Measures of Academic Progress), CBA (curriculum based assessments), and daily demonstration of learning (DoL) data to provide immediate feedback, and then whole or small group reteach instruction (with a special emphasis on target areas such as performance of Black and Hispanic students).
1	1	3	Teachers in their first-third year of teaching or those in need of additional support will participate in at least one full day of classroom observations and an additional planning day.
1	2	2	Teachers, coaches, admin and the emergent bilingual aide will partner with district multilingual program staff to provide multiple practice and goal-setting opportunities for students participating in TELPAS.
1	4	1	Teachers will participate in weekly PLCs with admin and coaches to disaggregate MAP, CBA, and weekly demonstration of learning (DoL) data to create and implement small group, targeted reteach instruction (with a special emphasis on target areas such as performance of Asian and Hispanic students).
1	4	3	Teachers in their first-third year of teaching or those in need of additional support will participate in at least one a full day of classroom observations.
1	6	3	The counselor and school administrators will implement strategies and processes to ensure successful transitions for pre-kindergarten & kindergarten (i.e. PreK & Kinder Round-Up) and 5th grade to 6th grade (i.e. EOY scheduling meetings with counselor).
1	7	1	We will individually track progress of all student populations through TELPAS, CBAs, MAP and other formative assessments to create individual student reteach plans.



## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will participate in weekly PLCs (professional learning communities) with admin and coaches to disaggregate MAP, (Measures of Academic Progress), CBA (curriculum based assessments), and daily demonstration of learning (DoL) data to provide immediate feedback, and then whole or small group reteach instruction (with a special emphasis on target areas such as performance of Black and Hispanic students).
1	4	1	Teachers will participate in weekly PLCs with admin and coaches to disaggregate MAP, CBA, and weekly demonstration of learning (DoL) data to create and implement small group, targeted reteach instruction (with a special emphasis on target areas such as performance of Asian and Hispanic students).

# 2023-2024 Campus Improvement Team

Committee Role	Name	Position
Principal	Danielle Riddick	Principal
Non-classroom Professional	Shundra Hopkins	Counselor
Classroom Teacher	Chandler Dunn	Kinder Teacher
Classroom Teacher	Vinh-An Nguyen	1st Grade Teacher
Classroom Teacher	Carlet Zarraga	2nd Grade Teacher
Classroom Teacher	Krissy Huynh	3rd Grade Teacher
Classroom Teacher	Mariela Gomez	4th Grade Teacher
Classroom Teacher	Kaitlyn Cummings	5th Grade Teacher
Parent	Jackie Lockett	Parent
Parent	Rori Sanders	Parent
Technical Assistance Provider	Kim Murphy	Technical Assistance Provider
Business Representative	Yvonne Barbee	Business Representative
Community Representative	Anjel Coleman	Community Member
Community Representative	Erica Falconer	Community Represenative
Classroom Teacher	Lisa Tillery	Special Education Teacher
Paraprofessional	Lisa Holland	Paraprofessional
District-level Professional	Jonathan Armstrong	Coordinator Family and Community Engagement
Non-classroom Professional	Tristan Upchurch	Early Literacy Support Teacher
Non-classroom Professional	Blake James	Curriculum Support Teacher
Non-classroom Professional	Katherine "KC" Harbour	Interventionist
Administrator	Teresa Kinney	Assistant Principal

# Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Additional Resources		\$1,748.00
<b>Sub-Total</b>					\$1,748.00
<b>Budgeted Fund Source Amount</b>					\$1,748.00
<b>+/- Difference</b>					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Supplies for Teachers		\$5,925.00
<b>Sub-Total</b>					\$5,925.00
<b>Budgeted Fund Source Amount</b>					\$5,925.00
<b>+/- Difference</b>					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Resources for Emergent Bilinguals		\$4,704.00
<b>Sub-Total</b>					\$4,704.00
<b>Budgeted Fund Source Amount</b>					\$4,704.00
<b>+/- Difference</b>					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Cycle 1 Planning Days PreK-5		\$5,250.00
1	1	3	Classroom Observations & Planning Days		\$1,500.00
1	4	3	Classroom Observations		\$1,500.00
1	5	1	Push-In CHAMPS Support Teacher		\$13,150.00
<b>Sub-Total</b>					\$21,400.00
<b>Budgeted Fund Source Amount</b>					\$21,400.00
<b>+/- Difference</b>					\$0.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading A-Z		\$1,800.00
1	1	1	ESGI		\$1,300.00
1	1	1	Classroom Supplies for Teachers		\$496.00
1	1	1	Additional Reading Resources		\$2,600.00
1	4	2	Laminator and Poster Maker Supplies		\$6,400.00
1	5	1	PBIS Resources		\$2,500.00
1	5	2	SEL Resources		\$2,500.00
<b>Sub-Total</b>					\$17,596.00
<b>Budgeted Fund Source Amount</b>					\$17,596.00
<b>+/- Difference</b>					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4	SEL Game for Families (117)		\$2,250.00
<b>Sub-Total</b>					\$2,250.00
<b>Budgeted Fund Source Amount</b>					\$2,250.00
<b>+/- Difference</b>					\$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
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
<b>Grand Total Budgeted</b>					\$53,623.00
<b>Grand Total Spent</b>					\$53,623.00

**6400 Parent Inv. Healthy Snacks/Bus/Travel T1**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>+/- Difference</b>					<b>\$0.00</b>