

Garland Independent School District

Pearson Elementary School

2023-2024 Improvement Plan

Mission Statement

Achieving excellence through academics, actions and attitudes.

Vision

Pearson Ponies are positive and show respect with integrity, determination and excellence.

Core Beliefs

Pearson Ponies are positive and show respect with integrity, determination and excellence.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Five Big Goals

Demographics: More activities for all students to be motivated with no limit to student participation.

Perceptions: Transparent expectations for all procedures with feedback from all stakeholders to drive improvement.

Academic Achievement: Focus on instructional strategies and vertical alignment to increase reading, math and science achievement towards district goals.

Processes & Programs: Increase teacher leadership and participation on ALL campus programs, clubs, and activities. Delegated leadership throughout the school year beyond the administrative teams.

Overall- Transitioning with new leadership and continued improved school achievement.

Demographics

Demographics Summary

According to our Review 360 for the 2022-2023 school year, Failure to Follow Rules and Simple Assault of non-employee were the highest incidence seen in grade levels 3rd and 5th. Compared to last year, third grade behavior incidents increased by 16.7%, and fifth grade increased by 16.5%. When looking at last year's MOY MAP, 52% of second graders met MOY goal for Math, however, when compared to this 2022-2023 MOY math, we only have 10% achievement percentage. In reading seconds went from 45% to 17%, which is a difference of 28%.

Yes, our programs align. According to our mission statement: "Achieving excellence through academics, actions, and attitudes." We implement SEL into our daily schedule and facilitate PBIS values to support the attitudes of our students, we also serve GT students, Bilingual, Special Education through our ALE program to meet the different learning needs of our students. These programs align with the philosophy of the campus by instilling excellence and school-wide expectations.

We have about 600 students, 32 staff members. Ages range from 3-12 (Pre-K-5). Located in Rowlett, Tx. 28% of African-American, 41% Hispanic, 20% White, and 4% Asian. 73% of our students are economically disadvantaged, 12% Special Education, 25% Emergent Bilingual. Non-magnet school in an open enrollment district. Pearson is 1 of 3 elementary campus' w/ NJHS. We are also an AVID and a PBIS campus.

Demographics Strengths

Because we implement SEL into our daily schedule, it allows us to teach our campus demographic to new tools and techniques they can use when it comes to managing their emotions.					
We are able to assist our at-risk and/or economically disadvantaged campus demographic by providing free breakfast and lunch programs, and assistance parents with uniforms when they are unable to purchase themselves.					
We have a racially diverse staff that is comparable to our student demographic make up, with an average of about 2-20 years of experience and receive yearly training to better understand the needs of our diverse campus demographics.					
This year we became an AVID campus, encouraging organization, college readiness, and successful learning habits.					
We were able to open two new sections of Pre-K this year, which means more opportunities for our at-risk and/or economically disadvantaged campus demographic to begin their learning earlier.					

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Offer students more extra curricular activities to encourage student participation and extrinsic motivation. **Root Cause:** BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.

Problem Statement 2 (Prioritized): Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. **Root Cause:** Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

Problem Statement 3: More opportunities for our diverse campus demographics to be represented in celebrations. We did multicultural night and it was a success. More involvement from parents helped to make the events more successful and highly attended. **Root Cause:** Parent involvement and information from all sources like admin and teachers.

Problem Statement 4: While we do have a racially diverse staff on the campus, we could benefit from adding male teachers (not just coaches) to our staff. **Root Cause:** Lack of male interest at elementary level outside of physical education or upper grades.

Student Learning

Student Learning Summary

For the 2022 school year based on the 2022 TEA Accountability Ratings, our Overall Rating was a B (88 out of 100), Student Achievement was C (73 out of 100), School Progress was a B (89 out of a 100), Closing the Gaps B (84 out of 100).

Based on preliminary STAAR ratings, fifth grade Reading (RLA) 72 is lower than district 74. Fifth grade Math (58) is lower than district 63. Fifth grade Science 35 is lower than district 39. Fourth grade Reading (RLA) 71 is above district 59. Fourth grade Math 55 is lower than district 57. Third grade Reading (RLA) 48 is lower than district 66. Third grade Math 36 is lower than district 53.

Due to scores being in the preliminary stages, similar campuses cannot be compared.

Student Learning Strengths

Fourth grade MAP EOY Reading scores.						
Kindergarten, first, second, fourth showed growth on EOY MAP Reading 2023 compared to EOY MAP Reading 2022						
Kinder, first, second, and fourth grade showed growth on 2023 EOY MAP Math compared to 2022 EOY MAP Math.						
Fourth and fifth grade showed growth on EOY MAP Science 2023 compared to EOY MAP Science 2022.						

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Third and fifth grade 2023 EOY Map Reading scores indicated a backward slide compared to 2022 EOY MAP Reading. **Root Cause:** 3rd grade has always shown a lower performance in Reading (overall). 5th Grade has been lower because of lack and delay of relationship driven actions and expectations for both teachers and students.

Problem Statement 2 (Prioritized): Third grade and kindergarten 2023 EOY MAP Math indicated a backward slide compared to the 2022 EOY MAP Math. **Root Cause:** 3rd grade showed a high need in foundational math skills lost from the pandemic. Kindergarten behavior was a barrier for lower kindergarten math growth.

Problem Statement 3: Academic achievement for 5th grade science has shown a high need for improvement. Lack of time (self-contained) and focus on content knowledge. **Root Cause:** Lack of time (self-contained) and focus on content knowledge from 5th grade team. Also having students self-contained did not allow for a teacher to grow in their knowledge of science curriculum and instructional needs.

School Processes & Programs

School Processes & Programs Summary

The process for recruiting involves social media, job fairs, word of mouth, and professional recommendations. High quality teachers are placed in classrooms based on student need and teacher strength.

Our campus develops instructional leaders by opportunities for professional development, instructional specialist support, previews of new instructional materials through pilot programs, setting professional goals through TTESS. Rules and responsibilities are clear as outlined in the employee and addressed as needed in staff meetings.

During staff meetings, PLCs, and staff communication we develop a focused improvement plan. We use objective measurements such as MAP, STAAR, STAAR Interim, CBA, MClass, and Circle. Yes, all our school community are in

The following programs are operating at Pearson: B.A.N.D.S., AVID, NHS, Art Club, Choir, Robotics, Beach Club, Men/Women of Honor and Kiwanis Club. These programs align with our campus' vision and goals because they focus on building student character. Our programs focus on a safe environment and high expectations.volved in this process. Progress is tracked using BOY and MOY scores, progress monitoring, formal and informal assessment and classroom observations.

Students are given opportunities through differentiated instuction, intervention, tutoring, individualized goal setting, and constant parent communication for improved partnership for meeting academic goals. Enrichment and acceleration will be provided by creating programs that will be able to manifest a student's fullest potential.

School Processes & Programs Strengths

The implementation of PBIS has enhanced our school climate and culture.						
Enrichment programs such as AVID, NHS, Art Club, Choir, and Robotics give opportunities for educational acceleration.						
Community collaboration with Oasis Church, First Baptist, and various other professional community organizations provide opportunities for support.						

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Strengthening the implementation of vertical alignment through consistent use and dedicated collabortation through PLC as compared to the 22-23 school year. **Root Cause:** Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.

Problem Statement 2 (Prioritized): Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 22-23 school year.

Root Cause: No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.

Problem Statement 3: Fluid utilization of a well rounded math program based on student needs that would strengthen desired educational outcomes for all grades as compared to our literacy program Amplify. **Root Cause:** District does not provide a choice in purchased curriculum. Use of additional resources from the math department and campus purchases must be aligned to the needs of the student. Planning must be priority based on student needs.

Problem Statement 4: UIL Participation for the 23-24 school year as compared to the 22-23 school year in which we did not participate. **Root Cause:** UIL was not offered as a district based on district overall interest. Consider UIL for the campus if the district does not offer it in the 23-24 school year.

Perceptions

Perceptions Summary

When comparing the attendance data from the years of 2021-22 and 2022-23, the cumulative attendance for all students increased from 91.72% to 93.61%. According to the attendance reports from skyward, all race/ethnicity group percentages increased from 2021-22 to the 2022-23 school year.

The incident reports from Review 360 show that the African American ethnicity makes up more than half of the incident reports. In 2021-22 school year 74.7% of the incidents recorded were of African American ethnicity. In the 2022-23 school year 63.3% of the incidents recorded were of African American ethnicity. Although the percentages went down from the previous year, the number of incidents for this ethnicity group increased from 171 to 245.

According to the SEL Survey for the school year of 2022-23, the students enjoy their learning environment and feel safe with a sense of belonging. The students appreciate their teachers and want to continue growing. Most students feel challenged and feel that the teachers and school provide a well rounded education.

The staff rate from the last two years has been consistant due to life changes, promotions and retirement. This year's turnover rate increased due to retirement and district changes. Staff climate surveys were not issued for the 2022-23 school year.

After interviewing and talking to teachers Pearson is described as a supportive working environment who feel safe and have a strong sense of belonging.

Perceptions Strengths

Pearson has a welcoming atmosphere with parent and community involvement						
PBIS has improved campus positivity with students						
Pearson has increased its attendance rate.						

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PBIS needs to be consistant and better organized for student behavior. **Root Cause:** Lack of additional support of the PBIS program from all staff members as an area of accountability. Delegation of responsibility only shared from admin rather than the PBIS team. Events planned because of high need and observations from the admin team rather than the campus.

Problem Statement 2: There is low teacher, parent, community input into procedures before and after events have taken place. More input should be collected to improve the perceptions of upcoming or future events. **Root Cause:** Lack of surveys provided after campus events. Providing surveys must be a high need of events after they have taken place.

Problem Statement 3: Learning expectations and TEKS need to be communicated consistently to parents. **Root Cause:** Staff sends out data and event based information on various platforms. (ClassDojo, Remind, Skyward, Facebook, Canvas). More academic information should be shared on a routine basis.

Problem Statement 4 (Prioritized): Consistent dismissal procedures for school events during the school day that benefit the school climate and culture as a whole. **Root Cause:** Front office motivation and high need to provide intense customer service to large crowds.

Priority Problem Statements

Problem Statement 1: PBIS needs to be consistent and better organized for student behavior.

Root Cause 1: Lack of additional support of the PBIS program from all staff members as an area of accountability. Delegation of responsibility only shared from admin rather than the PBIS team. Events planned because of high need and observations from the admin team rather than the campus.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Consistent dismissal procedures for school events during the school day that benefit the school climate and culture as a whole.

Root Cause 2: Front office motivation and high need to provide intense customer service to large crowds.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 22-23 school year.

Root Cause 3: Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 22-23 school year.

Root Cause 4: No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Third grade and kindergarten 2023 EOY MAP Math indicated a backward slide compared to the 2022 EOY MAP Math.

Root Cause 5: 3rd grade showed a high need in foundational math skills lost from the pandemic. Kindergarten behavior was a barrier for lower kindergarten math growth.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Third and fifth grade 2023 EOY Map Reading scores indicated a backward slide compared to 2022 EOY MAP Reading.

Root Cause 6: 3rd grade has always shown a lower performance in Reading (overall). 5th Grade has been lower because of lack and delay of relationship driven actions and expectations for both teachers and students.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Offer students more extra curricular activities to encourage student participation and extrinsic motivation.

Root Cause 7: BUGs (Kiwaniis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities.

Root Cause 8: Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: Objective A: Early Literacy (Reading) Percent of students in grades 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading will increase in 3rd grade from 38%, 4th grade from 55% and 5th grade from 59% to 90% by 2026. (SY 23-24 interim goal- grade 3- 48%, grade 4- 65%, grade 5- 69%).

High Priority

Evaluation Data Sources: 2023 STAAR spring administration testing data file (accountability subset), MAP Reading Growth (K-5th English/Spanish)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in October and on-going through May. The certified teacher will provide services for Special Education and English Learner students in addition to grade level General Education students. Strategy's Expected Result/Impact: Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2024 STAAR administration. Staff Responsible for Monitoring: Campus administrators, classroom teachers, intervention team. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: Title I Payroll for certified teacher of reading small group. - 6100 Payroll- Title I Funds - \$4,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet 3 times through the year to focus on instructional planning. The PLCs will include Special Education team, Campus Professional Development team and Tier 3 teachers (Intervention/Dyslexia/ESL Aide). Teachers will dis-aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities. Strategy's Expected Result/Impact: Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2024 STAAR administration. Staff Responsible for Monitoring: Campus administrators, classroom teachers, intervention team. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1, 2 Funding Sources: Either Planning days (subs) or Planning after-hour time (2 hrs) - 6100 Payroll- Title I Funds - \$2,100		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Teachers will use STAAR Formatted questions to support students 3rd - 5th grade students and TEKS based assessments for Kinder-2nd grade as they move from concrete to abstract concepts in reading using supplemental instructional resources for targeted small groups. (Think Up! Reading/Think Up! Math/Think Up! Science; ESGI) Strategy's Expected Result/Impact: Increase STAAR Reading and Math scores by 10% in overall Approaches Grade Level rate for EL and Economically disadvantaged students for the 2024 STAAR Reading and Math administration. Staff Responsible for Monitoring: Campus administrators, classroom teachers, intervention team. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 Funding Sources: Funds to purchase books for questions. - 6300 Supplies and Materials- Title I Funds - \$6,000		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize school day programs to provide small group intervention during grade level small group intervention time for at-risk student groups including Special Education, African American and EB students beginning in February 2024 and going through May 2024. Strategy's Expected Result/Impact: Increase STAAR Reading and Math scores by 10% in overall Approaches Grade Level rate for EB and Economically disadvantaged students for the 2024 STAAR Reading and Math administration. Staff Responsible for Monitoring: Campus administrators, classroom teachers, intervention team. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1, 2 Funding Sources: Supplies for small group instruction - 6300 Supplies and Materials- Title I Funds - \$2,000, Substitutes for class coverage/smaller groups. - 6100 Payroll- Title I Funds - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize computer programs to increase opportunities to show reading comprehension with all students (Grades Pre-Kindergarten - 5th) through increased student participation in various, daily technology settings. Strategy's Expected Result/Impact: Student reading achievement will increase with grades Kindergarten-3rd grade in MAP Reading growth. Staff Responsible for Monitoring: Administrators and Teachers using Education Galaxy, and iReady Reports. Prek-2nd & SPED Resource using ESGI resource to track reading comprehension. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: Purchase of Education Galaxy program for reading - 6300 Supplies and Materials- Title I Funds - \$3,278	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Third and fifth grade 2023 EOY Map Reading scores indicated a backward slide compared to 2022 EOY MAP Reading. **Root Cause:** 3rd grade has always shown a lower performance in Reading (overall). 5th Grade has been lower because of lack and delay of relationship driven actions and expectations for both teachers and students.

Problem Statement 2: Third grade and kindergarten 2023 EOY MAP Math indicated a backward slide compared to the 2022 EOY MAP Math. **Root Cause:** 3rd grade showed a high need in foundational math skills lost from the pandemic. Kindergarten behavior was a barrier for lower kindergarten math growth.

School Processes & Programs

Problem Statement 1: Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 22-23 school year. **Root Cause:** Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.

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

Performance Objective 2: Objective B: Percent of Emergent Bilingual students demonstrating English language acquisition, as measured by Texas English Language Proficiency Assessment System (TELPAS) progress indicator, will increase in 2024 from 48% to 55% and to 76% by 2026. (SY 23-24 Interim goal 55%)

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Second-Fifth grade teachers will designate a 25 minute block of instructional time twice a week to focus on writing, using technology, to connect writing to show comprehension in reading, writing to explain and grammar usage using district provided curriculum. Strategy's Expected Result/Impact: Increase STAAR reading scores, District Assessments and Benchmarks, Staff Responsible for Monitoring: Campus administrators, Teachers, Interventionist, ELST TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will dis-aggregate data from TELPAS 2023 and BOY and MOY MAP during PLCs to plan targeted reteach of previous grade level curriculum and standards. Strategy's Expected Result/Impact: Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2024 STAAR administration. Staff Responsible for Monitoring: LPAC Administrator, Classroom Teachers, Sheltered Instruction Lead Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: No funds needed. - 6100 Payroll- Title I Funds - \$0	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Campus will host three, cost-free family/community literacy nights involving books, writing activities and careers in literacy involvement targeted to increase family literacy for all throughout the 2023-2024 school year. Strategy's Expected Result/Impact: Increase family literacy and students level of literacy involvement (ex: books/ words read per year) from >40, 000 to <50, 000 for the school year based on MyOn/Library check-out reports. Staff Responsible for Monitoring: Campus leadership, Team Leads, Campus Librarian and Reading IST. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Materials for literacy nights. - 6300 Supplies and Materials- Title I Funds - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students will have opportunities to participate in academic enrichment activities and programs (Examples: Spelling Bee (English/Spanish, UIL and Robotics Participation challenging) events in the 2023-2024 school year. (For paid after-school sessions) Strategy's Expected Result/Impact: Increase in percentage of students scoring Masters Expectations on STAAR Reading assessments for the 2022-2023 school year. Staff Responsible for Monitoring: Campus Leadership, Spelling Bee Coaches, UIL Coaches for 2021-2022 school year. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: Payment for coaching sessions (14 staff x 4 meets=56 x \$30= \$1680) - 6100 Payroll- Title I Funds - \$1,800	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Teacher will incorporate Linguistic Accommodations/Sheltered Instruction Strategies support for EB students participating in grades assessed using the STAAR program. Strategy's Expected Result/Impact: EB students will improve in 4th grade STAAR Reading by 15% for the 2023-2024 school year. Staff Responsible for Monitoring: Assistant Principal & LPAC Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 3rd-5th grade reading using supplemental instructional resources for targeted small groups. Strategy's Expected Result/Impact: Increase percentage of all students achieving Meets Grade Level expectations on STAAR Reading by 5% for the 2024 STAAR administration. Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Intervention team. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Processes & Programs 1 Funding Sources: No supplies needed - 6300 Supplies and Materials- Title I Funds - \$0	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers will be trained at BOY on Sheltered Instruction Strategies and implement Sheltered Instruction Strategies during all content areas for language needs of all students, including Emergent Bilingual and ESL students. Strategy's Expected Result/Impact: Increase in learning outcomes and meet growth proficiency on TELPAS.	Formative			Summative
	Nov	Feb	Apr	June

Increase performance on District and State assessments and benchmarks for all students. Staff Responsible for Monitoring: LPAC Administrator, Classroom Teachers, Sheltered Instruction Lead Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Third and fifth grade 2023 EOY Map Reading scores indicated a backward slide comapred to 2022 EOY MAP Reading. Root Cause: 3rd grade has always shown a lower performance in Reading (overall). 5th Grade has been lower because of lack and delay of relationship driven actions and expectations for both teachers and students.
School Processes & Programs
Problem Statement 1: Strengthening the implementation of vertical alignment through consistent use and dedicated collabortation through PLC as compared to the 22-23 school year. Root Cause: Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.

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

Performance Objective 3: Objective D: Scientific Understanding Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 57% to 80% by 2026. (SY 23-24 interim goal 67%)

High Priority

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset) for 2022-2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus administration, counselor and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week or night activities (Science/Technology/Engineering/Arts/Mathematics). Strategy's Expected Result/Impact: Improve student overall performance on Meets Grade Level performance in the area of science by 5%. Staff Responsible for Monitoring: Campus Administration, Counselor, STEAM Lead Teachers, PTA Board and CIT Community Liaison. Problem Statements: Demographics 1, 2 Funding Sources: Funds for supplies for career week/STEAM night - 6300 Supplies and Materials- Title I Funds - \$2,000				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Offer students more extra curricular activities to encourage student participation and extrinsic motivation. Root Cause: BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.
Problem Statement 2: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. Root Cause: Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

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

Performance Objective 4: Objective E: Mathematical Proficiency Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of 3rd grade from 27% to 47%, 4th grade from 47% to 67% and 5th grade from 48% to 68% STAAR 2024 increase, to 90% by 2026. (SY 23-24 interim goal- grade 3- 40%, grade 4- 60%, grade 5- 60%)

High Priority

Evaluation Data Sources: 2022-2023 STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Campus administration and the STEAM Lead Teachers will provide students with the opportunity to experience real-world career and educational experiences with science and the arts through a Campus STEAM week (Science/Technology/Engineering/Arts/Mathematics). Strategy's Expected Result/Impact: Improve student overall performance on Meets Grade Level performance in the area of mathematics by 5%. Staff Responsible for Monitoring: Campus Administration, STEAM Lead Teachers, PTA Board and CIT Community Liaison. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: None needed at this time. - 6300 Supplies and Materials- Title I Funds - \$0	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 1st-5th grade math using supplemental instructional resources for target small groups. Strategy's Expected Result/Impact: Improve student overall performance on Meets Grade Level performance in the area of math by 5%. Staff Responsible for Monitoring: Campus Administration, Classroom Teachers and Intervention Teacher. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: For added certified small group teacher - 6100 Payroll- Title I Funds - \$1,500		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Teachers will utilize vertical and horizontal Professional Learning Community groups that will meet 4 times through the year to focus on instructional planning. The PLCs will include Special Education. Teachers will dis aggregate data from MAP, previous STAAR and unit assessments along with other classroom assessments during PLCs to plan targeted reteach for spiraled review and activities. Strategy's Expected Result/Impact: Improve student overall performance on Meets Grade Level performance in the area of math by 5%. Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, intervention team. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: None needed. - 6100 Payroll- Title I Funds - \$2,000		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize a certified teacher to provide small group instruction during grade level intervention Monday-Friday beginning in October and on-going through May. The certified teacher will provide services for Special Education and English Learner students in addition to grade level General Education students. Strategy's Expected Result/Impact: Improve student overall performance on Meets Grade Level performance in the area of math by 5%. Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, intervention team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Needed to provide math small group teacher. - 6100 Payroll- Title I Funds - \$1,900	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize extended day to provide small group instruction during grade level intervention for Math targeting at-risk student groups including Special Education, African American and EB students beginning in February 2024 and going through May 2024. Strategy's Expected Result/Impact: Increased student achievement at the Meets and Masters standard by 10% in 3rd - 5th grade students. Staff Responsible for Monitoring: Team Lead Teachers, Administrators. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Needed but doubled above. - 6100 Payroll- Title I Funds - \$0	Formative			Summative
	Nov	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 5: Objective H: Student Management Percent of student management incidents resulting in exclusionary consequences (i.e. In School Suspension, Out of School Suspension, and Alternative Education) will decrease from 33% in 2022 to 17% by 2026. (SY 23-24 interim goal 25%)

High Priority

Evaluation Data Sources: 2023-2024 Review 360 EOY Incident Summary Report & Student PBIS survey

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators and teachers will continue to utilize a campus-wide positive behavior support system to reduce student discipline incidents through positive interaction with adults and students. Strategy's Expected Result/Impact: By May 2024, decrease student office referrals in Review 360 by 20%. Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, and PBIS Team. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1 Funding Sources: Supplies for PBIS - 6300 Supplies and Materials- Title I Funds - \$2,570	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers and campus administration will continue to improve the campus-wide Behavior Management system designed to structure common language for all classrooms and student areas. Strategy's Expected Result/Impact: By May 2024 decrease student office referrals in Review 360 by 10%. Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, PBIS team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 4 Funding Sources: Supplies for posters and bulletin boards. - 6300 Supplies and Materials- Title I Funds - \$1,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Additional staff will be used to staff a cool-down room for behavior restart during the day. (Time-out or conference with student consequence will be used). Strategy's Expected Result/Impact: Decrease the number of ISS and OSS with minority students and students classified as At-Risk. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, team leads. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Reset room staff for testing days. - 6100 Payroll- Title I Funds - \$600	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness. Strategy's Expected Result/Impact: Improve student's transitions from early education into primary educational years. Staff Responsible for Monitoring: Principal and counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 Funding Sources: Transition activities with Primary Students by Primary Teachers - 6100 Payroll- Title I Funds - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Offer students more extra curricular activities to encourage student participation and extrinsic motivation. Root Cause: BUGs (Kiwaniis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.
Problem Statement 2: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. Root Cause: Men/Ladies of honor and NEHS, BUGs (Kiwaniis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

School Processes & Programs

Problem Statement 2: Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 22-23 school year. **Root Cause:** No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.

Perceptions

Problem Statement 1: PBIS needs to be consistent and better organized for student behavior. **Root Cause:** Lack of additional support of the PBIS program from all staff members as an area of accountability. Delegation of responsibility only shared from admin rather than the PBIS team. Events planned because of high need and observations from the admin team rather than the campus.

Problem Statement 4: Consistent dismissal procedures for school events during the school day that benefit the school climate and culture as a whole. **Root Cause:** Front office motivation and high need to provide intense customer service to large crowds.

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

Performance Objective 6: By the end of the 2023-2024 school year, increase parent involvement activities designed to attract EL and At-risk parents by providing an multiple opportunities to connect to school and community involvement.

High Priority

Evaluation Data Sources: 2022-2023 Parent Involvement/Engagement Survey, increased ADA attendance for year.

Strategy 1 Details		Reviews			
Strategy 1: Campus administrators and teachers will offer a variety of after school activities which include an escape room, Bilingual Parent night, AVID Parent Night, Campus Literacy Nights (+ESL), Multicultural Night and other opportunities. Strategy's Expected Result/Impact: Increase parent and family engagement by 15% for the school year (Goal of 1 event per month with 100+ attendees). Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, PTA Officers. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 2		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Campus administrators and teacher staff will work with GISD Student Services department to increase parent communication with at-risk and low attendance students with parent attendance of students who fall below 85% attendance with Parent University Nights once a semester. Due to COVID-19 pandemic, we will also offer learning supplies to support at-risk students, including guided learning materials, display boards for parents to create anchor charts and other items to help create a rigorous learning environment at home. Strategy's Expected Result/Impact: Increase ADA attendance by 3% for the 2023-2024 school year. Staff Responsible for Monitoring: Campus Administration & District Attendance Administrators. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: Funds for BOY/MOY and EOY staff bus to home visits. - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - \$700, Supplies for deliveries to families. - 6300 Parent Involvement. Supplies T1 - \$1,500		Formative			Summative
		Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Develop jointly with, and distribute to parents, a school-parent contract, 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. Strategy's Expected Result/Impact: Families will have an opportunity to review the contract and provide feedback during parent-teacher conferences. Staff Responsible for Monitoring: Parent Engagement Campus Coordinator TEA Priorities: Improve low-performing schools Problem Statements: Demographics 2 - Perceptions 4 Funding Sources: Funds for healthy snacks or buses. - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$2,529	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Offer students more extra curricular activities to encourage student participation and extrinsic motivation. Root Cause: BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.
Problem Statement 2: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. Root Cause: Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

School Processes & Programs
Problem Statement 2: Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 22-23 school year. Root Cause: No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.
Perceptions
Problem Statement 4: Consistent dismissal procedures for school events during the school day that benefit the school climate and culture as a whole. Root Cause: Front office motivation and high need to provide intense customer service to large crowds.

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

Performance Objective 7: In the 2023-2024 School year, Pearson will continue to be an AVID campus school-wide focusing on organization from the WICOR strategies. By the beginning of the 2023-2024 school year, students in 3rd-5th grade will have an organizational system to prepare them for future college and career readiness.

High Priority

Evaluation Data Sources: In the last 3 years, according to the TAPR, there has been an increase in At-risk or Low socioeconomic students in attendance.

Strategy 1 Details	Reviews			
Strategy 1: School will purchase quality binders/holders/boxes for all students grades to use as an organizational tool for AVID college and Career Readiness with additional resources to help students make adequate achievement and academic growth. Strategy's Expected Result/Impact: Increase Beginning of the year instructional support for students to be college and career ready before leaving grade 5 to middle school. Staff Responsible for Monitoring: Campus Administrators, AVID Lead Teachers, Secretary. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1, 2 Funding Sources: Purchase of binders/holders/boxes - 6300 Supplies and Materials- Title I Funds - \$4,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The school will host two AVID Family nights to help families/students discover the benefits of being involved with AVID and introducing the families to the AVID program. (Fall/Spring) Strategy's Expected Result/Impact: Increase students and families pursuing college and career decision-making choices before beginning secondary education years. Staff Responsible for Monitoring: Campus Administrators, AVID Lead Teachers, Secretary. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 Funding Sources: Supplies for AVID night events. - 6300 Supplies and Materials- Title I Funds - \$1,558, Healthy snacks for parents. - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - \$2,471, Parent involvement payment (AVID Site Leads=2) - 6100 Parent Inv. Payroll T1 - \$1,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: 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 Strategy's Expected Result/Impact: Increase positive transition for student moving from 5th to 6th grade in Garland ISD schools. Staff Responsible for Monitoring: Principal and counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 2		Formative			Summative
		Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Offer students more extra curricular activities to encourage student participation and extrinsic motivation. Root Cause: BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.
Problem Statement 2: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. Root Cause: Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.
School Processes & Programs
Problem Statement 1: Strengthening the implementation of vertical alignment through consistent use and dedicated collaboration through PLC as compared to the 22-23 school year. Root Cause: Time for planning was very focused on new curriculum and needs for teachers. Need to spend time on more instructional practices versus TEKS and resource alignment. Reading Academy teachers were not required to attend and this delayed curriculum support.
Problem Statement 2: Increased parent involvement in enrichment programs such as Watch Dogs, Dads on Duty and PTA as compared to the 22-23 school year. Root Cause: No solid staff member to take ownership of these programs to both restart and continue these programs throughout the school year.

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

Performance Objective 8: FEDERAL ACCOUNTABILITY (Add Targeted): Due to one or more student group performance student group in 2023 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

White Students: Reading Academic Achievement from 55 (2019) to at least 60 (min target)
 White Students: Mathematics Academic Achievement from 57 (2019) to at least 59 (min target)
 White Students: Reading Growth from 60 (2019) to at least 69 (min target)
 White Students: Mathematics Growth from 69 (2019) to at least 74 (min target)
 White Students: Student Success (D1 STAAR Component) from 57 (2019) to at least 58 (min target)

Former SPED Students: Reading Academic Achievement from 17 (2019) to at least 36 (min target)
 Former SPED Students: Reading Growth from 50 (2019) to at least 65 (min target)
 Former SPED Students: Mathematics Growth from 50 (2019) to at least 70 (min target)
 Former SPED Students: Student Success (D1 STAAR Component) from 33 (2019) to at least 43 (min target)

High Priority

Strategy 1 Details		Reviews			
Strategy 1: The school will plan for additional opportunities for Caucasian and Former SPED students to have additional opportunities to for intervention on Math, English/Spanish Language Arts and Science with the use of strategic invitations and attendance incentives for academic, supplemental remediation and instructional support at Pearson Elementary in the Fall 2023 and Spring 2024 school semesters. Strategy's Expected Result/Impact: Students will be able to show 80% growth in Math and Reading STAAR for the 2023-2024 school year based on their MAP Growth Projections. SPED Students will also increase their need for Content Based Support and increase the need for Inclusion support (keeping students in the General Education Classroom longer) to increase the retention of Grade Level Content Mastery. Staff Responsible for Monitoring: Administrators, SPED CBSE Teachers & Team Leads (3rd-5th Grades) TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 1, 2		Formative			Summative
		Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 8 Problem Statements:

Demographics

Problem Statement 1: Offer students more extra curricular activities to encourage student participation and extrinsic motivation. **Root Cause:** BUGs (Kiwanis Bringing up grades) program, Robotics, Art Club, Honor Choir, Men/Ladies of honor and NEHS were offered, however students were targeted for these programs because of interests. Motivation for student inclusion may also need an academic connection for motivation.

Problem Statement 2: Provide students with more opportunities to engage/interact with the community. Students would benefit from having targeted mentorship and interacting with successful minorities. **Root Cause:** Men/Ladies of honor and NEHS, BUGs (Kiwanis Bringing up grades) program were offered. Grades included 3rd-5th and not for younger grades. More career driven connections would be beneficial. Long-term connections to these careers would be more involved.

State Compensatory

Budget for Pearson Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Pearson Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Meredith Lane	Intervention Specialist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Veliz	Intervention Specialist	Title I Part A	1.0

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Principal	Charla McClure	Principal-African American
Business Representative	Suzanne Massey	Business Representative
Classroom Teacher	Carolina Calderon	Teacher- Bilingual Rep- Hispanic
Non-classroom Professional	Chiazo Akagha	Music Teacher- African American
Classroom Teacher	Denise Gerberick	Teacher- Caucasian
Classroom Teacher	Jennifer Spence	Teacher-Caucasian
Community Representative	Earl Jones	Oasis Church-Community Rep
Pupil Services Personnel	Melissa Baag	Counselor-Pupil Services- Asian
Classroom Teacher	Briana Elder	Teacher-African American
Classroom Teacher	Brianne Parks	Teacher-Caucasian
Classroom Teacher	Lauren Meger	Teacher-Caucasian/Hispanic
Parent	Claudia Griggs	PTA Rep.
Classroom Teacher	Geoffery Jenkins	Teacher-Asian
District-level Professional	Ramiro Mercado	Director Payroll Benefits
Administrator	Kali Strange	Assistant Principal-Caucasian
Classroom Teacher	Miriam Elizondo	Teacher-Hispanic
Classroom Teacher	Crystal Lopez	Teacher-Caucasian
District-level Professional	Jill Havard	SPED Coordinator

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,463.00
+/- Difference					\$1,463.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,775.00
+/- Difference					\$5,775.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,877.00
+/- Difference					\$2,877.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I Payroll for certified teacher of reading small group.		\$4,000.00
1	1	2	Either Planning days (subs) or Planning after-hour time (2 hrs)		\$2,100.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Substitutes for class coverage/smaller groups.		\$1,000.00
1	2	2	No funds needed.		\$0.00
1	2	4	Payment for coaching sessions (14 staff x 4 meets=56 x \$30= \$1680)		\$1,800.00
1	4	2	For added certified small group teacher		\$1,500.00
1	4	3	None needed.		\$2,000.00
1	4	4	Needed to provide math small group teacher.		\$1,900.00
1	4	5	Needed but doubled above.		\$0.00
1	5	3	Reset room staff for testing days.		\$600.00
1	5	4	Transition activities with Primary Students by Primary Teachers		\$1,000.00
Sub-Total					\$15,900.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$15,900.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2	Parent involvement payment (AVID Site Leads=2)		\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,601.00
+/- Difference					\$25,601.00
6200 Parent Involvement. Contracted Services/Reg -					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,300.00
+/- Difference					\$5,300.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Funds to purchase books for questions.		\$6,000.00
1	1	4	Supplies for small group instruction		\$2,000.00
1	1	5	Purchase of Education Galaxy program for reading		\$3,278.00
1	2	3	Materials for literacy nights.		\$1,000.00
1	2	6	No supplies needed		\$0.00
1	3	1	Funds for supplies for career week/STEAM night		\$2,000.00
1	4	1	None needed at this time.		\$0.00
1	5	1	Supplies for PBIS		\$2,570.00
1	5	2	Supplies for posters and bulletin boards.		\$1,000.00
1	7	1	Purchase of binders/holders/boxes		\$4,000.00
1	7	2	Supplies for AVID night events.		\$1,558.00
Sub-Total					\$23,406.00
Budgeted Fund Source Amount					\$10,601.00
+/- Difference					-\$12,805.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Supplies for deliveries to families.		\$1,500.00
Sub-Total					\$1,500.00
Budgeted Fund Source Amount					\$1,464.35
+/- Difference					-\$35.65
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4	Funds for healthy snacks or buses.		\$2,529.00
Sub-Total					\$2,529.00
Budgeted Fund Source Amount					\$2,651.00
+/- Difference					\$122.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Funds for BOY/MOY and EOY staff bus to home visits.		\$700.00
1	7	2	Healthy snacks for parents.		\$2,471.00

6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$3,171.00
Budgeted Fund Source Amount					\$2,651.00
+/- Difference					-\$520.00
6600 Capital Outlay- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211-School Improvement Grant funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211-School Transformation Grant funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$59,383.35
Grand Total Spent					\$47,506.00
+/- Difference					\$11,877.35