

Garland Independent School District
Giddens-Steadham Elementary School
2023-2024 Campus Improvement Plan



Board Approval Date: October 24, 2023
Public Presentation Date: September 14, 2023

Mission Statement

Joyce Giddens-Steadham Elementary School nurtures the growth and development of every student by offering engaging instruction and supportive relationships. Every student will be empowered to become responsible citizens, reach their academic goals, and grow their social skills throughout their educational careers and in life.

Vision

Reaching and teaching every student, every day.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Steadham's attendance rate for the 2022-23 school year is 95.53%. Our attendance rate has remained consistently above 95% from 2018-2021. Our district track students' absences through PEIMS. When students have excessive absences or tardies, parents are notified by letter. Having an attendance rate above 95% reveals that the majority of our students are present each day at school.

Steadham Elementary opened in August, 1999 and is located at 6200 Danridge Road Rowlett, TX 75089-2047 United States. We serve a population of approximately 440 students. Steadham has a high number of Special Education students 17.8% (per TEA Performance Reporting: 2023 Campus comparison Group) Steadham is a Title I campus with a Free and Reduced Lunch population of 69.1%.

Demographics Strengths

At least 95% of all teachers are certified and qualified to teach their subject matter and grade level.

Our campus student population is diverse, having 29.5 % African American, 41% Hispanic, 19.5 % White, 5% Asian, 0.4% American Indian/Pacific Islander and 4.6% multi-race.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to Steadham's Review 360 Report, for the 2022-23 school year, Steadham had 401 total discipline incidents with Calss disruption and physical confrontation being the highest. **Root Cause:** Lack of classroom management in some classrooms.

Problem Statement 2: According to the Percentage In Attendance Report, for the 2022-23 school year, 90% Steadham Elementary students were in attendance across all ethnicities. **Root Cause:** Lack of classroom management in some classrooms.

Problem Statement 3 (Prioritized): According to the Steadham's Review 360 Data Report, for the 2022-23 school year, Steadham discipline incidents increased in fifth grade office referrals and incidents from 28 to 162. **Root Cause:** Need for more consistency in classrooms.

Problem Statement 4 (Prioritized): According to the Percentage In Attendance Repot, for the 2022-23 school year, Steadham was below the district average 95.1% Campus, compared to 95.7% District. **Root Cause:** Attendance expectations not clearly communicated with families. Students absent for reasons other than illness or emergency situations

Student Learning

Student Learning Summary

We noticed a decrease in Meets and Masters scores from 3rd and 4th grade Math compared to 5th grade. Our 3rd grade students had a total score of 31% Meets and 8% Masters overall for the Math Staar, and our 4th grade students had a total overall score of 31% Meets and 12% Masters for the overall 2022-2023 Math Staar test, compared to 5th grade students in the 2022-2023 Staar Math test. 5th grade students showed an increase to 43% Meets and 16% Masters overall for the Math Staar.

Student Learning Strengths

76% of students in 5th grade Met App. grade level on the 2022-23 Reading STAAR.

72% of students in 5th grade Met App. grade level on the 2022-23 Math STAAR.

During 2022-23 school year, 58% of 5th graders met the projected growth goal in MAP. (SAT taken in Spring)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on Fall 2022 to Spring 2023 Reading MAP data only 55% of 4th grade students met growth projection. **Root Cause:** Lack of experience (Teachers), New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 2: Based on Fall 2022 to Spring 2023 Reading MAP data only 52% of 3rd grade students met growth projection. **Root Cause:** New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 3: Based on Fall 2022 to Spring 2023 Math MAP data only 51% of 1st grade students met growth projection. **Root Cause:** New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 4 (Prioritized): Based on Fall 2022 to Spring 2023 Reading MAP data only 16% of 1st grade students met growth projection. **Root Cause:** New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 5 (Prioritized): Based on Fall 2022 to Spring 2023 Math MAP data only 34% of 2nd grade students met growth projection. **Root Cause:** New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 6 (Prioritized): Based on Fall 2022 to Spring 2023 Science MAP data only 38% of 4th grade students met growth projection. **Root Cause:** New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

School Processes & Programs

School Processes & Programs Summary

We have a campus morale team that is centered around encouraging teachers monthly. Teachers also have goal-setting meetings centered around incorporating programs to help teachers grow academically and socially to help meet student needs. Teachers participate in weekly PLCs to look at the data and grow in content knowledge.

School Processes & Programs Strengths

According to the campus needs assessment, Steadham created a sense of belonging safe space for staff resulting in a 10% increase during the 2022-2023 school year.

According to the parent survey, Steadham provided information in understandable languages for parents resulting in a rise from 66% in 2022-2023 to 75% in the 2022-2023 school year.

According to the parent survey, Steadham encouraged students to do their best, resulting in a 98% during the 2022-2023 school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PBIS System for discipline was not effective. Discipline incidents increased from previous year, specifically in 5th grade from 26 to 162 total incidents.

Root Cause: Consistency with Discipline matrix and support for new to campus and new to profession staff, as well as staff struggling with classroom management.

Problem Statement 2 (Prioritized): Based on the Family Engagement Survey in the 2022-23 school year, the percentage of parents that feel that Steadham is a safe place for their child decreased to 78% from 94% from the 2021-22 school year. **Root Cause:** Due to the increase in local school shootings, parents have heightened concerns about their child/children's safety.

Problem Statement 3 (Prioritized): Based on the Family Engagement Survey in the 2022-23 school year, the percentage of parents feel that teachers encourage their child to do their best decreased to 78% from 90% from the 2021-22 school year. **Root Cause:** We need more SEL strategies throughout the campus.

Problem Statement 4 (Prioritized): Based on the Family Engagement Survey in the 2022-23 school year, the percentage of parents who stated their child likes going to school decreased to 76% from 83% in the 2021-22 school year. **Root Cause:** We need more SEL strategies throughout the campus.

Perceptions

Perceptions Summary

Campus Culture is to see a need and get it done. We all help everyone to be successful. Teachers are supported academically and from a social-emotional standpoint. Our beliefs are that every student grows high-medium-or low! We value the child as a whole from academic to social-emotional to help prepare the child for the future.

Perceptions Strengths

According to the 2021-2022 parent survey, 83% of students like going to this school.

According to the 2021-2022 parent survey, 83% of students feel welcome at our school.

According to the 2021-2022 parent survey, 94% of parents feel this school is safe for their children.

According to the 2021-2022 parent survey, 88% of parents feel that the staff and administration are knowledgeable about how to teach students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the Family Engagement Survey in the 2022-23 school year, only 88% of parents at Steadham reported that they feel welcome at this school. **Root Cause:** No welcoming committee in place. No PTA board. No clear plan for parent involvement.

Problem Statement 2 (Prioritized): Based on the Family Engagement Survey in the 2022-23 school year, the percentage of parents that feel that Steadham is a safe place for their child decreased to 78% from 94% from the 2021-22 school year. **Root Cause:** Parents have concerns about their child/children's safety due to school shootings.

Problem Statement 3: Based on the Family Engagement Survey in the 2022-23 school year, the percentage of parents feel that teachers encourage their child to do their best decreased to 78% from 90% from the 2021-22 school year.

Problem Statement 4 (Prioritized): Based on the Family Engagement Survey in the 2022-23 school year, the percentage of parents who stated their child likes going to school decreased to 76% from 83% in the 2021-22 school year. **Root Cause:** Students require social & emotional (SEL) strategies to deal with conflict and overcoming academic struggles.

Priority Problem Statements

Problem Statement 1: According to Steadham's Review 360 Report, for the 2022-23 school year, Steadham had 401 total discipline incidents with Calss disruption and physical confrontation being the highest.

Root Cause 1: Lack of classroom management in some classrooms.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to the Steadham's Review 360 Data Report, for the 2022-23 school year, Steadham discipline incidents increased in fifth grade office referrals and incidents from 28 to 162.

Root Cause 2: Need for more consistency in classrooms.

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to the Percentage In Attendance Repot, for the 2022-23 school year, Steadham was below the district average 95.1% Campus, compared to 95.7% District.

Root Cause 3: Attendance expectations not clearly communicated with families. Students absent for reasons other than illness or emergency situations

Problem Statement 3 Areas: Demographics

Problem Statement 4: Based on Fall 2022 to Spring 2023 Science MAP data only 38% of 4th grade students met growth projection.

Root Cause 4: New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Based on Fall 2022 to Spring 2023 Math MAP data only 34% of 2nd grade students met growth projection.

Root Cause 5: New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Based on Fall 2022 to Spring 2023 Reading MAP data only 16% of 1st grade students met growth projection.

Root Cause 6: New curriculum was introduced and pacing was inadequate to cover all dimensions of the test.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Based on the Family Engagement Survey in the 2022-23 school year, the percentage of parents who stated their child likes going to school decreased to 76% from 83% in the 2021-22 school year.

Root Cause 7: We need more SEL strategies throughout the campus.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Based on the Family Engagement Survey in the 2022-23 school year, the percentage of parents feel that teachers encourage their child to do their best decreased to 78% from 90% from the 2021-22 school year.

Root Cause 8: We need more SEL strategies throughout the campus.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Based on the Family Engagement Survey in the 2022-23 school year, the percentage of parents that feel that Steadham is a safe place for their child decreased to 78% from 94% from the 2021-22 school year.

Root Cause 9: Due to the increase in local school shootings, parents have heightened concerns about their child/children's safety.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Based on the Family Engagement Survey in the 2022-23 school year, the percentage of parents that feel that Steadham is a safe place for their child decreased to 78% from 94% from the 2021-22 school year.

Root Cause 10: Parents have concerns about their child/children's safety due to school shootings.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Based on the Family Engagement Survey in the 2022-23 school year, the percentage of parents who stated their child likes going to school decreased to 76% from 83% in the 2021-22 school year.

Root Cause 11: Students require social & emotional (SEL) strategies to deal with conflict and overcoming academic struggles.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

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 grade 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR 2.0 Reading, will increase from 43% in 2023 to 50% in 2024, to 73% by 2038.

Strategy 1 Details	Reviews			
	Formative		Summative	
Nov	Feb	Apr	June	
<p>Strategy 1: Teachers will disaggregate data from MAP, unit assessments, and other formative assessments during PLCs to plan targeted reteach from spiraled review and activities.</p> <p>Strategy's Expected Result/Impact: Improved academic performance.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Nov	Feb	Apr	June	
<p>Strategy 2: Teachers use of reading (foundational skills, decode and comprehension), listening (AVID strategies), speaking (Structured and Accountable conversations) and writing (SCR and ECR) strategies and resources in the classroom setting so students (K-5) will meet or exceed their projected growth by EOY in reading MAP.</p> <p>Strategy's Expected Result/Impact: Improved academic performance. Continuos growth as measured by MAP.</p> <p>Staff Responsible for Monitoring: Teachers and Administrator</p> <p>Funding Sources: Staar books and materials - 6300 Supplies and Materials- Title I Funds - \$7,100</p>				



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: The percentage of EB students demonstrating English language acquisition, as measured by the yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 48% in 2023 to 50% by 2024 by 69% by 2038.

Strategy 1 Details	Reviews			
	Formative		Summative	
Nov	Feb	Apr	June	
<p>Strategy 1: Teachers will teach academic vocabulary in context through hands-on experience, visuals, and application that includes discussion, writing, and technology such as flip grid and illustration.</p> <p>Strategy's Expected Result/Impact: Increased student performance on District/State assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>				
Reviews				
Strategy 2 Details	Formative		Summative	
	Nov	Feb	Apr	June
<p>Strategy 2: Bilingual teachers grades K-5 will teach using the dual language model of instruction for all content areas. Strategies will include Bilingual pairs, word walls (to build vocabulary), content wall (to anchor concepts), bilingual dictionaries, and journal writing in all content areas to improve critical writing and thinking.</p> <p>Strategy's Expected Result/Impact: Increased student performance on District/State assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Administration</p>				

Strategy 3 Details		Reviews			
		Formative		Summative	
Nov	Feb	Apr	June		
Strategy 3: Teachers will utilize data from mClass, MAP, and formative assessments to plan small groups, to specifically target and support individual student needs.					
Strategy's Expected Result/Impact: Increased student performance on District/State assessments and benchmarks.					
Staff Responsible for Monitoring: Teachers					
Administration					
TEA Priorities:					
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools					
- ESF Levers:					
Lever 5: Effective Instruction					
Strategy 4 Details		Reviews			
Strategy 4: Teachers will implement one Sheltered Instruction and AVID strategy every grading cycle to support instruction for all students.		Formative		Summative	
Strategy's Expected Result/Impact: Increased student performance on District/State assessments and benchmarks.		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Teachers					
Admin					
Strategy 5 Details		Reviews			
Strategy 5: Admin will host parent Title III training in the Fall and Spring to inform parents of information regarding TELPAS testing.		Formative		Summative	
Strategy's Expected Result/Impact: Increase parent engagement and knowledge of TELPAS and Title III requirements.		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Admin					
 No Progress	 Accomplished	 Continue/Modify	 Discontinue		

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

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 17% in 2023 to 50% by 2024, 50% by 2038.

Strategy 1 Details	Reviews			
	Formative		Summative	
Nov	Feb	Apr	June	
<p>Strategy 1: Teachers will plan rigorous instruction by implementing hand-on science labs to increase TEK alignment and student engagement.</p> <p>Strategy's Expected Result/Impact: Increased student performance on District/State assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies for labs - 6300 Supplies and Materials- Title I Funds - \$1,500</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grades 3-5 on STAAR, will increase from 36% in 2023 to 50% by 2024, 75% by 2038

Strategy 1 Details	Reviews			
	Formative		Summative	
	Nov	Feb	Apr	June
<p>Strategy 1: Teachers will utilize Lead4ward (K-5) to pre-teach academic vocabulary aligned to the unit of instruction and continuously spiral math strategies aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: Increased student performance on District/State assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Admin</p> <p>AVID Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
	Nov	Feb	Apr	June
<p>Strategy 2: Teachers will plan and implement rigorous instruction by lesson internalization, completing data trackers, and attending PLCs and student monitoring during instruction with the use of wireless devices.</p> <p>Strategy's Expected Result/Impact: Increased student performance on District/State assessments and benchmarks.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ELST</p> <p>CST</p> <p>Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$1,500</p>				

Strategy 3 Details	Reviews			
	Formative		Summative	
	Nov	Feb	Apr	June
<p>Strategy 3: Teachers will provide tutorials to review and reteach low-performing TEKS to close achievement gaps identified through formative and summative assessments throughout the year, specifically focusing on economically disadvantaged, Sped, and African American student groups.</p> <p>Strategy's Expected Result/Impact: Increase STAAR Math and Reading scores by 10% in overall Approaches Grade Level rate for all students on for the 2021 STAAR Math and Reading administration.</p> <p>Staff Responsible for Monitoring: Campus administrators, classroom teachers, intervention team.</p> <p>Funding Sources: Payroll - 6100 Payroll- Title I Funds - \$2,971, Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$6,632, Supplies and materials - 199 - PIC 24 State Comp Ed Funds - \$4,980, Supplies and materials - 199 - PIC 23 SPED State Allotment Funds - \$1,596</p>				



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 5: Percentage of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 24.3% in 2022-2023 to 15% by 2023-2024.

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

Strategy 1 Details	Reviews			
	Formative		Summative	
Nov	Feb	Apr	June	
<p>Strategy 1: PBIS crew will plan academic and behavior nest challenges for the 2021-2022 school year and design all communications for staff and families, as well as, order materials needed to execute nest pep rallies, reward celebrations, and campus-wide system posters.</p> <p>Strategy's Expected Result/Impact: Decreased OSS and ISS placements.</p> <p>Increased family community at the school school.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Administration</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
Nov	Feb	Apr	June	
<p>Strategy 2: Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships with students, and restorative practices. (SEL) Teachers will review discipline data and intervention strategies every grading cycle.</p> <p>Strategy's Expected Result/Impact: Decreased OSS and ISS placements, specifically reducing the exclusionary consequences for Hispanic students.</p> <p>Stronger relationships between students and staff.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Administration</p>				

Strategy 3 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 3: Positive behavior support system will be implemented school wide through Nest system in which students can earn Nest points for academic success and improvement, as well as, outstanding character and behavior.	Strategy's Expected Result/Impact: Decreased OSS and ISS placements.				
Increase student confidence and overall character development.					
Staff Responsible for Monitoring: Counselor Administration PBIS Team					
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction					
Strategy 4 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 4: Teachers will host various parent training for at-home strategies during AVID, parents conferences nights, and other parent engagement nights.	Strategy's Expected Result/Impact: Decreased OSS and ISS placements.				
Student growth in math and reading.					
Increased school and home relationships.					
Staff Responsible for Monitoring: Teachers Administrators Counselor					
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					
Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$2,251					
Strategy 5 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 5: 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: 5th graders will have a successful transition from 5th to 6th grade.				
Staff Responsible for Monitoring: 5th grade teachers Counselor Admin					

Strategy 6 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 6: Admin will 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: Increased parent involvement					
Staff Responsible for Monitoring: Admin Counselor					
Strategy 7 Details		Reviews			
Strategy 7: Admin will develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost.		Formative		Summative	
Strategy's Expected Result/Impact: Increased parent Involvement		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Admin					
Strategy 8 Details		Reviews			
Strategy 8: Steadham Staff will support school readiness for incoming PK/K through school transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.		Formative		Summative	
Strategy's Expected Result/Impact: Increased parent Involvement		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Admin, Pre-k and Kinder teachers					
Strategy 9 Details		Reviews			
Strategy 9: Students will use organizational tools to encourage personal responsibility and ownership in their learning as well as providing a vehicle for parent communication. Parent communication sent home will be in multiple languages.		Formative		Summative	
Strategy's Expected Result/Impact: Increased Parent Involvement		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Admin and Staff					
 No Progress	 Accomplished	 Continue/Modify	 Discontinue		

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

Performance Objective 6: 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:

African American Students: STAAR Academic Achievement per meets grade level in STAAR from 19% (2023) to meets or exceeds district average in 2024.
Economically Disadvantaged Students: STAAR Academic Achievement per meets grade level in STAAR from 26% (2023) to meets or exceeds district average in 2024.

Special Education Students: STAAR Academic Achievement per meets grade level in STAAR from 12% (2023) to meets or exceeds district average in 2024.

High Priority

Strategy 1 Details	Reviews			
	Formative		Summative	
Nov	Feb	Apr	June	
<p>Strategy 1: During weekly data meetings, collect and analyze student work samples specifically for targeted students, develop reteach, and schedule observation of reteach for math and reading, with a specific focus on the targeted student populations.</p> <p>Strategy's Expected Result/Impact: Higher student growth on EOY MAP and STAAR</p> <p>Staff Responsible for Monitoring: Admin Teachers IST</p> <p>TEA Priorities: Build a foundation of reading and math</p>				
Reviews				
Strategy 2 Details	Formative		Summative	
	Nov	Feb	Apr	June
<p>Strategy 2: During weekly or bi-weekly instructional planning meetings, identify key concepts or skills in upcoming content to pre-teach to struggling learners during small group instruction, with increased attention to the targeted student groups for math and reading.</p> <p>Strategy's Expected Result/Impact: Higher student growth on STAAR and EOY Map</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>				
 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, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 7: Staff Quality/Retention/Recruitment: By June 2024, the turnover rate at Steadham Elementary will be reduced by 50% compared to previous year.

Evaluation Data Sources: TAPR Report, Panorama staff survey

Strategy 1 Details	Reviews			
	Formative		Summative	
Nov	Feb	Apr	June	
<p>Strategy 1: Complete campus and district on-boarding processes and maintain open communication with all employees through various channels, such as face-to-face meetings, classroom observations, staff newsletters, campus events, coaching conversations, etc.</p> <p>Utilize best hiring practices, campus risk factor knowledge, and quality interview/selection processes in a timely manner to secure teachers and staff that meet all student needs.</p> <p>Provide ongoing opportunities for professional development for all staff through PLCs, lesson rehearsal/planning experiences, the Elementary Teacher Enrichment Program, and a consistent walkthrough/coaching/feedback cycle.</p> <p>Strategy's Expected Result/Impact: Stability will result in higher academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Morrison, Keith	Teacher Intervention Specialist	Title I, Part A	1.0
Ochoa, Cecilia	Instructional Aide	Title I, Part A	1.0

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Supplies and materials		\$1,596.00
				Sub-Total	\$1,596.00
				Budgeted Fund Source Amount	\$1,767.00
				+/- Difference	\$171.00

199 - PIC 24 State Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Supplies and materials		\$4,980.00
				Sub-Total	\$4,980.00
				Budgeted Fund Source Amount	\$5,355.00
				+/- Difference	\$375.00

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	\$2,646.00
				+/- Difference	\$2,646.00

6100 Payroll- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Payroll		\$2,971.00
				Sub-Total	\$2,971.00
				Budgeted Fund Source Amount	\$7,752.00
				+/- Difference	\$4,781.00

6100 Parent Inv. Payroll T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00

6100 Parent Inv. Payroll T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Staar books and materials		\$7,100.00
1	3	1	Supplies for labs		\$1,500.00
1	4	2	Supplies		\$1,500.00
1	4	3	Supplies and Materials		\$6,632.00
				Sub-Total	\$16,732.00
				Budgeted Fund Source Amount	\$9,502.00
				+/- Difference	-\$7,230.00

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4			\$2,251.00
				Sub-Total	\$2,251.00
				Budgeted Fund Source Amount	\$2,251.00
				+/- Difference	\$0.00
				Grand Total Budgeted	\$29,273.00
				Grand Total Spent	\$28,530.00
				+/- Difference	\$743.00