

Garland Independent School District
Carver Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

George Washington Carver Elementary School is committed to serving our students by empowering them to be positive, productive, responsible citizens in a changing world.

Vision

Excellence through Diversity and Community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Garland ISD's Carver Elementary is a Title I school that served 636 students for the 2024–2025 academic year. Campus statistics show that 67% of students are Hispanic, 15% are African American, 6% are White, 8% are Asian, 4% are of Two or More Races, and 0.31% are American Indian. The campus features 86% Economically Disadvantaged students, 56% of Emerging Bilinguals, 0% of Migrants, 70% At-Risk, and 1% Gifted and Talented. For the 2021–2022 and 2022 - 2023 academic year, the school was graded as B under the state accountability system. Carver Elementary is a Title I school that offers programs for special education, ALE (Alternative Learning Environment) and ECSE (Early Childhood Special Education) classrooms, and GT trained (Gifted & Talented) teachers. Our special programs are in line with the needs and preferences of our students, parents, and community. The overall attendance has gone up from 94% at the end of the 2023-2024 school year to 95% at the beginning of the 2024-2025 school year across all grade levels. For the 2023-2024 school year, Teachers make up 66% of our employees, followed by Educational Aide (20%), and Administrative Support (14%).

The Review 360 data from the 2023-2024 school year reported:

- **In-School Suspension:**

- Total students: 7
- Demographics:
 - 43% African American
 - 57% Hispanic

- **Out of School Suspension:**

- Total students: 21
- Demographics:
 - 57% African American
 - 14% White
 - 29% Hispanic

- **DAEP Suspension:**

- Demographics:
 - 50% African American
 - 50% Two or More Races

- **Review 360 Data:**

- Incidents in general classrooms: 30%
- Incidents in hallways: 10%

Demographics Strengths

The number of GT students on campus is rising, prompting our teachers to receive additional GT training to better support these students. Meanwhile, even with a 1% rise in student attendance, the school is committed to ongoing parent education efforts aimed at boosting attendance, relying on increased parental involvement to help achieve this goal.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In the 2023-24 school year, student attendance at Carver Elementary improved by only 1%, increasing from 93% to 94%, according to Skyward data. This minimal growth highlights the need for more effective strategies to significantly boost student attendance, as consistent absenteeism may hinder academic achievement and disrupt classroom learning. **Root Cause:** A lack of understanding of Texas attendance requirements may impact student attendance. Clear communication and family engagement can help parents understand the importance of regular attendance and its consequences, leading to better outcomes.

Problem Statement 2: In the 2023-2024 school year, data revealed a correlation between the number of disciplinary incidents and students' MAP performance. Higher rates of disciplinary actions appeared to coincide with lower academic achievement, indicating that behavioral issues may be impacting students' ability to focus on learning and perform to their full potential. **Root Cause:** Inconsistent understanding and implementation of PBIS strategies among staff. Without a unified approach to behavior management and clear, consistent expectations, students may struggle with self-regulation and focus, leading to more frequent disciplinary issues that negatively impact their academic performance.

Student Learning

Student Learning Summary

The School Report Card from TEA scored Carver as a B for the 2022 and 2023 school years. However, for the 2024 school year, Carver received a C with a score of 77. According to the EOY MAP data, the percentage of students meeting growth projections per grade level for SLAR, as well as the achievement percentile per content area, are detailed below:

2023-2024 EOY MAP Achievement Percentile				
	Math	ELAR	SLAR	Science
Campus	52%	46%	56%	47%
Kinder	63%	50%	55%	
1st	55%	35%	54%	
2nd	46%	43%	43%	41%
3rd	55%	42%	78%	42%
4th	49%	49%	52%	48%
5th	53%	48%	69%	62%

2023-2024 EOY MAP Growth Percentile				
	Math	ELAR	SLAR	Science
Campus	64%	55%	52%	56%
Kinder	67%	43%	46%	
1st	66%	35%	44%	
2nd	67%	70%	26%	50%
3rd	76%	64%	89%	51%
4th	51%	68%	57%	44%
5th	63%	61%	62%	79%

2023-2024 EOY mClass (Reading)				
	ELAR		SLAR	
	At Benchmark	Above Benchmark	At Benchmark	Above Benchmark
Campus	22%	33%	38%	31%
Kinder	26%	28%	49%	32%
1st	21%	38%	27%	41%
2nd	18%	32%	24%	32%

2023-2024 EOY CBAs per Content															
	Math			ELAR			SLAR			Science English			Science Spanish		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd	69%	35%	15%	16%	10%	2%	58%	38%	38%	34%	5%	0%	21%	0%	0%
4th	73%	42%	33%	52%	32%	17%	66%	49%	17%	50%	15%	8%	59%	20%	10%
5th	83%	60%	34%	76%	48%	33%	83%	74%	54%	68%	33%	14%	52%	16%	0%

PRELIMINARY SPRING 2024 STAAR 3rd-5th all assessments by grade level															
Campus				3rd D1 Scale Score		4th D1 Scale Score		5th D1 Scale Score		Overall Projected D1 Scores		Goal 2025 D1 Scores		Overall D2B Scores	
GEORGE WASHINGTON CARVER EL				71		67		70		70		77		76	
	CAMPUS	Grade	N TESTS	23-24 STAAR Preliminary										MOY MAP MATH Projected Proficiency	
				2024 DNM	Goal 2025 DNM	2024 APPROACH	Goal 2025 APPROACH	2024 MEETS+	Goal 2025 MEETS+	2024 MASTERS	Goal 2025 MASTERS	D1 SCALE SCORE	Meets +	Masters	
Math	CARVER	3rd	90	37%	30%	63%	70%	38%	50%	17%	25%	67	26.67%	5.56%	
	CARVER	4th	105	41%	30%	59%	70%	39%	50%	17%	20%	65	19.61%	4.90%	
	CARVER	5th	108	27%	25%	73%	75%	44%	45%	19%	20%	73	29.52%	7.62%	
RLA	CARVER	3rd	89	28%	20%	72%	80%	44%	55%	19%	27%	73	30.00%	16.67%	
	CARVER	4th	105	33%	25%	67%	75%	37%	46%	13%	25%	67	26.47%	14.71%	
	CARVER	5th	108	20%	15%	80%	85%	51%	50%	24%	25%	79	40.57%	16.04%	
SCI	CARVER	5th	108	50%	40%	50%	70%	19%	40%	10%	20%		16.04%	2.83%	

Student Learning Strengths

The following data highlights the learning strengths of our students, showcasing their achievements in various assessments. The performance metrics reflect the progress made in reading, math, SLAR, and science, emphasizing areas where students are excelling. This information serves to inform ongoing instructional strategies and efforts aimed at further enhancing student success.

- **STAAR Test Reading Results:**
 - Third grade: 44% meets, 19% masters
 - Fifth grade: 51% meets, 24% masters
- **2023-2024 End-of-Year MAP SLAR Achievement:**
 - Third grade: 78%
 - Fifth grade: 69%
- **2023-2024 End-of-Year MAP Math Achievement:**
 - Kindergarten: 63%
 - First grade: 55%
 - Third grade: 55%
- **2023-2024 End-of-Year MAP ELAR Growth Data:**
 - Second grade: 70%
 - Fourth grade: 68%
- **2023-2024 End-of-Year MAP SLAR Growth:**
 - Third grade: 89%
 - Fifth grade: 62%
- **2023-2024 End-of-Year MAP Math Growth:**
 - Third grade: 76%
 - Kindergarten: 67%
 - Second grade: 67%
- **2023-2024 End-of-Year MAP Science Growth:**
 - Fifth grade: 79%
 - Third grade: 51%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Science instruction fell short across all grade levels, as shown by the 2024 STAAR results: 50% Approached, 22% Met, and 9% Mastered standards. Similarly, 2024 MAP EOY Science percentiles were low: 2nd grade at 41%, 3rd at 40%, 4th at 46%, and 5th at 62%. These results highlight a need for significant improvement in science instruction to better meet students' learning needs. **Root Cause:** Inconsistent use of instructional minutes across grade levels hinders science instruction. Ensuring all teachers effectively use their time is essential for providing students the depth of learning needed to meet and exceed standards. Without consistent focus, students may lack the comprehensive instruction necessary for building strong foundational skills.

Problem Statement 2 (Prioritized): End-of-Year MAP data reveals that fourth-grade student performance falls short of expectations across all subject areas. Achievement percentiles are as follows: Math at 49%, Reading at 49%, SLAR at 52%, and Science at 46%. These results indicate a need for targeted interventions and instructional adjustments to support student growth and close academic gaps in every content area. **Root Cause:** A lack of reinforcement in teacher pedagogy. Ensuring that educators are equipped with effective instructional strategies and best practices is essential for enhancing student engagement and understanding. Without ongoing professional development and support in pedagogy, teachers may struggle to meet the diverse learning needs of their students, ultimately impacting overall academic achievement.

Problem Statement 3 (Prioritized): Data from Common Benchmark Assessments (CBAs) and checkpoint evaluations indicate that students in grades 2 through 5 are underperforming in both written and spoken reading skills. This trend highlights a significant area of concern that requires targeted interventions to improve literacy outcomes and

ensure that students develop the necessary communication skills for academic success. **Root Cause:** Limited exposure to academic language. Without regular opportunities to engage with and practice academic vocabulary and language structures, students may struggle to develop the written and spoken skills necessary for effective communication and comprehension. Addressing this gap in exposure is essential to improving literacy outcomes and supporting students' overall academic growth.

School Processes & Programs

School Processes & Programs Summary

Our comprehensive processes and programs are designed to enhance learning through targeted mentorship, innovative instructional strategies, and active community engagement. By prioritizing high expectations and providing varied growth opportunities, ranging from academic subjects to extracurricular activities, we aim to cultivate well-rounded individuals who are prepared for future success. This overview outlines our key initiatives, collaborative efforts, and the diverse resources available to our students and families.

Project Goals

- **Mentorship and Support:**
 - IST instructional coaching and support
 - Assigned administrator for each educator to provide specific, immediate feedback as needed
- **Recruitment and Retention:**
 - Job fairs and stipends based on years of experience
 - Extra certification stipends (e.g., SPED, Bilingual)
 - TIA performance retention stipend
- **Leadership Development:**
 - IST leaders in all content areas
 - Administrative opportunities for leadership at the campus level, including:
 - CIT leaders
 - CNA team leaders
 - Grade-level team leaders
 - GT campus leaders
 - PBIS Ambassadors
 - Calibration walks and weekly leadership team meetings
 - Monthly meetings with other leadership committees

CNA Process

- **Data Analysis:**
 - The PBIS Team conducts monthly analyses of attendance and behavior data to assess the effectiveness of initiatives, adapting strategies as needed
 - Staff involvement is integral to this process, with parents and community members participating in certain committees
- **Programs for Student Success:**
 - Emphasis on high expectations for students
 - Programs include PBIS, Tiger Patrol, and Saturday School
 - Engagement opportunities like Parent-Teacher Nights and "2nd Cup of Coffee" enhance communication between the school and families

Instructional Programs

- **Math Programs:**
 - Zern, I-Ready
- **Reading Programs:**
 - Amplify, I-Ready, Amira
- **Consistency in Implementation:**
 - Consistent application of these programs is crucial
 - Our academic focus is complemented by opportunities for holistic growth through activities like dance, STEM, and sports
- **Support for At-Risk Students:**
 - Various interventions such as tutoring, Saturday school, and small group instruction
 - Accommodations for special education students have proven effective in boosting academic achievement

Surveys and Participation

- **Annual Surveys:**
 - Aim for 80% participation from parents and staff each year
 - In the 2023-2024 parental Panorama survey, 132 families responded, a significant increase of 116 from the previous year
 - The Winter 2023 staff survey had a participation rate of 7%, with 5 staff members responding

Technology Integration

- **Daily Technology Instruction:**
 - Integrated instruction with daily access to digital materials and devices, especially for students lacking technology at home
 - Each student is assigned an iPad or Chromebook
 - "Blended learning" includes programs like Amplify, Amira, Eureka, I-Ready, Zern, and MyOn
 - Teacher and administrator dashboards track user data for monitoring progress

Planning and Professional Development

- **Weekly PLCs and Planning:**
 - Extended PLCs and planning meetings to enhance mastery of TEKS
 - Planning days facilitate adjustments to lessons based on student progress
 - Support for curriculum alignment, modifications, and pedagogical practices fosters professional growth
 - Lesson plans are data-driven, adjusting based on assessments like MAP, MClass, and I-Ready

PBIS Implementation

- **Campus-wide Expectations:**

- The PBIS committee sets rules and expectations to be implemented from the first day of school, revisiting them as needed after breaks
 - All teachers must model and consistently support school behavior procedures, communicating expectations to parents in writing before the beginning of the year
- **Social-Emotional Learning (SEL):**
 - Teaching SEL lessons in the classroom and during transitions helps students develop essential emotional skills
 - PBIS effectively mitigates major behavioral incidents; adhering strictly to PBIS guidelines reduces inappropriate behaviors
 - Consistent and persistent implementation of PBIS and SEL by teachers is crucial for fostering a positive school environment

Through our strategic processes and programs, we not only focus on academic achievement but also emphasize the importance of personal growth and community involvement. By leveraging technology, fostering leadership opportunities, and actively engaging with parents and community members, we strive to meet the diverse needs of our student population.

School Processes & Programs Strengths

Our school is committed to creating a dynamic learning environment that nurtures the academic and personal growth of every student. The strengths of our campus processes and programs are designed to support diverse learning needs and foster a sense of community. From robust mentorship opportunities and innovative instructional strategies to strong family engagement and leadership development, we have established a comprehensive framework that promotes student success. This overview highlights the key strengths of our processes and programs, showcasing how we strive to empower our students and enhance their educational experiences.

1. Comprehensive Mentorship and Support:

- The assignment of an administrator to each educator ensures specific, immediate feedback, fostering professional growth and instructional improvement.

2. Active Leadership Development:

- Leadership opportunities at various levels (CIT leaders, grade-level team leaders, PBIS Ambassadors) promote a collaborative culture and empower staff to take on leadership roles.

3. Data-Driven Decision Making:

- Monthly analysis of attendance and behavior data, allowing for continuous assessment and adjustment of initiatives to maximize effectiveness.

4. Diverse Programs for Student Engagement:

- Programs such as PBIS, Tiger Patrol, Student Counselor, and Saturday School create various avenues for student involvement and support, encouraging positive behavior and academic engagement.

5. Consistent Use of Instructional Programs:

- The use of established math and reading software programs (Zern, I-Ready, Amplify, Amira) ensures a structured approach to instruction, providing consistency in learning experiences.

6. Emphasis on Social-Emotional Learning:

- Implementing SEL lessons within the classroom and during transitions promotes students' emotional well-being and fosters a positive school environment.

7. Regular Professional Development:

- Weekly extended PLCs and planning meetings allow for collaborative lesson adjustments based on student progress, ensuring that instruction is tailored to meet diverse needs.

The strengths of our campus processes and programs illustrate our unwavering dedication to providing an enriching educational experience. By focusing on mentorship, and data-driven decision-making, we create an environment where every student can thrive. As we continue to build on these strengths, we remain committed to fostering a culture of excellence that not only meets academic standards but also supports the holistic development of our learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to Review 360 data, 30% of school incidents occur in regular classrooms, while an additional 10% take place in hallways. This suggests that a significant portion of behavioral challenges is concentrated in these areas, indicating a need for improved classroom management strategies and enhanced monitoring in hallways to foster a safer and more conducive learning environment. **Root Cause:** Inconsistent understanding and application of PBIS strategies among staff leads to varying behavior expectations and increased incidents. Ensuring all staff are trained and consistently implement PBIS is key to improving school climate and reducing behavioral challenges.

Problem Statement 2: Only 7% of staff (5 individuals) participated in the End-of-Year survey, raising concerns about data representativeness. Increasing staff engagement is crucial for gathering more comprehensive feedback and understanding staff needs. **Root Cause:** Low staff morale and a lack of perceived value in giving feedback lead to reduced survey participation. If past feedback hasn't been addressed or there's little transparency on survey results, staff may feel their input doesn't matter. Addressing these concerns is key to fostering open communication and encouraging future participation.

Problem Statement 3: According to the End-of-Year survey, 16% of staff members expressed the need for improved communication within the school. This indicates a significant gap in information sharing and highlights the necessity for enhanced communication strategies to ensure that all staff members feel informed, engaged, and connected to school initiatives and decisions. **Root Cause:** Inconsistent messaging and unclear communication channels cause confusion and isolation among staff. A lack of feedback on communication needs further hinders effective information sharing. Addressing these gaps is key to fostering collaboration and keeping staff informed.

Perceptions

Perceptions Summary

Understanding the perceptions of our school campus is crucial for fostering a supportive and inclusive environment for all students. The data from the 2023-2024 school year not only highlights student discipline patterns but also reflects the engagement of families through participation in surveys. By examining the demographics associated with various suspension types and the responses gathered from students and families, we can gain insights into the community's perspectives on our school climate, helping us identify areas for improvement and celebrate our successes.

- **In-School Suspension:**

- Total students: 7
- Demographics:
 - 43% African American
 - 57% Hispanic

- **Out of School Suspension:**

- Total students: 21
- Demographics:
 - 57% African American
 - 14% White
 - 29% Hispanic

- **DAEP Suspension:**

- Demographics:
 - 50% African American
 - 50% Two or More Races

- **Panorama End-of-Year Survey Participation:**

- Total participants: 279 students (grades 3-5)

- **Panorama Family Survey (2023-2024):**

- Total participating families: 132
- Increase from previous year: 116 families compared to 2022-2023

- **Review 360 Data:**

- Incidents in general classrooms: 30%
- Incidents in hallways: 10%

The information gathered from the 2023-2024 school year offers valuable insights into the perceptions of our school campus. The demographic breakdown of suspensions and the increased participation in Panorama surveys demonstrate a community that is actively engaging with the school environment. By addressing the trends in discipline and enhancing

communication with families, we can work towards creating a more positive and inclusive atmosphere that supports every student's growth and well-being. This ongoing dialogue will be essential as we strive to strengthen our school community and ensure that all voices are heard and valued.

Perceptions Strengths

Perceptions of our school campus play a vital role in shaping a positive learning environment. The data from the 2023-2024 school year provides insights into both student discipline and family engagement, highlighting strengths that reflect our community's commitment to fostering a supportive atmosphere. By examining this information, we can better understand the positive perceptions that contribute to the overall success of our school.

- **Increased Family Engagement:**

- The Panorama Family Survey saw 132 participating families, representing a significant increase of 116 families compared to the previous year, indicating growing interest and involvement in the school community.

- **Diverse Student Representation:**

- The demographic data from suspensions shows a mix of backgrounds, emphasizing the school's commitment to inclusivity and support for all student groups.

- **Active Student Participation:**

- With 279 students from grades 3-5 participating in the Panorama End-of-Year survey, there is a strong student voice contributing to perceptions of the school environment.

The 2023-2024 data perceptions highlight strengths within our school community. Enhanced family engagement, diverse representation, and active student involvement reflect a dynamic and inclusive environment. Capitalizing on these strengths can further improve our school culture, ensuring that every student feels recognized and supported. Our commitment to nurturing positive perceptions will be vital as we strive to create an even richer educational experience for all.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 7% of staff participated in the 2023-2024 End-of-Year survey, while 132 parents responded to the Panorama survey. With over 600 students, this low staff engagement raises concerns about feedback representativeness and highlights the need for strategies to boost staff participation in future surveys. **Root Cause:** Low staff morale, unclear survey purpose, and insufficient communication about its impact contribute to low participation. Staff may feel their feedback lacks value or may simply overlook the survey without reminders or incentives. Addressing these issues is key to fostering open feedback and improving future participation.

Problem Statement 2: The data indicates that teacher-student relationships at our school are 7% lower than the district average. This gap suggests potential challenges in fostering positive interactions and connections between teachers and students, which can adversely affect student engagement and academic success. Addressing this issue is essential for enhancing the overall school climate and promoting effective teaching. **Root Cause:** Limited professional development in relationship-building, inconsistent communication that leaves students feeling unsupported, and high staff turnover disrupting continuity and trust. Addressing these issues is crucial for fostering stronger connections and improving the overall school climate, enhancing student engagement and academic success.

Priority Problem Statements

Problem Statement 1: Data from Common Benchmark Assessments (CBAs) and checkpoint evaluations indicate that students in grades 2 through 5 are underperforming in both written and spoken reading skills. This trend highlights a significant area of concern that requires targeted interventions to improve literacy outcomes and ensure that students develop the necessary communication skills for academic success.

Root Cause 1: Limited exposure to academic language. Without regular opportunities to engage with and practice academic vocabulary and language structures, students may struggle to develop the written and spoken skills necessary for effective communication and comprehension. Addressing this gap in exposure is essential to improving literacy outcomes and supporting students' overall academic growth.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Science instruction fell short across all grade levels, as shown by the 2024 STAAR results: 50% Approached, 22% Met, and 9% Mastered standards. Similarly, 2024 MAP EOY Science percentiles were low: 2nd grade at 41%, 3rd at 40%, 4th at 46%, and 5th at 62%. These results highlight a need for significant improvement in science instruction to better meet students' learning needs.

Root Cause 2: Inconsistent use of instructional minutes across grade levels hinders science instruction. Ensuring all teachers effectively use their time is essential for providing students the depth of learning needed to meet and exceed standards. Without consistent focus, students may lack the comprehensive instruction necessary for building strong foundational skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: End-of-Year MAP data reveals that fourth-grade student performance falls short of expectations across all subject areas. Achievement percentiles are as follows: Math at 49%, Reading at 49%, SLAR at 52%, and Science at 46%. These results indicate a need for targeted interventions and instructional adjustments to support student growth and close academic gaps in every content area.

Root Cause 3: A lack of reinforcement in teacher pedagogy. Ensuring that educators are equipped with effective instructional strategies and best practices is essential for enhancing student engagement and understanding. Without ongoing professional development and support in pedagogy, teachers may struggle to meet the diverse learning needs of their students, ultimately impacting overall academic achievement.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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

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: A significant number of students are not achieving grade-level reading proficiency due to limited exposure to and understanding of academic language, which hinders their ability to engage with complex texts and think critically. In 2024, only 37-51% of students in grades 3-5 achieved the "Meets" standard on the STAAR test, while 13-24% reached the "Masters" level. Addressing this issue is essential for improving literacy outcomes and ensuring student success across all subjects. Our 2025 goals aim for 46-55% of students in grades 3-5 to meet the "Meets" standard and 25-27% to achieve "Masters"

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Professional development will play a crucial role in boosting reading proficiency for grades 3-5. Quarterly workshops led by literacy specialists will focus on effective reading instruction and academic language development. Vertical alignment meetings will occur each grading cycle to foster collaboration among grade-level teams, ensuring consistent instructional practices. Teachers will participate in peer observations with structured feedback to promote improvement. Regular analysis of student performance data will guide instructional adjustments, while family engagement initiatives will provide parents with resources to support their children's reading at home. This comprehensive strategy aims to enhance student engagement with complex texts and improve reading achievement across all subjects. Strategy's Expected Result/Impact: Grades K-2: Students will develop essential foundational reading skills, resulting in increased confidence and a love for reading that sets the stage for lifelong learning. Grades 3-5: Improved reading comprehension and critical thinking skills will enhance students' ability to engage with complex texts, leading to higher achievement levels on standardized assessments and better performance across all subjects. Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Supplies and Materials for Professional Development - 6300 Supplies and Materials- Title I Funds - \$500	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: In the 2024-2025 academic year, we will continue extended Professional Learning Community (PLC) meetings. These sessions will allow teachers to analyze data and practice instructional strategies collaboratively. The goal is to focus on closing achievement gaps and meeting high-leverage standards. By prioritizing these critical areas, we aim to strengthen teaching effectiveness and boost student success across the campus. Strategy's Expected Result/Impact: Weekly Review of Data Tracker: Regularly analyzing daily performance, checkpoints, and assessments will enable timely identification of instructional gaps, resulting in improved student performance and targeted support. Collaborative Data Analysis Sessions: Facilitating weekly meetings for teachers to share insights will enhance collaboration, foster a culture of teamwork, and lead to unified approaches in addressing student needs. Targeted Interventions: Implementing intervention plans based on data findings will provide customized support for struggling students, ultimately increasing their engagement and achievement. Continuous Professional Development: Ongoing training for educators in data analysis and instructional strategies will enhance their effectiveness, ensuring that all students benefit from high-quality teaching practices. Staff Responsible for Monitoring: Teacher, Administration, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Supplies and Materials for PLCs - 6300 Supplies and Materials- Title I Funds - \$500	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Carver will maintain its commitment to implementing small group instruction throughout the 2024-2025 school year for students in pre-K through 5th grade. This approach will facilitate personalized learning experiences tailored to each student's unique needs. By utilizing small groups, teachers can effectively differentiate instruction, ensuring that all students receive targeted support and resources to enhance their learning. Additionally, this strategy will promote greater student engagement and collaboration, allowing educators to closely monitor progress and adapt teaching methods as necessary to foster academic success for every learner. Strategy's Expected Result/Impact: Targeted Small Group Instruction: By implementing small group instruction across all grades, we aim to achieve at least 55% proficiency in MClass data, enabling personalized learning that addresses individual student needs. Data-Driven Instructional Planning: Utilizing data from RLA MAP Growth assessments, we will focus on strategies that enhance learning outcomes, targeting a growth rate of 60% for the entire campus. Collaborative Professional Development: Providing ongoing training for educators on effective instructional strategies will help us reach a 60% growth in RLA MAP assessments, ensuring teachers are equipped to support all learners effectively. Regular Progress Monitoring: Conducting frequent assessments and check-ins will allow for timely adjustments to instruction, supporting our goal of achieving a minimum of 55% in MClass data and 60% RLA MAP Growth campus-wide. Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Sirius Program - Software/Books - Reading (English and Spanish) - 199 - PIC 24 State Comp Ed Funds - \$6,500, SPED Instructional Materials and Supplies - 199 - PIC 23 SPED State Allotment Funds - \$500	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details		Reviews			
Strategy 4: To address unmet TEKS, teachers will conduct daily assessments to track student progress and utilize both formal and informal data for targeted lesson design. We will implement Saturday Schools to provide additional instructional support, focusing on at-risk populations, including special education, African American, and economically disadvantaged students. These sessions will feature engaging, hands-on activities aligned with TEKS, ensuring all students have opportunities for academic success. Strategy's Expected Result/Impact: Grades K-2: This strategy will enhance foundational literacy and numeracy skills, ensuring that early learners develop the critical academic competencies needed for future success. By focusing on individual student needs, we will reduce gaps in understanding and foster a love for learning from the start. Grades 3-5: By closely monitoring and addressing learning gaps, this approach will improve student performance on grade-level assessments, leading to higher achievement rates. Targeted instruction will empower students to master complex concepts, preparing them for advanced academic challenges in middle school and beyond. Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Saturday School - 6300 Supplies and Materials- Title I Funds - \$10,000		Formative			Summative
		Nov	Feb	Apr	June
		✗	✗	✗	

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Science instruction fell short across all grade levels, as shown by the 2024 STAAR results: 50% Approached, 22% Met, and 9% Mastered standards. Similarly, 2024 MAP EOY Science percentiles were low: 2nd grade at 41%, 3rd at 40%, 4th at 46%, and 5th at 62%. These results highlight a need for significant improvement in science instruction to better meet students' learning needs. Root Cause: Inconsistent use of instructional minutes across grade levels hinders science instruction. Ensuring all teachers effectively use their time is essential for providing students the depth of learning needed to meet and exceed standards. Without consistent focus, students may lack the comprehensive instruction necessary for building strong foundational skills.

Student Learning

Problem Statement 2: End-of-Year MAP data reveals that fourth-grade student performance falls short of expectations across all subject areas. Achievement percentiles are as follows: Math at 49%, Reading at 49%, SLAR at 52%, and Science at 46%. These results indicate a need for targeted interventions and instructional adjustments to support student growth and close academic gaps in every content area. **Root Cause:** A lack of reinforcement in teacher pedagogy. Ensuring that educators are equipped with effective instructional strategies and best practices is essential for enhancing student engagement and understanding. Without ongoing professional development and support in pedagogy, teachers may struggle to meet the diverse learning needs of their students, ultimately impacting overall academic achievement.

Problem Statement 3: Data from Common Benchmark Assessments (CBAs) and checkpoint evaluations indicate that students in grades 2 through 5 are underperforming in both written and spoken reading skills. This trend highlights a significant area of concern that requires targeted interventions to improve literacy outcomes and ensure that students develop the necessary communication skills for academic success. **Root Cause:** Limited exposure to academic language. Without regular opportunities to engage with and practice academic vocabulary and language structures, students may struggle to develop the written and spoken skills necessary for effective communication and comprehension. Addressing this gap in exposure is essential to improving literacy outcomes and supporting students' overall academic growth.

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: Science instruction across all grade levels is falling short of expectations, as indicated by the 2024 STAAR results, where only 50% of learners approached grade-level proficiency, 19% met expectations, and just 10% achieved mastery. Additionally, the 2024 End-of-Year MAP Science achievement percentiles revealed concerning performance, with 2nd grade at 41%, 3rd grade at 40%, 4th grade at 46%, and 5th grade at 62%. This year, the results remain alarming, with only 30% of students achieving proficiency in science. Our 2025 goals aim for 40% of students to meet the "Meets" standard and 20% to achieve "Masters." This data underscores the need for a comprehensive review and enhancement of science instruction to better support student learning outcomes.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Professional development will be a key focus to enhance science instruction across all grade levels. This strategy will include quarterly workshops led by science specialists, emphasizing effective instructional practices and engaging, hands-on learning experiences. Collaborative vertical alignment meetings will be held each grading cycle, allowing teachers to discuss curriculum implementation, share best practices, and ensure consistency in teaching standards. Peer observations will be encouraged, enabling educators to provide constructive feedback and learn from one another. Regular data-driven discussions will be conducted to analyze student performance metrics, guiding necessary adjustments to instructional approaches. By strengthening educators' skills and fostering collaboration, this comprehensive strategy aims to significantly improve science proficiency, targeting a 40% "Meets" standard and 20% "Masters" achievement by 2025. Strategy's Expected Result/Impact: For grades K-2, this professional development strategy will enhance teachers' abilities to create engaging and age-appropriate science lessons that foster curiosity and foundational understanding. As educators implement hands-on activities and collaborative discussions, students will develop critical thinking skills and a stronger grasp of basic scientific concepts. This targeted approach aims to increase student proficiency in science, ensuring that early learners build a solid foundation for future academic success. In grades 3-5, the emphasis on professional development will empower teachers to implement more rigorous and inquiry-based science instruction. By focusing on data analysis and peer collaboration, educators will refine their teaching strategies to meet the diverse needs of their students. This approach will promote deeper engagement with scientific content and improve students' problem-solving abilities, ultimately leading to increased proficiency rates and achieving the 2025 goals of 40% "Meets" and 20% "Masters." Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Instructional Materials and Supplies for Professional Development - 6300 Supplies and Materials- Title I Funds - \$500	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: In the 2024-2025 academic year, we will continue extended Professional Learning Community (PLC) meetings. These sessions will allow teachers to analyze data and practice instructional strategies collaboratively. The goal is to focus on closing achievement gaps and meeting high-leverage standards. By prioritizing these critical areas, we aim to strengthen teaching effectiveness and boost student success across the campus. Strategy's Expected Result/Impact: Weekly Review of Data Tracker: Regularly analyzing daily performance, checkpoints, and assessments will enable timely identification of instructional gaps, resulting in improved student performance and targeted support. Collaborative Data Analysis Sessions: Facilitating weekly meetings for teachers to share insights will enhance collaboration, foster a culture of teamwork, and lead to unified approaches in addressing student needs. Targeted Interventions: Implementing intervention plans based on data findings will provide customized support for struggling students, ultimately increasing their engagement and achievement. Continuous Professional Development: Ongoing training for educators in data analysis and instructional strategies will enhance their effectiveness, ensuring that all students benefit from high-quality teaching practices. Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$500	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Carver will maintain its commitment to implementing small group instruction for science throughout the 2024-2025 school year for students in pre-K through 5th grade. This approach will facilitate personalized learning experiences tailored to each student's unique needs in scientific inquiry and understanding. By utilizing small groups, teachers can effectively differentiate science instruction, ensuring that all students receive targeted support and resources to enhance their scientific literacy and critical thinking skills. Additionally, this strategy will promote greater student engagement and collaboration in hands-on experiments and discussions, allowing educators to closely monitor progress and adapt teaching methods as necessary to foster academic success in science for every learner. Strategy's Expected Result/Impact: Grades K-2: Implementing small group instruction will provide personalized learning experiences, enabling young learners to develop a stronger foundational understanding of scientific concepts. This tailored support will enhance engagement and curiosity in science, laying the groundwork for future academic success. Grades 3 - 5: By focusing on small group instruction, we aim to improve science proficiency among students, targeting 40% to achieve the "Meets" standard and 20% to reach the "Masters" level on the STAAR assessment. Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Sirius Program - Software and Books - Science - 6300 Supplies and Materials- Title I Funds - \$5,933, SPED Supplies and Materials - 199 - PIC 23 SPED State Allotment Funds - \$495, Sirius Program - Software and Materials Science - 199 - PIC 24 State Comp Ed Funds - \$567	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: To address unmet TEKS, teachers will conduct daily assessments to track student progress and utilize both formal and informal data to design targeted lessons. Our approach will prioritize the academic achievement of all students, with a specific focus on supporting at-risk populations, including those in special education, African American students, and economically disadvantaged students. Strategy's Expected Result/Impact: Grades K-2: This strategy will strengthen foundational scientific understanding, ensuring that early learners develop the critical competencies needed for future success in science. By addressing individual student needs, we will reduce gaps in understanding and cultivate a sense of curiosity and exploration in the sciences from the beginning. Grades 3-5: By closely monitoring and addressing learning gaps in science, this approach will enhance student performance on grade-level assessments, leading to higher achievement rates. Targeted instruction will empower students to master complex scientific concepts, preparing them for advanced academic challenges in middle school and beyond. Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Science instruction fell short across all grade levels, as shown by the 2024 STAAR results: 50% Approached, 22% Met, and 9% Mastered standards. Similarly, 2024 MAP EOY Science percentiles were low: 2nd grade at 41%, 3rd at 40%, 4th at 46%, and 5th at 62%. These results highlight a need for significant improvement in science instruction to better meet students' learning needs. Root Cause: Inconsistent use of instructional minutes across grade levels hinders science instruction. Ensuring all teachers effectively use their time is essential for providing students the depth of learning needed to meet and exceed standards. Without consistent focus, students may lack the comprehensive instruction necessary for building strong foundational skills.

Student Learning

Problem Statement 2: End-of-Year MAP data reveals that fourth-grade student performance falls short of expectations across all subject areas. Achievement percentiles are as follows: Math at 49%, Reading at 49%, SLAR at 52%, and Science at 46%. These results indicate a need for targeted interventions and instructional adjustments to support student growth and close academic gaps in every content area. **Root Cause:** A lack of reinforcement in teacher pedagogy. Ensuring that educators are equipped with effective instructional strategies and best practices is essential for enhancing student engagement and understanding. Without ongoing professional development and support in pedagogy, teachers may struggle to meet the diverse learning needs of their students, ultimately impacting overall academic achievement.

Problem Statement 3: Data from Common Benchmark Assessments (CBAs) and checkpoint evaluations indicate that students in grades 2 through 5 are underperforming in both written and spoken reading skills. This trend highlights a significant area of concern that requires targeted interventions to improve literacy outcomes and ensure that students develop the necessary communication skills for academic success. **Root Cause:** Limited exposure to academic language. Without regular opportunities to engage with and practice academic vocabulary and language structures, students may struggle to develop the written and spoken skills necessary for effective communication and comprehension. Addressing this gap in exposure is essential to improving literacy outcomes and supporting students' overall academic growth.

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: A considerable number of students are not achieving grade-level math proficiency due to limited exposure to and understanding of academic language, which affects their ability to engage with mathematical concepts and reason effectively. In 2024, only 38-44% of students in grades 3-5 met the "Meets" standard on the STAAR test, while 17-19% reached the "Masters" level. Addressing the development of academic language enhances students' mathematical understanding and overall success in math. Our goals for 2025 are to increase the percentage of students in grades 3-5 who meet the "Meets" standard to 45-50% and raise the "Masters" level achievement to 20-25%.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Professional development will be essential in enhancing math proficiency for students in grades 3-5. Quarterly workshops facilitated by math specialists will concentrate on effective instructional techniques and the development of academic language. Vertical alignment meetings will take place each grading cycle to encourage collaboration among grade-level teams, ensuring consistent teaching practices. Teachers will engage in peer observations with structured feedback to facilitate improvement. Ongoing analysis of student performance data will inform instructional adjustments, while family engagement initiatives will equip parents with resources to support their children's math learning at home. This comprehensive approach aims to boost student engagement with challenging math concepts and improve overall achievement in mathematics across all grade levels. Strategy's Expected Result/Impact: Grades K-2: Students will develop essential foundational math skills, fostering increased confidence and a love for problem-solving that sets the stage for lifelong learning in mathematics. Grades 3-5: Improved mathematical reasoning and critical thinking skills will enhance students' ability to engage with complex mathematical concepts, leading to higher achievement levels on standardized assessments and better performance across all subjects. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Supplies and Materials for Professional Development - 6300 Supplies and Materials- Title I Funds - \$500	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: In the 2024-2025 academic year, we will continue extended Professional Learning Community (PLC) meetings. These sessions will allow teachers to analyze data and practice instructional strategies collaboratively. The goal is to focus on closing achievement gaps and meeting high-leverage standards. By prioritizing these critical areas, we aim to strengthen teaching effectiveness and boost student success across the campus. Strategy's Expected Result/Impact: Review of Data Tracker: Regularly analyzing daily performance, checkpoints, and assessments will enable timely identification of instructional gaps, resulting in improved student performance and targeted support. Collaborative Data Analysis Sessions: Facilitating weekly meetings for teachers to share insights will enhance collaboration, foster a culture of teamwork, and lead to unified approaches in addressing student needs. Targeted Interventions: Implementing intervention plans based on data findings will provide customized support for struggling students, ultimately increasing their engagement and achievement. Continuous Professional Development: Ongoing training for educators in data analysis and instructional strategies will enhance their effectiveness, ensuring that all students benefit from high-quality teaching practices. Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$500	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Carver will maintain its commitment to implementing small group instruction throughout the 2024-2025 school year for students in pre-K through 5th grade. This approach will facilitate personalized learning experiences tailored to each student's unique needs. By utilizing small groups, teachers can effectively differentiate instruction, ensuring that all students receive targeted support and resources to enhance their learning. Additionally, this strategy will promote greater student engagement and collaboration, allowing educators to closely monitor progress and adapt teaching methods as necessary to foster academic success for every learner. Strategy's Expected Result/Impact: Targeted Small Group Instruction: By implementing small group instruction across all grades, we aim to achieve at least 70% growth in I-Ready data, enabling personalized learning that addresses individual student needs. Data-Driven Instructional Planning: Utilizing data from Math MAP Growth assessments, we will focus on strategies that enhance learning outcomes, targeting a growth rate of 70% for the entire campus. Collaborative Professional Development: Providing ongoing training for educators on effective instructional strategies will help us reach a 70% growth in Math MAP assessments, ensuring teachers are equipped to support all learners effectively. Regular Progress Monitoring: Conducting frequent assessments and check-ins will allow for timely adjustments to instruction, supporting our goal of achieving a minimum of 70% in I-Ready data and Math MAP Growth campus-wide. Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Sirius Program - Software and Books - Math - 6300 Supplies and Materials- Title I Funds - \$6,500 , SPED Supplies and Materials - 199 - PIC 23 SPED State Allotment Funds - \$500	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: To address unmet TEKS, teachers will conduct daily assessments to track student progress and utilize both formal and informal data to design targeted lessons. Our approach will prioritize the academic achievement of all students, with a specific focus on supporting at-risk populations, including those in special education, African American students, and economically disadvantaged students. Strategy's Expected Result/Impact: Grades K-2: By using daily assessments and targeted instruction, early learners will build a stronger foundation in math, addressing gaps in understanding before they become larger issues. This will lead to improved performance in foundational numeracy skills, ensuring students are well-prepared for more complex math concepts in later grades. Grades 3-5: Focused on closing achievement gaps, this strategy will enhance student performance on grade-level assessments, with an anticipated 10% increase in the number of students meeting or exceeding the "Meets" and "Masters" standards on the STAAR math exam, particularly among at-risk populations. Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Science instruction fell short across all grade levels, as shown by the 2024 STAAR results: 50% Approached, 22% Met, and 9% Mastered standards. Similarly, 2024 MAP EOY Science percentiles were low: 2nd grade at 41%, 3rd at 40%, 4th at 46%, and 5th at 62%. These results highlight a need for significant improvement in science instruction to better meet students' learning needs. Root Cause: Inconsistent use of instructional minutes across grade levels hinders science instruction. Ensuring all teachers effectively use their time is essential for providing students the depth of learning needed to meet and exceed standards. Without consistent focus, students may lack the comprehensive instruction necessary for building strong foundational skills. Problem Statement 2: End-of-Year MAP data reveals that fourth-grade student performance falls short of expectations across all subject areas. Achievement percentiles are as follows: Math at 49%, Reading at 49%, SLAR at 52%, and Science at 46%. These results indicate a need for targeted interventions and instructional adjustments to support student growth and close academic gaps in every content area. Root Cause: A lack of reinforcement in teacher pedagogy. Ensuring that educators are equipped with effective instructional strategies and best practices is essential for enhancing student engagement and understanding. Without ongoing professional development and support in pedagogy, teachers may struggle to meet the diverse learning needs of their students, ultimately impacting overall academic achievement.

Student Learning

Problem Statement 3: Data from Common Benchmark Assessments (CBAs) and checkpoint evaluations indicate that students in grades 2 through 5 are underperforming in both written and spoken reading skills. This trend highlights a significant area of concern that requires targeted interventions to improve literacy outcomes and ensure that students develop the necessary communication skills for academic success. **Root Cause:** Limited exposure to academic language. Without regular opportunities to engage with and practice academic vocabulary and language structures, students may struggle to develop the written and spoken skills necessary for effective communication and comprehension. Addressing this gap in exposure is essential to improving literacy outcomes and supporting students' overall academic growth.

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: By the end of the 2024 - 2025 academic year, at least 55% of Emergent Bilingual (EB) students will demonstrate English language acquisition, as indicated by their progress on the Texas English Language Proficiency Assessment System (TELPAS).

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Professional development will be essential in enhancing English language proficiency for Emergent Bilinguals (EBs) as measured by TELPAS in grades K-5. Quarterly workshops facilitated by ESL specialists will focus on effective strategies for developing English language skills, including listening, speaking, reading, and writing, while also addressing the integration of academic language across subjects. Vertical alignment meetings will be held each grading cycle to foster collaboration among grade-level teams, ensuring consistency in language instruction and scaffolding for EBs. Teachers will participate in peer observations with structured feedback to refine their approaches to language acquisition. Regular analysis of TELPAS data will guide targeted instruction and support, while family engagement initiatives will provide parents with resources to help their children practice English at home. This comprehensive approach aims to improve TELPAS performance and foster language growth across all proficiency levels. Strategy's Expected Result/Impact: Grades K-2: Early language acquisition strategies will help students develop stronger listening, speaking, and vocabulary skills. These foundational skills will set the stage for smoother transitions into more complex language tasks as they progress. Grades 3-5: With enhanced focus on reading and writing in English, students will be better equipped to engage with academic content and improve TELPAS performance, positioning them for success as they transition to middle school. Staff Responsible for Monitoring: Teachers, Instructional Coaches, LPAC Teacher and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will fully implement all components of the Dual Language program with fidelity, ensuring that students receive high-quality, language-rich instruction. Necessary instructional materials and resources will be provided to support effective teaching and learning. Strategy's Expected Result/Impact: Enhance student language proficiency and academic performance in both English and the target language, contributing to improved TELPAS scores and overall academic achievement across all subjects. Staff Responsible for Monitoring: Teachers, Instructional Coaches, LPAC Teacher and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Headphones with mics - 199 - PIC 25 Bil./ESL State Allotment Funds - \$500, Dictionaries/Glossaries - 199 - PIC 25 Bil./ESL State Allotment Funds - \$500, Document Cameras - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,484	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement sheltered instruction strategies. This will include the development and use of anchor charts, sentence stems, visuals, and interactive word walls. These strategies will provide linguistic and visual support to enhance comprehension and engagement, with particular emphasis on at-risk students, including those identified as economically disadvantaged. By integrating these tools into daily instruction, we aim to improve academic performance, as measured by MAP, STAAR "Meets" rates, and increase TELPAS scores across all grade levels. Strategy's Expected Result/Impact: A 10% increase in TELPAS scores by the end of the 2024-2025 school year. This growth will reflect improved English language acquisition among Emergent Bilingual (EB) students, leading to better performance in both language proficiency and overall academic achievement. By strengthening instructional practices and providing targeted support, more EB students will demonstrate progress on TELPAS, closing language gaps and fostering greater success across all content areas. Staff Responsible for Monitoring: Teachers, Instructional Coaches, LPAC Teacher and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Bilingual Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$4,000	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will implement daily TELPAS stations to reinforce language skills, ensuring students engage in targeted practice. Additionally, students in grades 2nd through 5th will utilize the TEA website for TELPAS preparation at least once each grading cycle, providing structured opportunities to develop their English language proficiency. Strategy's Expected Result/Impact: A 10% increase in TELPAS scores by enhancing students' language skills through consistent practice and targeted instruction, ultimately improving their overall performance in English language acquisition. Staff Responsible for Monitoring: Teachers, Instructional Coaches, LPAC Teacher and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3	✗	✗	✗	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Science instruction fell short across all grade levels, as shown by the 2024 STAAR results: 50% Approached, 22% Met, and 9% Mastered standards. Similarly, 2024 MAP EOY Science percentiles were low: 2nd grade at 41%, 3rd at 40%, 4th at 46%, and 5th at 62%. These results highlight a need for significant improvement in science instruction to better meet students' learning needs. Root Cause: Inconsistent use of instructional minutes across grade levels hinders science instruction. Ensuring all teachers effectively use their time is essential for providing students the depth of learning needed to meet and exceed standards. Without consistent focus, students may lack the comprehensive instruction necessary for building strong foundational skills. Problem Statement 2: End-of-Year MAP data reveals that fourth-grade student performance falls short of expectations across all subject areas. Achievement percentiles are as follows: Math at 49%, Reading at 49%, SLAR at 52%, and Science at 46%. These results indicate a need for targeted interventions and instructional adjustments to support student growth and close academic gaps in every content area. Root Cause: A lack of reinforcement in teacher pedagogy. Ensuring that educators are equipped with effective instructional strategies and best practices is essential for enhancing student engagement and understanding. Without ongoing professional development and support in pedagogy, teachers may struggle to meet the diverse learning needs of their students, ultimately impacting overall academic achievement. Problem Statement 3: Data from Common Benchmark Assessments (CBAs) and checkpoint evaluations indicate that students in grades 2 through 5 are underperforming in both written and spoken reading skills. This trend highlights a significant area of concern that requires targeted interventions to improve literacy outcomes and ensure that students develop the necessary communication skills for academic success. Root Cause: Limited exposure to academic language. Without regular opportunities to engage with and practice academic vocabulary and language structures, students may struggle to develop the written and spoken skills necessary for effective communication and comprehension. Addressing this gap in exposure is essential to improving literacy outcomes and supporting students' overall academic growth.

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: The percentage of student management incidents leading to exclusionary consequences (such as In-School Suspension, Out-of-School Suspension, and Reassignment Rooms) will decrease by 10%, resulting in fewer overall incidents.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in staff development and implement a school-wide discipline system along with Positive Behavior Intervention Strategies (PBIS) to create a welcoming, positive, and respectful school environment. To encourage positive behavior and support social-emotional learning (SEL), students who maintain a record without discipline referrals will be rewarded at Carver celebrations each nine weeks. Strategy's Expected Result/Impact: A positive and respectful school climate where students feel safe and supported. We anticipate a 10% reduction in behavioral incidents. This will lead to improved student engagement and academic performance, as a well-managed environment encourages students to focus on learning. Additionally, the enhanced collaboration among staff will create a unified approach to discipline, further strengthening the school's culture of respect and accountability. Staff Responsible for Monitoring: All Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Attendance Incentives - 6300 Supplies and Materials- Title I Funds - \$2,000, Carver Tiger Incentives - 6300 Supplies and Materials- Title I Funds - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Staff will implement the house system at Carver Elementary to promote positive behavior and enhance school culture. The house system will motivate students by fostering teamwork, accountability, and a sense of belonging. Through friendly competition, students will earn points for demonstrating positive behavior, leadership, and cooperation. This approach will align with the school's PBIS framework, reinforcing respectful and responsible behaviors while building a supportive and inclusive school environment. Strategy's Expected Result/Impact: The house system will increase student engagement and encourage positive behavior across all grade levels. It will create a strong sense of community, reduce behavioral incidents, and promote a positive, respectful school culture. The focus on teamwork and accountability will contribute to a more collaborative and motivated student body, improving both academic and social outcomes. Staff Responsible for Monitoring: All Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 Funding Sources: Positive Incentives for Students - 6300 Supplies and Materials- Title I Funds - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Administrators including the counselor and teachers will implement social emotional strategies to address all student social and emotional needs of all students, but with an emphasis in at risk populations Strategy's Expected Result/Impact: We expect to see a noticeable improvement in student well-being and engagement. This initiative will lead to enhanced emotional regulation and coping skills among students, resulting in a 10% decrease in behavioral incidents and an increase in overall academic performance. Additionally, fostering a supportive school environment will promote positive relationships among students and staff, ultimately contributing to a more inclusive and nurturing educational atmosphere. Staff Responsible for Monitoring: All Staff Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: SEL Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$2,260	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details		Reviews			
Strategy 4: Parents will be invited to school during a parent family engagement series of talks different topics like: supporting healthy habits, behavior expectations and how to support our students at home with academics. Strategy's Expected Result/Impact: We anticipate a 20% increase in parent participation in school events. This enhanced involvement will empower families to reinforce positive behaviors and academic practices at home, leading to improved student performance and overall well-being. Additionally, stronger home-school connections will contribute to a more supportive learning environment for all students. Staff Responsible for Monitoring: Counselors, Instructional Coaches and Administrators Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Nov	Feb	Apr	June
		✗	✗	✗	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Science instruction fell short across all grade levels, as shown by the 2024 STAAR results: 50% Approached, 22% Met, and 9% Mastered standards. Similarly, 2024 MAP EOY Science percentiles were low: 2nd grade at 41%, 3rd at 40%, 4th at 46%, and 5th at 62%. These results highlight a need for significant improvement in science instruction to better meet students' learning needs. Root Cause: Inconsistent use of instructional minutes across grade levels hinders science instruction. Ensuring all teachers effectively use their time is essential for providing students the depth of learning needed to meet and exceed standards. Without consistent focus, students may lack the comprehensive instruction necessary for building strong foundational skills. Problem Statement 2: End-of-Year MAP data reveals that fourth-grade student performance falls short of expectations across all subject areas. Achievement percentiles are as follows: Math at 49%, Reading at 49%, SLAR at 52%, and Science at 46%. These results indicate a need for targeted interventions and instructional adjustments to support student growth and close academic gaps in every content area. Root Cause: A lack of reinforcement in teacher pedagogy. Ensuring that educators are equipped with effective instructional strategies and best practices is essential for enhancing student engagement and understanding. Without ongoing professional development and support in pedagogy, teachers may struggle to meet the diverse learning needs of their students, ultimately impacting overall academic achievement. Problem Statement 3: Data from Common Benchmark Assessments (CBAs) and checkpoint evaluations indicate that students in grades 2 through 5 are underperforming in both written and spoken reading skills. This trend highlights a significant area of concern that requires targeted interventions to improve literacy outcomes and ensure that students develop the necessary communication skills for academic success. Root Cause: Limited exposure to academic language. Without regular opportunities to engage with and practice academic vocabulary and language structures, students may struggle to develop the written and spoken skills necessary for effective communication and comprehension. Addressing this gap in exposure is essential to improving literacy outcomes and supporting students' overall academic growth.

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: Enhance family engagement to improve student reading proficiency and overall academic success. By the end of the 2024-2025 school year, we aim to increase parent participation in school events and surveys by 20%, ensuring at least 50% of families are actively involved in supporting their children's reading development.

High Priority
Evaluation Data Sources: Panorama Survey

Strategy 1 Details		Reviews			
Strategy 1: Effective communication will be prioritized by developing a weekly newsletter for each grade level that outlines the learning objectives and activities for the upcoming week. These newsletters will detail what students will be studying, along with suggestions for how parents can reinforce these concepts at home. Additionally, the principal will share a weekly newsletter highlighting school-wide initiatives, important announcements, and overall student progress. Both newsletters will be distributed through email and made available on the school's website and social media platforms, ensuring easy access for all families. Teachers will encourage parents to ask questions and share their insights, fostering a collaborative approach to education. Strategy's Expected Result/Impact: We anticipate a 20% increase in parent participation in school events and surveys, ensuring that at least 50% of families are actively involved in supporting their children's education. The weekly newsletters will empower parents to engage with their children's learning at home, which is expected to enhance student reading proficiency and overall academic success. This proactive communication will strengthen the home-school partnership and promote a supportive learning environment for all students. Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrators Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Nov	Feb	Apr	June
		X	X	X	

Strategy 2 Details	Reviews			
Strategy 2: Carver will implement Family Literacy and STEM Program initiatives, including Literacy Night and STEM Night. These events will provide parents and students with engaging activities focused on both reading strategies and STEM learning to support holistic academic development at home. Literacy Night will feature interactive read-aloud sessions, workshops on comprehension skills, and resource distribution, such as books and educational materials. Parents will also receive guidance on creating literacy-rich environments at home to foster a love for reading and improve literacy skills. STEM Night will offer hands-on activities in science, technology, engineering, and math, encouraging critical thinking and problem-solving skills. These activities will provide families with strategies to support STEM learning outside the classroom, emphasizing the connection between STEM and everyday life. Strategy's Expected Result/Impact: These initiatives will increase parent engagement, leading to a 20% rise in family participation at school events. The events will foster a collaborative community that supports both literacy and STEM development, empowering families to play an active role in their children's education. As a result, students will improve their reading comprehension and critical thinking skills, enhancing their overall academic performance across multiple subjects. Staff Responsible for Monitoring: Teachers, Instructional Coaches and Administrators Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Literacy Night - 6100 Parent Inv. Payroll T1 - \$2,000, Literacy Night Supplies and Materials - 6300 Parent Involvement. Supplies T1 - \$456, STEM Night - 6100 Parent Inv. Payroll T1 - \$2,000, STEM Night Supplies and Materials - 6300 Parent Involvement. Supplies T1 - \$450, Literacy and STEM Night Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$500	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Carver will implement a series of surveys and feedback mechanisms throughout the school year. These surveys will be distributed digitally and in paper format to ensure accessibility for all families. The surveys will focus on various topics, including communication effectiveness, school programs, academic support, and overall satisfaction with school initiatives. Additionally, feedback sessions will be scheduled to allow parents to share their thoughts and suggestions in an open forum. The results of these surveys and feedback sessions will be analyzed to identify trends and areas for improvement, guiding future family engagement efforts and ensuring that the school is responsive to the needs of its community. Strategy's Expected Result/Impact: We expect to see a 20% increase in parent satisfaction and involvement in school activities. This strategy will foster a sense of community and partnership between families and the school, allowing us to tailor our programs and communications more effectively to meet the needs of parents and students. Increased responsiveness to parent feedback is anticipated to lead to higher participation rates in school events and initiatives, ultimately contributing to improved student outcomes and engagement in their education. Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: 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 1, 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 language 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: Collaborate with parent in the development of the PFE policy. Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Teachers will play a critical role in assisting students with key educational transitions, focusing on three major areas: PreK to Kinder Transition: Teachers will help familiarize PreK students with kindergarten expectations through classroom visits, meet-the-teacher events, and guided activities. 5th Grade to 6th Grade Transition: Teachers will introduce 5th-grade students to middle school opportunities in education and fine arts through information sessions, visits from middle school representatives, and virtual or in-person tours of middle school campuses. 5th Grade School Choice: Teachers will provide families with resources to help guide their decision-making on school selection. This includes detailed presentations on academic programs, specialized tracks, and fine arts pathways at various middle schools. Strategy's Expected Result/Impact: PreK to Kinder: This strategy will lead to a smooth transition for PreK students, better preparing them for kindergarten expectations and fostering early success in literacy and numeracy. Family engagement will also increase as parents become active participants in supporting their children's readiness for kindergarten. 5th to 6th Grade: By providing structured guidance and support, this strategy will help 5th-grade students make informed choices about middle school opportunities and prepare them for the academic and social challenges ahead. Parents will be more engaged and confident in their role during the school choice process. Staff Responsible for Monitoring: PreK, Kinder, 5th Grade Teachers, Counselors, Instructional Coaches and Administrators Title I: 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Buses for transitions to middle schools - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$600, Supplies - 6300 Supplies and Materials- Title I Funds - \$500	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: Science instruction fell short across all grade levels, as shown by the 2024 STAAR results: 50% Approached, 22% Met, and 9% Mastered standards. Similarly, 2024 MAP EOY Science percentiles were low: 2nd grade at 41%, 3rd at 40%, 4th at 46%, and 5th at 62%. These results highlight a need for significant improvement in science instruction to better meet students' learning needs. **Root Cause:** Inconsistent use of instructional minutes across grade levels hinders science instruction. Ensuring all teachers effectively use their time is essential for providing students the depth of learning needed to meet and exceed standards. Without consistent focus, students may lack the comprehensive instruction necessary for building strong foundational skills.

Problem Statement 2: End-of-Year MAP data reveals that fourth-grade student performance falls short of expectations across all subject areas. Achievement percentiles are as follows: Math at 49%, Reading at 49%, SLAR at 52%, and Science at 46%. These results indicate a need for targeted interventions and instructional adjustments to support student growth and close academic gaps in every content area. **Root Cause:** A lack of reinforcement in teacher pedagogy. Ensuring that educators are equipped with effective instructional strategies and best practices is essential for enhancing student engagement and understanding. Without ongoing professional development and support in pedagogy, teachers may struggle to meet the diverse learning needs of their students, ultimately impacting overall academic achievement.

Problem Statement 3: Data from Common Benchmark Assessments (CBAs) and checkpoint evaluations indicate that students in grades 2 through 5 are underperforming in both written and spoken reading skills. This trend highlights a significant area of concern that requires targeted interventions to improve literacy outcomes and ensure that students develop the necessary communication skills for academic success. **Root Cause:** Limited exposure to academic language. Without regular opportunities to engage with and practice academic vocabulary and language structures, students may struggle to develop the written and spoken skills necessary for effective communication and comprehension. Addressing this gap in exposure is essential to improving literacy outcomes and supporting students' overall academic growth.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional development will play a crucial role in boosting reading proficiency for grades 3-5. Quarterly workshops led by literacy specialists will focus on effective reading instruction and academic language development. Vertical alignment meetings will occur each grading cycle to foster collaboration among grade-level teams, ensuring consistent instructional practices. Teachers will participate in peer observations with structured feedback to promote improvement. Regular analysis of student performance data will guide instructional adjustments, while family engagement initiatives will provide parents with resources to support their children's reading at home. This comprehensive strategy aims to enhance student engagement with complex texts and improve reading achievement across all subjects.
1	1	2	In the 2024-2025 academic year, we will continue extended Professional Learning Community (PLC) meetings. These sessions will allow teachers to analyze data and practice instructional strategies collaboratively. The goal is to focus on closing achievement gaps and meeting high-leverage standards. By prioritizing these critical areas, we aim to strengthen teaching effectiveness and boost student success across the campus.
1	1	3	Carver will maintain its commitment to implementing small group instruction throughout the 2024-2025 school year for students in pre-K through 5th grade. This approach will facilitate personalized learning experiences tailored to each student's unique needs. By utilizing small groups, teachers can effectively differentiate instruction, ensuring that all students receive targeted support and resources to enhance their learning. Additionally, this strategy will promote greater student engagement and collaboration, allowing educators to closely monitor progress and adapt teaching methods as necessary to foster academic success for every learner.
1	1	4	To address unmet TEKS, teachers will conduct daily assessments to track student progress and utilize both formal and informal data for targeted lesson design. We will implement Saturday Schools to provide additional instructional support, focusing on at-risk populations, including special education, African American, and economically disadvantaged students. These sessions will feature engaging, hands-on activities aligned with TEKS, ensuring all students have opportunities for academic success.
1	2	1	Professional development will be a key focus to enhance science instruction across all grade levels. This strategy will include quarterly workshops led by science specialists, emphasizing effective instructional practices and engaging, hands-on learning experiences. Collaborative vertical alignment meetings will be held each grading cycle, allowing teachers to discuss curriculum implementation, share best practices, and ensure consistency in teaching standards. Peer observations will be encouraged, enabling educators to provide constructive feedback and learn from one another. Regular data-driven discussions will be conducted to analyze student performance metrics, guiding necessary adjustments to instructional approaches. By strengthening educators' skills and fostering collaboration, this comprehensive strategy aims to significantly improve science proficiency, targeting a 40% "Meets" standard and 20% "Masters" achievement by 2025.
1	2	2	In the 2024-2025 academic year, we will continue extended Professional Learning Community (PLC) meetings. These sessions will allow teachers to analyze data and practice instructional strategies collaboratively. The goal is to focus on closing achievement gaps and meeting high-leverage standards. By prioritizing these critical areas, we aim to strengthen teaching effectiveness and boost student success across the campus.

Goal	Objective	Strategy	Description
1	2	3	Carver will maintain its commitment to implementing small group instruction for science throughout the 2024-2025 school year for students in pre-K through 5th grade. This approach will facilitate personalized learning experiences tailored to each student's unique needs in scientific inquiry and understanding. By utilizing small groups, teachers can effectively differentiate science instruction, ensuring that all students receive targeted support and resources to enhance their scientific literacy and critical thinking skills. Additionally, this strategy will promote greater student engagement and collaboration in hands-on experiments and discussions, allowing educators to closely monitor progress and adapt teaching methods as necessary to foster academic success in science for every learner.
1	2	4	To address unmet TEKS, teachers will conduct daily assessments to track student progress and utilize both formal and informal data to design targeted lessons. Our approach will prioritize the academic achievement of all students, with a specific focus on supporting at-risk populations, including those in special education, African American students, and economically disadvantaged students.
1	3	1	Professional development will be essential in enhancing math proficiency for students in grades 3-5. Quarterly workshops facilitated by math specialists will concentrate on effective instructional techniques and the development of academic language. Vertical alignment meetings will take place each grading cycle to encourage collaboration among grade-level teams, ensuring consistent teaching practices. Teachers will engage in peer observations with structured feedback to facilitate improvement. Ongoing analysis of student performance data will inform instructional adjustments, while family engagement initiatives will equip parents with resources to support their children's math learning at home. This comprehensive approach aims to boost student engagement with challenging math concepts and improve overall achievement in mathematics across all grade levels.
1	3	2	In the 2024-2025 academic year, we will continue extended Professional Learning Community (PLC) meetings. These sessions will allow teachers to analyze data and practice instructional strategies collaboratively. The goal is to focus on closing achievement gaps and meeting high-leverage standards. By prioritizing these critical areas, we aim to strengthen teaching effectiveness and boost student success across the campus.
1	3	3	Carver will maintain its commitment to implementing small group instruction throughout the 2024-2025 school year for students in pre-K through 5th grade. This approach will facilitate personalized learning experiences tailored to each student's unique needs. By utilizing small groups, teachers can effectively differentiate instruction, ensuring that all students receive targeted support and resources to enhance their learning. Additionally, this strategy will promote greater student engagement and collaboration, allowing educators to closely monitor progress and adapt teaching methods as necessary to foster academic success for every learner.
1	3	4	To address unmet TEKS, teachers will conduct daily assessments to track student progress and utilize both formal and informal data to design targeted lessons. Our approach will prioritize the academic achievement of all students, with a specific focus on supporting at-risk populations, including those in special education, African American students, and economically disadvantaged students.
1	4	1	Professional development will be essential in enhancing English language proficiency for Emergent Bilinguals (EBs) as measured by TELPAS in grades K-5. Quarterly workshops facilitated by ESL specialists will focus on effective strategies for developing English language skills, including listening, speaking, reading, and writing, while also addressing the integration of academic language across subjects. Vertical alignment meetings will be held each grading cycle to foster collaboration among grade-level teams, ensuring consistency in language instruction and scaffolding for EBs. Teachers will participate in peer observations with structured feedback to refine their approaches to language acquisition. Regular analysis of TELPAS data will guide targeted instruction and support, while family engagement initiatives will provide parents with resources to help their children practice English at home. This comprehensive approach aims to improve TELPAS performance and foster language growth across all proficiency levels.

Goal	Objective	Strategy	Description
1	4	2	Teachers will fully implement all components of the Dual Language program with fidelity, ensuring that students receive high-quality, language-rich instruction. Necessary instructional materials and resources will be provided to support effective teaching and learning.
1	4	3	Teachers will implement sheltered instruction strategies. This will include the development and use of anchor charts, sentence stems, visuals, and interactive word walls. These strategies will provide linguistic and visual support to enhance comprehension and engagement, with particular emphasis on at-risk students, including those identified as economically disadvantaged. By integrating these tools into daily instruction, we aim to improve academic performance, as measured by MAP, STAAR "Meets" rates, and increase TELPAS scores across all grade levels.
1	4	4	Teachers will implement daily TELPAS stations to reinforce language skills, ensuring students engage in targeted practice. Additionally, students in grades 2nd through 5th will utilize the TEA website for TELPAS preparation at least once each grading cycle, providing structured opportunities to develop their English language proficiency.
1	5	1	Teachers will participate in staff development and implement a school-wide discipline system along with Positive Behavior Intervention Strategies (PBIS) to create a welcoming, positive, and respectful school environment. To encourage positive behavior and support social-emotional learning (SEL), students who maintain a record without discipline referrals will be rewarded at Carver celebrations each nine weeks.
1	5	3	Administrators including the counselor and teachers will implement social emotional strategies to address all student social and emotional needs of all students, but with an emphasis in at risk populations
1	5	4	Parents will be invited to school during a parent family engagement series of talks different topics like: supporting healthy habits, behavior expectations and how to support our students at home with academics.
1	6	1	Effective communication will be prioritized by developing a weekly newsletter for each grade level that outlines the learning objectives and activities for the upcoming week. These newsletters will detail what students will be studying, along with suggestions for how parents can reinforce these concepts at home. Additionally, the principal will share a weekly newsletter highlighting school-wide initiatives, important announcements, and overall student progress. Both newsletters will be distributed through email and made available on the school's website and social media platforms, ensuring easy access for all families. Teachers will encourage parents to ask questions and share their insights, fostering a collaborative approach to education.
1	6	2	Carver will implement Family Literacy and STEM Program initiatives, including Literacy Night and STEM Night. These events will provide parents and students with engaging activities focused on both reading strategies and STEM learning to support holistic academic development at home. Literacy Night will feature interactive read-aloud sessions, workshops on comprehension skills, and resource distribution, such as books and educational materials. Parents will also receive guidance on creating literacy-rich environments at home to foster a love for reading and improve literacy skills. STEM Night will offer hands-on activities in science, technology, engineering, and math, encouraging critical thinking and problem-solving skills. These activities will provide families with strategies to support STEM learning outside the classroom, emphasizing the connection between STEM and everyday life.
1	6	3	Carver will implement a series of surveys and feedback mechanisms throughout the school year. These surveys will be distributed digitally and in paper format to ensure accessibility for all families. The surveys will focus on various topics, including communication effectiveness, school programs, academic support, and overall satisfaction with school initiatives. Additionally, feedback sessions will be scheduled to allow parents to share their thoughts and suggestions in an open forum. The results of these surveys and feedback sessions will be analyzed to identify trends and areas for improvement, guiding future family engagement efforts and ensuring that the school is responsive to the needs of its community.

Goal	Objective	Strategy	Description
1	6	4	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 1, 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 language of our parents, families and community members, additional language translation of the policy will be made available at no cost.
1	6	5	Teachers will play a critical role in assisting students with key educational transitions, focusing on three major areas: PreK to Kinder Transition: Teachers will help familiarize PreK students with kindergarten expectations through classroom visits, meet-the-teacher events, and guided activities. 5th Grade to 6th Grade Transition: Teachers will introduce 5th-grade students to middle school opportunities in education and fine arts through information sessions, visits from middle school representatives, and virtual or in-person tours of middle school campuses. 5th Grade School Choice: Teachers will provide families with resources to help guide their decision-making on school selection. This includes detailed presentations on academic programs, specialized tracks, and fine arts pathways at various middle schools.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Floyd	Teacher Intervention Specialist		
VACANT	Teacher Intervention Specialist		

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	SPED Instructional Materials and Supplies		\$500.00
1	2	3	SPED Supplies and Materials		\$495.00
1	3	3	SPED Supplies and Materials		\$500.00
Sub-Total					\$1,495.00
Budgeted Fund Source Amount					\$1,495.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Sirius Program - Software/Books - Reading (English and Spanish)		\$6,500.00
1	2	3	Sirius Program - Software and Materials Science		\$567.00
Sub-Total					\$7,067.00
Budgeted Fund Source Amount					\$7,067.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Dictionaries/Glossaries		\$500.00
1	4	2	Document Cameras		\$1,484.00
1	4	2	Headphones with mics		\$500.00
1	4	3	Bilingual Supplies		\$4,000.00
Sub-Total					\$6,484.00
Budgeted Fund Source Amount					\$6,484.00
+/- Difference					\$0.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Literacy Night		\$2,000.00
1	6	2	STEM Night		\$2,000.00

6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- 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					\$0.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials for Professional Development		\$500.00
1	1	2	Supplies and Materials for PLCs		\$500.00
1	1	4	Saturday School		\$10,000.00
1	2	1	Instructional Materials and Supplies for Professional Development		\$500.00
1	2	2	Supplies		\$500.00
1	2	3	Sirius Program - Software and Books - Science		\$5,933.00
1	3	1	Supplies and Materials for Professional Development		\$500.00
1	3	2	Supplies		\$500.00
1	3	3	Sirius Program - Software and Books - Math		\$6,500.00
1	5	1	Carver Tiger Incentives		\$1,000.00
1	5	1	Attendance Incentives		\$2,000.00
1	5	2	Positive Incentives for Students		\$1,000.00
1	5	3	SEL Supplies and Materials		\$2,260.00
1	6	2	Literacy and STEM Night Supplies and Materials		\$500.00
1	6	5	Supplies		\$500.00
Sub-Total					\$32,693.00
Budgeted Fund Source Amount					\$32,693.00
+/- Difference					\$0.00

6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Literacy Night Supplies and Materials		\$456.00
1	6	2	STEM Night Supplies and Materials		\$450.00
Sub-Total					\$906.00
Budgeted Fund Source Amount					\$906.00
+/- Difference					\$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	5	Buses for transitions to middle schools		\$600.00
Sub-Total					\$600.00
Budgeted Fund Source Amount					\$600.00
+/- Difference					\$0.00
Grand Total Budgeted					\$53,245.00
Grand Total Spent					\$53,245.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024