

Garland Independent School District
Classical Center At Vial Elementary School
2022-2023 Campus Improvement Plan



Board Approval Date: October 25, 2022

Mission Statement

We learn. We Care. We lead.

Vision

Inspire others to lead everywhere, every day.

Value Statement

We will:

Be Responsible
Be Respectful
Be Kind
Be eager to learn

and together be a part of the Vial Viking Community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Classical Center at Vial Elementary is a diverse campus that offers a high quality education to students from across GISD and neighboring school districts. CC at Vial is among the top performing elementary schools in GISD that earned a TEA rating of "A" based on School Progress and Closing Achievement Gaps thus earning us five (5) TEA distinctions. However, based 2021-2022 Review 360 data, student discipline is an area for growth.

Demographics Strengths

According to 2021-2022

Based on 2020-2021 Campus Staff Information, 96% of our staff are Bilingual/ESL certified. This is a 62% increase from our 2019-2020 Campus Staff Information. This positively impacts the academics success of our students because 66% of our student population are bilingual or ESL.

Based on our discipline reports from last year, 2019 - 2020, we had a total of 19 reassignment consequences. This year, 2020 - 2021, we had a total of 10 reassignment consequences which is a decrease of 48%.

Student attendance has increased by .8% compared to the previous school year due to the fact that teachers have been alot more consistent with their communication considering the virtual option for the 2020-2021 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to Review 360 Incidents by Gender for 2021-2022, male students had 69.4% of incidents. **Root Cause:** Social emotional gaps Lack of structure or classroom management No Administrative support and consequences Inconsistency of expectations including practicing in common areas Disengaged students

Problem Statement 2 (Prioritized): According to Review 360 Incidents by Ethnicity for 2021-2022, African-American students had 61.1% of incidents. **Root Cause:** Social emotional gaps Lack of structure or classroom management No Administrative support and consequences Inconsistency of expectations including practicing in common areas Disengaged students

Problem Statement 3 (Prioritized): According to Review 360 Incidents by Location for 2021-2022, 25% of the incidents occurred in the regular classroom and 24% occurred during specials. **Root Cause:** Social emotional gaps Lack of structure or classroom management No Administrative support and consequences Inconsistency of expectations including practicing in common areas Disengaged students

Student Learning

Student Learning Summary

Classical Center at Vial Elementary has earned ____ of students reaching the Meets Performance Level in STAAR Reading 2022 and ____ of students reaching the Meets Performance Level in STAAR Math 2022.

Student Learning Strengths

According to the 2021-2022 STAAR Summary Report for Math, Reporting Category 1 for all grade levels was the highest, with 71% correct or higher.
According to the 2021-2022 STAAR Summary Report for Math, 3rd grade At-Risk students attained 85% Approaches level.
According to the 2021-2022 STAAR Summary Report for Math, 3rd grade Bilingual students attained 83% at the Meets performance compared to the All Students results of 67% meets.

According to the 2021-2022 STAAR Summary Report for Reading, 3rd grade Bilingual students attained 100% for the Meets performance level.
According to the 2021-2022 STAAR Summary Report for Math, 5th grade Economically Disadvantaged students attained 46% for the Masters performance level.

According to the MAP Student Growth Summary Report for 2021-2022, 3rd grade grew in their achievement percentile from 79% in the fall to 93 % in the spring.

According to the MAP Student Growth Summary Report for 2021-2022, 85% of Kindergarten students met their growth projection.

According to the MAP Student Growth Summary Report for 2021-2022, 3rd grade's reading achievement percentile for fall was 84% and increased to 91% in spring.

According to the MAP Student Growth Summary Report for 2021-2022, 70% of third grade students met their growth projection.

According to the MAP Student Growth Summary Report for 2021-2022, 73% of 5th grade students met their growth projection.

According to the MAP Student Growth Summary Report for 2021-2022, second grade surpassed their projected observed growth of 11.3 to a 12.0.

According to the MAP Student Growth Summary Report for 2021-2022, 5th grade's achievement percentile grew from 86% in the fall to 90% in the spring 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2021-2022 STAAR Summary Report for Reading, 61% of 4th grade students performed at the Meets level. **Root Cause:** Inconsistency of small group instruction. No target instruction when doing intervention. Fidelity of using district curriculum or Scope and Sequence. Lack of emphasis on vocabulary

No support for reading (PLC)

Problem Statement 2 (Prioritized): According to the 2021-2022 STAAR Summary Report for Math, 61% of 5th grade students performed at the Meets level. **Root Cause:** Vertical alignment between staff. Inconsistency of small group instruction. No target instruction when doing intervention. Not adapting to different strategies taught in the curriculum. Lack of emphasis on vocabulary

Problem Statement 3 (Prioritized): According to the MAP Student Growth Summary Report for Math in 2021-2022, only 34% of the first grade students met growth. **Root Cause:** Vertical alignment between staff. Inconsistency of small group instruction. No target instruction when doing intervention. Lack of emphasis on vocabulary Need for consistency for goal-setting

Problem Statement 4 (Prioritized): According to the MAP Student Growth Summary Report for Reading in 2021-2022, 1st, 2nd, 4th, and 5th had 52% or less students meet their growth projection. **Root Cause:** Inconsistency of small group instruction. No target instruction when doing intervention. We do not have focused strategies for comprehension / critical thinking. No support for reading (PLC) Need for consistency for goal-setting

Problem Statement 5 (Prioritized): According to TEA's 2021-2022 STAAR Performance report for Science, only 33% of 5th grade students performed at the Meets performance level. **Root Cause:** Lack of understanding of Science TEKS Inconsistency of science labs conducted for students.

School Processes & Programs

School Processes & Programs Strengths

Classical programs of Piano and Drama were incorporated throughout the school year regardless of being limited by COVID restrictions.

Technology integration in each classroom and school-wide technology alignment is evident with 1:1 student-device ratio.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the school year 2021-2022, 85% of weekly PLCs focused on sharing district information and day to day school operations rather than instructional planning and vertical alignment throughout grade levels. **Root Cause:** Former administrators did not create a PLC schedule to guide teachers in the WDM cycle. Former administrators did not implement a PLC protocols to create teacher exemplars and analyzing.

Problem Statement 2 (Prioritized): In the school year 2021-2022, there was not school-wide positive behavior program to promote positive student behavior. **Root Cause:** Former administrators did not provide committee meetings in which teachers supported a campus wide discipline program with expectations and incentives.

Perceptions

Perceptions Strengths

According to the 2021-2022 family engagement survey...

- 80% of parents stated teachers encourage their child to do their best.
- 84% of parents stated they received information in a language they understand.
- 73% of parents stated teachers show respect to students
- 79% of parents stated the school used a variety of ways to contact parents.
- 77% of parents stated the expectations for behavior are communicated well.
- 77% of parents stated Vial is a safe place for their child.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the 2021-2022 Family Engagement Survey, 53% of parents stated that they were aware of the curriculum that their child was learning. **Root Cause:** Needing a system for sending out communication No incentive for completing engagement survey Providing communication in only one language Not all teachers using Dojo, Agenda, and Smore Parents not knowing about survey

Priority Problem Statements

Problem Statement 1: According to the 2021-2022 STAAR Summary Report for Reading, 61% of 4th grade students performed at the Meets level.

Root Cause 1: Inconsistency of small group instruction. No target instruction when doing intervention. Fidelity of using district curriculum or Scope and Sequence. Lack of emphasis on vocabulary No support for reading (PLC)

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to Review 360 Incidents by Gender for 2021-2022, male students had 69.4% of incidents.

Root Cause 2: Social emotional gaps Lack of structure or classroom management No Administrative support and consequences Inconsistency of expectations including practicing in common areas Disengaged students

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to Review 360 Incidents by Ethnicity for 2021-2022, African-American students had 61.1% of incidents.

Root Cause 3: Social emotional gaps Lack of structure or classroom management No Administrative support and consequences Inconsistency of expectations including practicing in common areas Disengaged students

Problem Statement 3 Areas: Demographics

Problem Statement 4: According to Review 360 Incidents by Location for 2021-2022, 25% of the incidents occurred in the regular classroom and 24% occurred during specials.

Root Cause 4: Social emotional gaps Lack of structure or classroom management No Administrative support and consequences Inconsistency of expectations including practicing in common areas Disengaged students

Problem Statement 4 Areas: Demographics

Problem Statement 5: According to the 2021-2022 STAAR Summary Report for Math, 61% of 5th grade students performed at the Meets level.

Root Cause 5: Vertical alignment between staff. Inconsistency of small group instruction. No target instruction when doing intervention. Not adapting to different strategies taught in the curriculum. Lack of emphasis on vocabulary

Problem Statement 5 Areas: Student Learning

Problem Statement 6: According to the MAP Student Growth Summary Report for Math in 2021-2022, only 34% of the first grade students met growth.

Root Cause 6: Vertical alignment between staff. Inconsistency of small group instruction. No target instruction when doing intervention. Lack of emphasis on vocabulary Need for consistency for goal-setting

Problem Statement 6 Areas: Student Learning

Problem Statement 7: According to the MAP Student Growth Summary Report for Reading in 2021-2022, 1st, 2nd, 4th, and 5th had 52% or less students meet their growth projection.

Root Cause 7: Inconsistency of small group instruction. No target instruction when doing intervention. We do not have focused strategies for comprehension / critical thinking. No

support for reading (PLC) Need for consistency for goal-setting

Problem Statement 7 Areas: Student Learning

Problem Statement 8: In the school year 2021-2022, 85% of weekly PLCs focused on sharing district information and day to day school operations rather than instructional planning and vertical alignment throughout grade levels.

Root Cause 8: Former administrators did not create a PLC schedule to guide teachers in the WDM cycle. Former administrators did not implement a PLC protocols to create teacher exemplars and analyzing.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: In the school year 2021-2022, there was not school-wide positive behavior program to promote positive student behavior.

Root Cause 9: Former administrators did not provide committee meetings in which teachers supported a campus wide discipline program with expectations and incentives.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: According to the 2021-2022 Family Engagement Survey, 53% of parents stated that they were aware of the curriculum that their child was learning.

Root Cause 10: Needing a system for sending out communication No incentive for completing engagement survey Providing communication in only one language Not all teachers using Dojo, Agenda, and Smore Parents not knowing about survey

Problem Statement 10 Areas: Perceptions

Problem Statement 11: According to TEA's 2021-2022 STAAR Performance report for Science, only 33% of 5th grade students performed at the Meets performance level.

Root Cause 11: Lack of understanding of Science TEKS Inconsistency of science labs conducted for students.

Problem Statement 11 Areas: Student Learning

Goals

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

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 66% to 71% by May 2023. (2024-2025 target is 90%.)


Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 61% to 70% by May 2023. (2024-2025 target is 90%.)


Percent of students in grade 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 73% to 80% by May 2023. (2024-2025 target is 90%.)



High Priority



HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will identify and understand Reading TEKS, learning objectives, instructional strategies, academic vocabulary, and Exit Tickets in collaboration with instructional coaches using GISD's planning guide for Amplify Literacy, that includes a focus on Emergent Bilingual and Special Education students.</p> <p>Strategy's Expected Result/Impact: Students will be able to access and acquire the TEKS and participate in engaging activities. We will track students' progress using MAP, CBAs, and mCLASS reports.</p> <p>Staff Responsible for Monitoring: Administrators, classroom teachers</p> <p>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 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1, 3, 4</p> <p>Funding Sources: 17 Gen Ed Subs for Instructional Planning for Gen Ed teachers (half day sub for Reading) - 199 - PIC 24 State Comp Ed Funds - \$1,275, 12 Dual Language Subs for Instructional Planning for Dual Lang. teachers (half day sub for reading) - 199 - PIC 25 Bil./ESL State Allotment Funds - \$900, 2 SPED Subs for Instructional Planning for SPED teacher - 199 - PIC 23 SPED State Allotment Funds - \$300, 29 subs for Instructional Planning for Grading Cycles 2, 3, and 4 (half days) - 6100 Payroll- Title I Funds - \$6,525, SPED supplies and materials - 199 - PIC 23 SPED State Allotment Funds - \$27</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and maintain an instructional schedule that provides 150 minutes of Language Arts instruction for (Kinder - 3rd grade) and 120 minutes (4th & 5th grade) that includes reading intervention and small group reading instruction for Kinder - 3rd grade using Amplify Literacy curriculum, mCLASS curriculum, and/or MAP Learning Continuum.</p> <p>Strategy's Expected Result/Impact: PLC Minutes MAP Reading reports mCLASS reports Curriculum assessments Exit tickets</p> <p>Staff Responsible for Monitoring: Administrators, classroom teachers</p> <p>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 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1, 3, 4</p> <p>Funding Sources: Instructional Supplies - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The interventionist will provide training to homeroom teachers about how to identify students for small group Reading intervention for Tier 2 or Tier 3 according to MAP and/or mCLASS.</p> <p>Strategy's Expected Result/Impact: PLC Minutes MAP Reading reports mCLASS reports Curriculum assessments Exit tickets Review 360</p> <p>Staff Responsible for Monitoring: Title 1 Intervention Specialist, classroom teachers, and administrators.</p> <p>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 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: 11 Gen Ed subs needed for BOY mCLASS testing. - 199 - PIC 24 State Comp Ed Funds - \$1,650, 8 Dual Lang. subs needed for BOY mCLASS testing. - 199 - PIC 25 Bil../ESL State Allotment Funds - \$1,200, 11 Gen Ed subs needed for MOY mCLASS testing. - 6100 Payroll- Title I Funds - \$1,650, 4 Dual Lang. subs needed for BOY mCLASS testing. - 199 - PIC 24 State Comp Ed Funds - \$515, Supplies and Materials - 199 - PIC 25 Bil../ESL State Allotment Funds - \$12</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The principal, assistant principal, instructional coaches, and teachers will facilitate Weekly Data Meetings to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, and creating reteach plans , that includes a focus on Emergent Bilingual and Special Education students.</p> <p>Strategy's Expected Result/Impact: Increase in teacher understanding of reading curriculum.</p> <p>Staff Responsible for Monitoring: Administrators, ELST, CST, and teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
Strategy 5: Instructional Coaches will plan with homeroom teachers to identify focus TEKS, learning objectives, instructional strategies to utilize, prepare supplemental instruction resources, and completed student assessments to identify possible pitfalls. Strategy's Expected Result/Impact: Increase in teacher understanding of reading curriculum. Staff Responsible for Monitoring: Administrators, ELST, CST, and teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Reading teachers will provide targeted STAAR intervention/review during the school day. Strategy's Expected Result/Impact: Increase performance in all levels of STAAR levels. Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators Title I: 2.4, 2.5, 2.6 - Problem Statements: Student Learning 1 Funding Sources: 75 subs needed during STAAR intervention (15 subs x 5 days = 75 sub days) - 6100 Payroll- Title I Funds - \$11,250	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
Strategy 7: The principal and assistant principal will conduct monthly coaching conferences in which reinforcements and refinements identified, and next steps are created and implemented by the teacher that will impact instruction and student learning.	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Increase in percentage of students scoring at the Meets performance level on CBAs and STAAR.

Staff Responsible for Monitoring: K-5th teachers and Administrators

Title I:

2.4, 2.5, 2.6

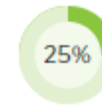
- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 4



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: According to the 2021-2022 STAAR Summary Report for Reading, 61% of 4th grade students performed at the Meets level. **Root Cause:** Inconsistency of small group instruction. No target instruction when doing intervention. Fidelity of using district curriculum or Scope and Sequence. Lack of emphasis on vocabulary No support for reading (PLC)

Problem Statement 2: According to the 2021-2022 STAAR Summary Report for Math, 61% of 5th grade students performed at the Meets level. **Root Cause:** Vertical alignment between staff. Inconsistency of small group instruction. No target instruction when doing intervention. Not adapting to different strategies taught in the curriculum. Lack of emphasis on vocabulary

Problem Statement 3: According to the MAP Student Growth Summary Report for Math in 2021-2022, only 34% of the first grade students met growth. **Root Cause:** Vertical alignment between staff. Inconsistency of small group instruction. No target instruction when doing intervention. Lack of emphasis on vocabulary Need for consistency for goal-setting

Problem Statement 4: According to the MAP Student Growth Summary Report for Reading in 2021-2022, 1st, 2nd, 4th, and 5th had 52% or less students meet their growth projection. **Root Cause:** Inconsistency of small group instruction. No target instruction when doing intervention. We do not have focused strategies for comprehension / critical thinking. No support for reading (PLC) Need for consistency for goal-setting

School Processes & Programs

Problem Statement 1: In the school year 2021-2022, 85%of weekly PLCs focused on sharing district information and day to day school operations rather than instructional planning and vertical alignment throughout grade levels. **Root Cause:** Former administrators did not create a PLC schedule to guide teachers in the WDM cycle. Former administrators did not implement a PLC protocols to create teacher exemplars and analyzing.

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

Performance Objective 2: Percent of students in grade 3 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 67% to 75% by May 2023. (2024-2025 target is 90%.)


Percent of students in grade 4 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 47% to 70% by May 2023. (2024-2025 target is 90%.)


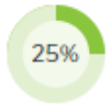

Percent of students in grade 5 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 60% to 70% by May 2023. (2024-2025 target is 90%.)








High Priority

HB3 Goal

Evaluation Data Sources: STAAR spring administration testing data file

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will identify and understand Math TEKS, learning objectives, instructional strategies, academic vocabulary, and Exit Tickets in collaboration with instructional coaches using GISD's planning guide for Eureka Math, that includes a focus on Emergent Bilingual and Special Education students.</p> <p>Strategy's Expected Result/Impact: Students will be able to access and acquire the TEKS using Chromebooks, iPads, and participate in engaging activities. We will track students' progress using MAP</p> <p>Staff Responsible for Monitoring: Administrators, classroom teachers</p> <p>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 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: 17 subs for Instructional Planning for Gen. Ed. teachers (half day subs for math) - 199 - PIC 24 State Comp Ed Funds - \$1,275, 8 subs for Instructional Planning for Dual Lang. teachers (half day subs for math) - 199 - PIC 25 Bil./ESL State Allotment Funds - \$900, 2 SPED subs for Instructional Planning for SPED teacher - 199 - PIC 23 SPED State Allotment Funds - \$300, 29 subs for Instructional Planning for grading cycle 2, 3, and 4 (half days) - 6100 Payroll- Title I Funds - \$6,525</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: The interventionist will provide training to homeroom teachers about how to identify students for small group Math intervention for Tier 2 or Tier 3 according to MAP and/or iReady. Strategy's Expected Result/Impact: PLC Minutes MAP Math reports Curriculum assessments Exit tickets 360 Staff Responsible for Monitoring: Title 1 Intervention Specialist, classroom teachers, 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 2: Effective, Well-Supported Teachers		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 3 Details		Reviews			
Strategy 3: Implement and maintain an instructional schedule that provides 120 minutes of Math instruction using Eureka Math curriculum. Strategy's Expected Result/Impact: Maximize student learning and mastery of math skills. Staff Responsible for Monitoring: Administrators, classroom teachers 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 2: Effective, Well-Supported Teachers Funding Sources: Instructional Supplies - 6300 Supplies and Materials- Title I Funds - \$1,000		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 4 Details		Reviews			
Strategy 4: The principal, assistant principal, instructional coaches, and teachers will facilitate Weekly Data Meetings to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, and creating reteach plans. Strategy's Expected Result/Impact: Increase in teacher understanding of math curriculum. Staff Responsible for Monitoring: Administrators, ELST, CST, and teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Feb	Apr	June
					

Strategy 5 Details	Reviews			
Strategy 5: Instructional Coaches will plan with homeroom teachers to identify focus TEKS, learning objectives, instructional strategies to utilize, prepare supplemental instruction resources, and completed student assessments to identify possible pitfalls. Strategy's Expected Result/Impact: Increase in teacher understanding of math curriculum. Staff Responsible for Monitoring: Administrators, ELST, CST, and teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: The principal and assistant principal will conduct monthly coaching conferences in which reinforcements and refinements identified, and next steps are created and implemented by the teacher that will impact instruction and student learning. Strategy's Expected Result/Impact: Increase in percentage of students scoring at the Meets performance level on CBAs and STAAR. Staff Responsible for Monitoring: K-5th teachers and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
Strategy 7: Reading teachers will provide targeted STAAR intervention/review during the school day. Strategy's Expected Result/Impact: Increase performance in all levels of STAAR levels. 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, Improve low-performing schools - Funding Sources: 75 subs needed for STAAR MATH intervention (15 subs x 5 days = 75 sub days)) - 6100 Payroll-Title I Funds - \$11,250	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: According to the 2021-2022 STAAR Summary Report for Reading, 61% of 4th grade students performed at the Meets level. **Root Cause:** Inconsistency of small group instruction. No target instruction when doing intervention. Fidelity of using district curriculum or Scope and Sequence. Lack of emphasis on vocabulary No support for reading (PLC)

Problem Statement 2: According to the 2021-2022 STAAR Summary Report for Math, 61% of 5th grade students performed at the Meets level. **Root Cause:** Vertical alignment between staff. Inconsistency of small group instruction. No target instruction when doing intervention. Not adapting to different strategies taught in the curriculum. Lack of emphasis on vocabulary

Problem Statement 3: According to the MAP Student Growth Summary Report for Math in 2021-2022, only 34% of the first grade students met growth. **Root Cause:** Vertical alignment between staff. Inconsistency of small group instruction. No target instruction when doing intervention. Lack of emphasis on vocabulary Need for consistency for goal-setting

Problem Statement 4: According to the MAP Student Growth Summary Report for Reading in 2021-2022, 1st, 2nd, 4th, and 5th had 52% or less students meet their growth projection. **Root Cause:** Inconsistency of small group instruction. No target instruction when doing intervention. We do not have focused strategies for comprehension / critical thinking. No support for reading (PLC) Need for consistency for goal-setting







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

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 32% in 2021 to 60% by May 2023.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will identify key TEKS by grade level using Lead4ward and identify resources that will support student understanding of the development the learning standards throughout the grade levels. Strategy's Expected Result/Impact: Students will be able to access and acquire the TEKS and participate in engaging activities. We will track students' progress using MAP, and CBAs. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: Science Instructional Supplies - 6300 Supplies and Materials- Title I Funds - \$660	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide educational excursions (field trips) for students that are aligned with TEKS and district curriculum. Strategy's Expected Result/Impact: Students will be able to access and acquire the TEKS and participate in engaging activities. We will track students' progress using MAP, and CBAs. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 5 Funding Sources: Educational Excursions for students in each grade level - 6200 Contracted Services/Registration- Title I Fun - \$9,000	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:







Student Learning
Problem Statement 5: According to TEA's 2021-2022 STAAR Performance report for Science, only 33% of 5th grade students performed at the Meets performance level. Root Cause: Lack of understanding of Science TEKS Inconsistency of science labs conducted for students.

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

Performance Objective 4: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 46.7% to 56.9% by May 2023 (2024-2025 target is 76%.)

High Priority

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


Strategy 1 Details	Reviews			
Strategy 1: The LPAC administrator and/or EL department will provide professional development that targets Sheltered Instruction. Strategy's Expected Result/Impact: Lesson plans, writing samples, exit tickets, classroom observations Staff Responsible for Monitoring: Administrators and classroom teachers Title I: 2.4, 2.5 - 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 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize Sheltered Instruction focused (specifically emphasizing English language development), targeted (aligned to ELL student proficiency levels) and systematic (scaffolding instruction to meet student progress and ensure College/Career Readiness) in developing English language skills. Strategy's Expected Result/Impact: Improvement of Emergent Bilingual students performance in TELPAS. Staff Responsible for Monitoring: Administrators, ELST, CST, and teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 50.7% in 2021 to 44.2% by May 2023.

Note: Due to COVID 19 Classical Center at Vial used 2019 data

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

Strategy 1 Details	Reviews			
Strategy 1: Staff will created and implement school wide behavior expectations and an incentive program to promote positive behavior, that includes a focus on Emergent Bilingual and Special Education students. Strategy's Expected Result/Impact: Behavior incidents will reduce by 33.6% Staff Responsible for Monitoring: Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1, 2, 3 - School Processes & Programs 2 Funding Sources: Incentives for positive behavior - 199 - PIC 24 State Comp Ed Funds - \$1,000, Incentives for positive behavior - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselor will support teachers with implementing Social Emotional Learning lessons campus wide and help teacher identify which lessons will meet the need of their students. Strategy's Expected Result/Impact: Provide students opportunities to effectively communicate needs and build	Formative			Summative
	Nov	Feb	Apr	June

positive relationships with teachers and peers.
Staff Responsible for Monitoring: Counselor and teachers.

Title I:
 2.6
- ESF Levers:
 Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: According to Review 360 Incidents by Gender for 2021-2022, male students had 69.4% of incidents. **Root Cause:** Social emotional gaps Lack of structure or classroom management No Administrative support and consequences Inconsistency of expectations including practicing in common areas Disengaged students

Problem Statement 2: According to Review 360 Incidents by Ethnicity for 2021-2022, African-American students had 61.1% of incidents. **Root Cause:** Social emotional gaps Lack of structure or classroom management No Administrative support and consequences Inconsistency of expectations including practicing in common areas Disengaged students

Problem Statement 3: According to Review 360 Incidents by Location for 2021-2022, 25% of the incidents occurred in the regular classroom and 24% occurred during specials. **Root Cause:** Social emotional gaps Lack of structure or classroom management No Administrative support and consequences Inconsistency of expectations including practicing in common areas Disengaged students





School Processes & Programs









Problem Statement 2: In the school year 2021-2022, there was not school-wide positive behavior program to promote positive student behavior. **Root Cause:** Former administrators did not provide committee meetings in which teachers supported a campus wide discipline program with expectations and incentives.







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

Performance Objective 6: By April 2023, at least 50% of students are represented by parents during family engagement events.

Evaluation Data Sources: Surveys, sign-in sheets, and agendas

Strategy 1 Details	Reviews			
Strategy 1: The principal and assistant principal will provide Title 1 meetings on different days and time to update parents about academic performance and the School-Parent compact policy. Strategy's Expected Result/Impact: Newsletters, apps, classroom observations Staff Responsible for Monitoring: Administrators and classroom teachers Title I: 2.4, 2.5 - 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 2: Effective, Well-Supported Teachers Problem Statements: Perceptions 1 Funding Sources: Supplies & Materials - 6300 Parent Involvement. Supplies T1 - \$2,229	Formative			Summative
	Nov	Feb	Apr	June
	 100%	 100%	 100%	
Strategy 2 Details	Reviews			
Strategy 2: The counselor will provide sessions before parent and family engagement nights to support parents of 5th grade students with transitioning from elementary to middle school. Strategy's Expected Result/Impact: Increase parent understanding of school of choice and subject of choice for middle school. Staff Responsible for Monitoring: Counselor Title I: 4.1, 4.2	Formative			Summative
	Nov	Feb	Apr	June
	 0%			

Strategy 3 Details	Reviews			
Strategy 3: The campus will host various family engagement events that provide academic support for reading and math. Strategy's Expected Result/Impact: Increase parent knowledge of how to support their students in reading and math. Staff Responsible for Monitoring: All professional staff. Title I: 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math -	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 I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Title I: 4.1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Title I: 4.2	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: 100% of families who attend fall Parent-Teacher conferences will have an opportunity to review and provide feedback on the school-parent compact.	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
Strategy 7: Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
Strategy 8: Communicate with parents in multiple ways to update parents about curriculum and school events. Strategy's Expected Result/Impact: Increase parent involvement in family engagement events and update parents about curriculum. Staff Responsible for Monitoring: Teachers and Administrators. ESF Levers: Lever 3: Positive School Culture Funding Sources: Agendas for Communication between school and parents about curriculum, school events, etc. - 6300 Supplies and Materials- Title I Funds - \$3,611	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


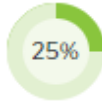
Performance Objective 6 Problem Statements:







Perceptions
Problem Statement 1: According to the 2021-2022 Family Engagement Survey, 53% of parents stated that they were aware of the curriculum that their child was learning. Root Cause: Needing a system for sending out communication No incentive for completing engagement survey Providing communication in only one language Not all teachers using Dojo, Agenda, and Smore Parents not knowing about survey

Goal 2: Magnet Funding Justification

Performance Objective 1: Vial will continue to provide a high quality Fine Arts and Dual Language programs for all students in K-5.

Evaluation Data Sources: Newsletters, surveys, magnet tours

Strategy 1 Details	Reviews			
Strategy 1: Fine arts teachers will attend training and conferences to support their continuing professional development. Strategy's Expected Result/Impact: Quality productions and presentations in Fall and Spring. Staff Responsible for Monitoring: Administrators, classroom teachers Title I: 2.4, 2.5 - 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 2: Effective, Well-Supported Teachers Funding Sources: Supplies & Materials - 199 - Magnet Funds - \$27,500	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Resources and equipment will be purchased to support the integration of technology, best-research practices, and high quality instruction into fine arts and dual language magnet program. Strategy's Expected Result/Impact: Increase student understanding and performance in Reading. Staff Responsible for Monitoring: Teachers, ELST, CST, and Administrators. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Achieve 3000 - 199 - Magnet Funds - \$8,200	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will identify and understand Reading TEKS, learning objectives, instructional strategies, academic vocabulary, and Exit Tickets in collaboration with instructional coaches using GISD's planning guide for Amplify Literacy. Strategy's Expected Result/Impact: Increase in teacher understanding of reading and/or math curriculum. Staff Responsible for Monitoring: Administrators, ELST, CST, and Teachers. 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 5: Effective Instruction Funding Sources: 29 subs (87 subs total) needed for instructional planning for each grading cycle (2, 3, and 4) - 199 - Magnet Funds - \$13,050	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will provide targeted STAAR intervention/review during the school day. Strategy's Expected Result/Impact: Increase student performance in STAAR. Staff Responsible for Monitoring: All Professional Staff 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 5: Effective Instruction Funding Sources: 15 subs needed for STAAR review (5 days) - 199 - Magnet Funds - \$11,250	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Renee Corona Etheridge	Teacher Intervention Specialist	Title I, Part A	1.0