Garland Independent School District

Shugart Elementary School

Campus Improvement Plan

2020-2021

Public Presentation Date: October 13, 2020

Mission Statement

We will provide each student with the key cognitive strategies and key learning skills/techniques needed to open the door to college and career success!

Vision

All students will have endless opportunities to prepare themselves for bright futures!

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

At Shugart Elementary, we will provide opportunities for teachers, staff, students, parents, and community to become fully engaged.

Demographics Strengths

- Attendance has stayed the same in the 18-19 and 19-20 school year
- 13 teachers are in Quintiles 1 thru 3 according to the 2019 Teacher Performance Overview Summary

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 48% of teachers scored in the low average or low range on the 2018-2019 Teacher Performance Overview Summary **Root Cause:** Lack of alignment of the Learning Objective/Demonstration of learning

Student Learning

Student Learning Summary

At Shugart Elementary, we use a variety of assessment instruments in order to determine how to best meet our students' needs. Our plan contains the school's goals to ensure student success. Due to COVID-19, students were unable to take the STAAR assessments. Data from 2018-2019 school year was used to determine strengths and needs.

Student Learning Strengths

- 77% of fourth graders met expected growth on the EOY 2019 Reading MAP.
- 73% of third graders met expected growth on the EOY 2019 Math MAP.
- 61% of fifth graders met expected growth on the EOY 2019 Math MAP.
- 45% of third graders were at the Meets level standard on the 2019 Reading STAAR.
- 85% of third graders were at the Approaches level standard on the 2019 Spanish Reading STAAR.
- 56% of fourth grade ELLs were at the Meets level standard on the 2019 Reading STAAR.
- 83% of fifth graders were at the Approaches level standard on the 2019 Reading STAAR.
- 48% of fifth graders were at the Meets level standard on the 2019 Reading STAAR.
- 83% of third graders were at the Approaches level standard on the 2019 Math STAAR.
- 100% of third graders who took the 2019 Spanish Math STAAR met the approaches level standard.
- On the 2019 Math STAAR, 86% of fifth graders met the Approaches level standard and 50% met the Meets level standard.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 44% of students in grades K-2 combined met the expected growth projection on the 2019 Spring MAP Reading assessment. **Root Cause:** Need consistent small group instruction

Problem Statement 2 (Prioritized): 52% of students in grades K-2 combined met the expected growth projection on the 2019 Spring MAP Math assessment. **Root Cause:** Need consistent basic skills practice

Problem Statement 3 (Prioritized): 59% of all students met the Approaches level standard on the 2019 4th Grade Math STAAR. **Root Cause:** Not prioritizing Math TEKS and unpacking them in order to ensure student understanding

Problem Statement 4 (Prioritized): 59% of all students met the Approaches level standard on the 2019 STAAR Writing. **Root Cause:** Lack of experience with daily writing and grammar practice

Problem Statement 5 (Prioritized): The percent of ELL students demonstrating English language acquisition as measured by TELPAS was 42.5%. **Root Cause:** Lack of differentiating instruction specifically with English language Learners and Sheltered Instruction implementation

Problem Statement 6 (Prioritized): 9% of all students met the Masters level standard on the 2019 4th Grade Reading STAAR. **Root Cause:** Need explicit instruction on how to figure out unknown words

Problem Statement 7 (Prioritized): 13% of 3rd Grade students and 5% of 4th Grade Students met the Masters level standard on the 2019 Math STAAR. **Root Cause:** Need to differentiate instruction in order to meet the needs of high achieving students

Problem Statement 8 (Prioritized): 0% of Special Education students and Spanish test takers met the Masters level standard on the 2019 STAAR Science. **Root Cause:** Lack of ability to transfer concrete information to abstract

Problem Statement 9: 6% of all students Met the Masters level standard on the 2019 STAAR Writing. **Root Cause:** Lack of experience and consistency with daily writing and grammar practice

Problem Statement 10 (Prioritized): 56% of 3rd Grade, 50% of 4th Grade, and 69% of 5th grade Special Education students met the Approaches level standard on the 2019 Reading STAAR. **Root Cause:** Consistency of accommodations between the special education classroom and general education classroom

Problem Statement 11 (Prioritized): 45% of students who took the 2019 Spanish 4th Grade Reading STAAR met the Approaches level standard. **Root Cause:** Consistency of providing the appropriate language of instruction.

Problem Statement 12 (Prioritized): Due to the COVID-19 Pandemic, Shugart students lack equitable access to digital learning materials. **Root Cause:** Lack of resources and devices at home for our students.

Problem Statement 13 (Prioritized): Due to the COVID-19 Pandemic, Shugart students did not participate in STAAR (State of Texas Assessments of Academic Readiness). Goals are based on previous year's data.. **Root Cause:** COVID-19

School Processes & Programs

School Processes & Programs Summary

Shugart has a variety of programs to ensure success. AVID helps to ensure that our students think about their college and career choices. Positive Behavioral Interventions and Supports (PBIS) will help with strategies to help improve school safety and promote positive behavior.

School Processes & Programs Strengths

- Shugart did not assign any students to AEP. 1 student came outside the district with an AEP placement.
- All teachers at Shugart Elementary were qualified during the 19-20 school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The percentage of students with repeat referrals was 57% during the 2019-2020 school year and 46.2% during the 2018-2019 school year. **Root Cause:** Lack of de-escalation strategies and training on Social & Emotional Learning

Problem Statement 2 (Prioritized): The number of student full day suspensions increased from 3 students in the 18-19 school year to 10 during the 19-20 school year. **Root Cause:** Lack of de-escalation strategies and training on Social & Emotional Learning

Perceptions

Perceptions Summary

At Shugart Elementary, we are committed to providing students with strategies and skills so that they may become life long learners and open the door to college and career success.

Perceptions Strengths

- 90% of parents feel that school administrators and teachers are welcoming and supportive bout parent and student concerns according to the combined 18-19 and 19-20 parent surveys.
- 97% of Shugart staff state that they can depend on their colleagues and coworkers according to the 2018-2019 Culture and Climate Survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of parents active on the PTA board in the 2018-2019 school year was 0 and the 2019-2020 school year was 1. **Root Cause:** Need more communication about ways parents can help and become more involved.

Priority Problem Statements

Problem Statement 1: 48% of teachers scored in the low average or low range on the 2018-2019 Teacher Performance Overview Summary
Root Cause 1: Lack of alignment of the Learning Objective/Demonstration of learning
Problem Statement 1 Areas: Demographics

Problem Statement 2: 44% of students in grades K-2 combined met the expected growth projection on the 2019 Spring MAP Reading assessment.
Root Cause 2: Need consistent small group instruction
Problem Statement 2 Areas: Student Learning

Problem Statement 3: 52% of students in grades K-2 combined met the expected growth projection on the 2019 Spring MAP Math assessment.
Root Cause 3: Need consistent basic skills practice
Problem Statement 3 Areas: Student Learning

Problem Statement 4: 59% of all students met the Approaches level standard on the 2019 4th Grade Math STAAR.
Root Cause 4: Not prioritizing Math TEKS and unpacking them in order to ensure student understanding
Problem Statement 4 Areas: Student Learning

Problem Statement 5: 59% of all students met the Approaches level standard on the 2019 STAAR Writing.
Root Cause 5: Lack of experience with daily writing and grammar practice
Problem Statement 5 Areas: Student Learning

Problem Statement 6: The percent of ELL students demonstrating English language acquisition as measured by TELPAS was 42.5%.
Root Cause 6: Lack of differentiating instruction specifically with English language Learners and Sheltered Instruction implementation
Problem Statement 6 Areas: Student Learning

Problem Statement 7: The percentage of students with repeat referrals was 57% during the 2019-2020 school year and 46.2% during the 2018-2019 school year.
Root Cause 7: Lack of de-escalation strategies and training on Social & Emotional Learning
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The number of student full day suspensions increased from 3 students in the 18-19 school year to 10 during the 19-20 school year.
Root Cause 8: Lack of de-escalation strategies and training on Social & Emotional Learning

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The number of parents active on the PTA board in the 2018-2019 school year was 0 and the 2019-2020 school year was 1.

Root Cause 9: Need more communication about ways parents can help and become more involved.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: 13% of 3rd Grade students and 5% of 4th Grade Students met the Masters level standard on the 2019 Math STAAR.

Root Cause 10: Need to differentiate instruction in order to meet the needs of high achieving students

Problem Statement 10 Areas: Student Learning

Problem Statement 11: 56% of 3rd Grade, 50% of 4th Grade, and 69% of 5th grade Special Education students met the Approaches level standard on the 2019 Reading STAAR.

Root Cause 11: Consistency of accommodations between the special education classroom and general education classroom

Problem Statement 11 Areas: Student Learning

Problem Statement 12: 9% of all students met the Masters level standard on the 2019 4th Grade Reading STAAR.

Root Cause 12: Need explicit instruction on how to figure out unknown words

Problem Statement 12 Areas: Student Learning

Problem Statement 13: 45% of students who took the 2019 Spanish 4th Grade Reading STAAR met the Approaches level standard.

Root Cause 13: Consistency of providing the appropriate language of instruction.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: 0% of Special Education students and Spanish test takers met the Masters level standard on the 2019 STAAR Science.

Root Cause 14: Lack of ability to transfer concrete information to abstract

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Due to the COVID-19 Pandemic, Shugart students lack equitable access to digital learning materials.

Root Cause 15: Lack of resources and devices at home for our students.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: Due to the COVID-19 Pandemic, Shugart students did not participate in STAAR (State of Texas Assessments of Academic Readiness). Goals are based on previous year's data..

Root Cause 16: COVID-19

Problem Statement 16 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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

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 equity in student management.

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 42.7% in 2019 to 90% by 2026. (SY2021 interim goal = 57.4%).
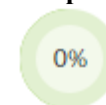4th Grade 31.4% to 43.1%
5th Grade 48.4% to 53.6%

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

Summative Evaluation: None
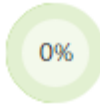
Strategy 1: Teachers will implement the strategy, What to do when you come to a word you don't know, in order to strengthen students' word knowledge and decoding skills when reading.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase students' reading level as measured by DRA/EDL, MAP Reading, and STAAR Reading.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principal, & Early Literacy Specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Problem Statements: Student Learning 1, 6, 10				

Strategy 2: Teachers will utilize data from DRA/EDL, MAP and TELPAS to plan small group, teacher led instruction to specifically target and support individual student needs in reading.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: An increase in reading acquisition skills, reading fluency, and students performing at a Mastery level. Evaluation: -MAP -DRA -STAAR	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Intervention Teacher, Classroom Teachers, and Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Problem Statements: Demographics 1 - Student Learning 1, 5, 6, 10				
Funding Sources: Differentiated reading materials for Tier 2 and 3 students - 199 - PIC 24 State Comp Ed Funds - $1,772.50, ELAR Professional Development in targeted instruction - 6100 Payroll- Title I Funds - Substitutes - $2,750				

Strategy 3: Teachers in grades 3-5 will use STAAR formatted questions to support students as they move from concrete to abstract concepts in reading.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase reading acquisition skills and higher order thinking.	**Nov**	**Feb**	**Apr**	**June**
Evaluation: -MAP -STAAR **Staff Responsible for Monitoring:** Principal, Assistant Principal, Early Literacy Specialist, & Intermediate Support Teacher **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 6, 10 **Funding Sources:** Supplies & materials for tutoring at risk students - 199 - PIC 24 State Comp Ed Funds - $500, STAAR aligned Reading materials - 199 - PIC 24 State Comp Ed Funds - $1,700				

Strategy 4: Teachers and Administrators will provide parents with resources and strategies to help their children become better readers by hosting parent nights, posting ideas in the parent monthly Smore and weekly Cowboy Chronicle. The Parent Compact and Parental Involvement Policy will be distributed to parents during the Annual Title 1 meeting and parents will be afforded the opportunity to provide feedback.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase parent awareness on reading strategies that may be implemented at home and increase parent involvement.	**Nov**	**Feb**	**Apr**	**June**
Evaluation: -DRA Scores -TELPAS -MAP Data -STAAR -Parent Survey **Staff Responsible for Monitoring:** Principal and Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 3.2 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 6, 11 - Perceptions 1 **Funding Sources:** Take home materials for parents to bridge home & school - 6300 Parent Involvement. Supplies T1 - $1,015				

Strategy 5: Administrators and teachers will ensure that special education and 504 students are provided with accommodations as determined by the ARD and 504 committee.	**Reviews**			
Strategy's Expected Result/Impact: Students will become more proficient in reading fluency and comprehension in all content areas. Evaluation: -Accommodation Tracker -IEP Goals -IAP -MAP -STAAR **Staff Responsible for Monitoring:** Classroom Teachers, Special Education Team, and Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 10 **Funding Sources:** Stations, supplies, & materials for special education students - 199 - PIC 23 SPED State Allotment Funds - $1,216	**Formative**			**Summative**
	Nov	Feb	Apr	June

Strategy 6: Due to the COVID 19 pandemic, students will use technology for reading digital books and articles and to complete online learning stations, responses to reading, and reflections.	**Reviews**			
Strategy's Expected Result/Impact: Increased remote participation and improved student scores in reading as evidenced by the DRA, MAP, & STAAR. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 6, 12 **Funding Sources:** Chromebooks - 6300 Supplies and Materials- Title I Funds - $9,011	**Formative**			**Summative**
	Nov	Feb	Apr	June

Strategy 7: Teachers will plan accelerated instruction for high performing students so they perform at a Masters level.	**Reviews**			
Strategy's Expected Result/Impact: An increase in reading acquisition skills, reading fluency, and students performing at a Mastery level on STAAR. Evaluation: -MAP -DRA -STAAR **Staff Responsible for Monitoring:** Intervention Teacher, Classroom Teachers, and Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 5, 6, 10 **Funding Sources:** Learning activities/materials to ensure mastery and enrichment of TEKS. - 6300 Supplies and Materials- Title I Funds - $998	**Formative**			**Summative**
	Nov	Feb	Apr	June
	0%	0%	0%	

Strategy 8: An intervention teacher and aides will provide instruction for Tier 2 and Tier 3 students.		Reviews			
Strategy's Expected Result/Impact: An increase in reading acquisition skills, compehension, and reading fluency. Evaluation: -MAP -DRA -STAAR **Staff Responsible for Monitoring:** Intervention Teacher and Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 6		Formative			Summative
		Nov	Feb	Apr	June
		0%	0%	0%	

Strategy 9: Teachers will provide parents with resources and strategies to help students transition to Pre-K/Kinder and Middle School (Pre-K/Kindergarten Round Up, AVID Parent Night and 5th Grade Middle School Transition Meeting).		Reviews			
Strategy's Expected Result/Impact: Increase parent awareness on strategies that may be implemented at home and increase parent involvement. Evaluation: -Parent Survey -TELPAS -MAP -STAAR **Staff Responsible for Monitoring:** Classroom teachers and Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 11 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June
		0%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 48% of teachers scored in the low average or low range on the 2018-2019 Teacher Performance Overview Summary **Root Cause:** Lack of alignment of the Learning Objective/Demonstration of learning

Student Learning
Problem Statement 1: 44% of students in grades K-2 combined met the expected growth projection on the 2019 Spring MAP Reading assessment. **Root Cause:** Need consistent small group instruction
Problem Statement 5: The percent of ELL students demonstrating English language acquisition as measured by TELPAS was 42.5%. **Root Cause:** Lack of differentiating instruction specifically with English language Learners and Sheltered Instruction implementation
Problem Statement 6: 9% of all students met the Masters level standard on the 2019 4th Grade Reading STAAR. **Root Cause:** Need explicit instruction on how to figure out unknown words
Problem Statement 10: 56% of 3rd Grade, 50% of 4th Grade, and 69% of 5th grade Special Education students met the Approaches level standard on the 2019 Reading STAAR. **Root Cause:** Consistency of accommodations between the special education classroom and general education classroom

Problem Statement 11: 45% of students who took the 2019 Spanish 4th Grade Reading STAAR met the Approaches level standard. **Root Cause:** Consistency of providing the appropriate language of instruction.
Problem Statement 12: Due to the COVID-19 Pandemic, Shugart students lack equitable access to digital learning materials. **Root Cause:** Lack of resources and devices at home for our students.

Perceptions
Problem Statement 1: The number of parents active on the PTA board in the 2018-2019 school year was 0 and the 2019-2020 school year was 1. **Root Cause:** Need more communication about ways parents can help and become more involved.

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

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 24.3% in 2019 to 70% by 2026. (SY2021 interim goal = 42.9 %)

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

    Summative Evaluation: None

Strategy 1: Teachers will conduct Writer's Workshop (Minilesson, Independent Writing, Coaching/Conferencing, & Sharing) with fidelity and incorporate Lucy Calkins strategies and materials.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in students' writing ability, STAAR writing, and TELPAS writing.	**Nov**	**Feb**	**Apr**	**June**
Evaluation: -Lesson Plans -Writing Assessments -TELPAS -STAAR				
Staff Responsible for Monitoring: Principal, Assistant Principal, & Early Literacy Specialist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				
Problem Statements: Student Learning 4, 5				
Strategy 2: Teachers will provide Daily Oral Language practice in order to improve students' revising and editing abilities.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased results for students in the area of writing; STAAR writing, and TELPAS Writing.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal & Assistant Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				
Problem Statements: Student Learning 4, 5				

0% No Progress   100% Accomplished   ⮕ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: 59% of all students met the Approaches level standard on the 2019 STAAR Writing. **Root Cause:** Lack of experience with daily writing and grammar practice
Problem Statement 5: The percent of ELL students demonstrating English language acquisition as measured by TELPAS was 42.5%. **Root Cause:** Lack of differentiating instruction specifically with English language Learners and Sheltered Instruction implementation

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

Performance Objective 3: 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 42.5% in 2019 to 76% by 2026. (SY2021 interim goal = 45.8%)

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

    Summative Evaluation: None

Strategy 1: Teachers will provide targeted language acquisition instruction to ensure English Language Learners demonstrate at least one year's growth in language development.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in language acquisition and increased scores on TELPAS.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal & Classroom Teachers				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math				
Problem Statements: Student Learning 5				
Funding Sources: Privacy Boards for TELPAS listening & speaking - 199 - PIC 25 Bil./ESL State Allotment Funds - $782, Headphones with microphones to practice listening & speaking - 199 - PIC 25 Bil./ESL State Allotment Funds - $2,057, English and Spanish Translation Dictionaries - 199 - PIC 25 Bil./ESL State Allotment Funds - $500				
Strategy 2: Teachers and administration will ensure that each English learner is provided with linguistic and instructional accommodations as decided by LPAC (Language Proficiency Assessment Committee).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in language acquisition and increased levels of proficiency on TELPAS and STAAR.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal & Classroom Teachers				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math				
Problem Statements: Student Learning 5, 6				
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 3 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 5:** The percent of ELL students demonstrating English language acquisition as measured by TELPAS was 42.5%. **Root Cause:** Lack of differentiating instruction specifically with English language Learners and Sheltered Instruction implementation |
| **Problem Statement 6:** 9% of all students met the Masters level standard on the 2019 4th Grade Reading STAAR. **Root Cause:** Need explicit instruction on how to figure out unknown words |

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

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 43.8% in 2019 to 80% by 2026. (SY2021 interim goal = 44.0%)

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

Summative Evaluation: None

Strategy 1: Teachers will incorporate hands-on activities and follow up science questions that are presented in an open-ended format, in the students' language of instruction, in order to assess their level of understanding of science content.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase science vocabulary and content knowledge.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal and Vertical Alignment Team				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				
Problem Statements: Student Learning 8				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 4 Problem Statements:

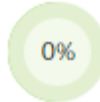| Student Learning |
|---|
| **Problem Statement 8:** 0% of Special Education students and Spanish test takers met the Masters level standard on the 2019 STAAR Science. **Root Cause:** Lack of ability to transfer concrete information to abstract |

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

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR, will increase from 54.9% in 2019 to 90% by 2026. (SY2021 interim goal = 56.8%)
3rd Grade 49.3% to 51.2%
4th Grade 15.7% to 17.6%

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

Summative Evaluation: None

Strategy 1: Teachers will implement training on how to plan aligned, rigorous instruction by unpacking TEKS, creating daily learning objectives, and developing teacher and student exemplars.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase math acquisition skills and higher order thinking when problem solving. Teachers will become proficient in developing formative assessments to evaluate student learning during Weekly Data Meetings. Evaluation: -Lesson Plans -Weekly Data Meetings -Unit Assessments	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal & Assistant Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Problem Statements: Demographics 1 - Student Learning 2, 3, 7				
Strategy 2: Teachers will utilize data from MAP and the learning continuum to plan small group, teacher led instruction to specifically target and support individual student needs in the area of math.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased math acquisition skills and fluency. Evaluation: -MAP -STAAR -Unit Assessments	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal and Instructional Support Teacher				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Problem Statements: Student Learning 2, 3, 7				
Funding Sources: Substitutes for Math PD and Planning - 6100 Payroll- Title I Funds - $2,750, Substitutes to provide additional small group support - 6100 Payroll- Title I Funds - $5,500, Differentiated math materials for targeted instruction - 199 - PIC 24 State Comp Ed Funds - $1,772.50				

Strategy 3: Teachers and Administrators will provide parents with resources and strategies to help their children become better mathematicians by hosting parent nights, posting ideas in the parent monthly Smore, and posting ideas in the weekly chronicle.	**Reviews**			
Strategy's Expected Result/Impact: Increase parent engagement and awareness of math strategies that may be implemented at home. Evaluation: -MAP Data -STAAR -Parent Survey **Staff Responsible for Monitoring:** Principal & Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 3.2 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3, 7 - Perceptions 1 **Funding Sources:** Interactive activities and materials to enhance math knowledge and skills for families - 6300 Parent Involvement. Supplies T1 - $1,000	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 4: An intervention teacher and aides will provide math instruction for Tier 2 and Tier 3 students.	**Reviews**			
Strategy's Expected Result/Impact: Increased math acquisition skills and fluency Evaluation: -MAP -STAAR **Staff Responsible for Monitoring:** Intervention Teacher and Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3, 7	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	0%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: 48% of teachers scored in the low average or low range on the 2018-2019 Teacher Performance Overview Summary **Root Cause:** Lack of alignment of the Learning Objective/Demonstration of learning
Student Learning
Problem Statement 2: 52% of students in grades K-2 combined met the expected growth projection on the 2019 Spring MAP Math assessment. **Root Cause:** Need consistent basic skills practice
Problem Statement 3: 59% of all students met the Approaches level standard on the 2019 4th Grade Math STAAR. **Root Cause:** Not prioritizing Math TEKS and unpacking them in order to ensure student understanding
Problem Statement 7: 13% of 3rd Grade students and 5% of 4th Grade Students met the Masters level standard on the 2019 Math STAAR. **Root Cause:** Need to differentiate instruction in order to meet the needs of high achieving students
Perceptions

Problem Statement 1: The number of parents active on the PTA board in the 2018-2019 school year was 0 and the 2019-2020 school year was 1. **Root Cause:** Need more communication about ways parents can help and become more involved.

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

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center (AEC)] will decrease from 44.1% in 2019 to 35% by 2026. (SY2021 interim goal = 44.0%).

Shugart's percent of exclusionary consequences will decrease from 21.3% in 2019 to 20.8% by 2025 and remain below the district goal of 35%.

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

Summative Evaluation: None

Strategy 1: Teachers will implement training on Social and Emotional Lessons, Positive Behavioral Interventions and Supports (PBIS), & RTI (Response to Intervention Process).	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Decreased discipline incidents and increased instructional time. Evaluation: -Review 360 **Staff Responsible for Monitoring:** Assistant Principal & PBIS Team **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Materials to assist in calming & de-escalating students - 6300 Supplies and Materials- Title I Funds - $1,000	Nov	Feb	Apr	June
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: The percentage of students with repeat referrals was 57% during the 2019-2020 school year and 46.2% during the 2018-2019 school year. **Root Cause:** Lack of de-escalation strategies and training on Social & Emotional Learning