Garland Independent School District

Caldwell Elementary School

2022-2023 Campus Improvement Plan

Board Approval Date: October 25, 2022
Public Presentation Date: August 24, 2022

Mission Statement

Caldwell Elementary

Together as educators, students, and families we will provide a safe environment and create strong foundations in order to build confident, critical thinkers, who will become our future.

Vision

Caldwell Elementary teachers and staff members work to help their students become critical thinkers while helping students develop the confidence to believe in themselves and achieve their highest success.

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Demographics

Demographics Summary

This charming open enrollment, neighborhood school was founded in 1955 and named after the man, Randolph Caldwell, who donated the land on which the school was built. The current student population of 406 wear standardized dress and enjoy belting out the school's motto "Believe to Achieve." Nestled along Saturn Road, and just a few blocks south of West Kingsley Road, students and their families utilize the playground, fondly referred to as 'the park', for family outings, soccer games and socializing. The pre-kindergarten through fifth grade students at this AVID, Title I school may take advantage of the free Breakfast-in-the-Classroom program each morning. In addition to the quality academic programs, students participate in College Mondays, Spirit Fridays, awards assemblies, honor choir, morning/afternoon tutorials, family Art Nights, family PE Nights, fifth grade outdoor education trip and various events hosted by our active PTA. Make sure to wear your red and white as you stop by to visit our Cardinal Family.

Demographics Strengths

- The racial diversity in the faculty reflects the student diversity.
- Survey Data reveals parents' are highly satisfied with teachers' communication.
- School has seen an increase in attendance since the pandemic.

Student Learning

Student Learning Summary

Due to COVID-19 Pandemic and dual modality teaching, this plan is using 2021-22 STAAR and local assessment to direct instructional practices for the 2022-23 school year. Overall, Caldwell Elementary received an accountability rating of C in 2022. Student performance has increased in 2021-22 but we are still considered to be a lower performing campus. Our accountability rating has been based on our growth for the last two years, which shows that our students are making progress. Caldwell is consistently improving each year and will continue using data to close gaps due to Covid..

Student Learning Strengths

- In 5th grade Reading, students at Meets level increased from 39% in 2021 to 40% in 2022.
- In 4th grade Reading, students at Meets level increased from 17% in 2021 to 44% in 2022.
- In 5th grade Math, students at Meets level increased from 32% in 2021 to 41% in 2022.
- In 4th grade Math, students at Meets level increased from 25% in 2021 to 34% in 2022.
- In 3rd grade Math, students at Meets level increased from 24% in 2021 to 42% in 2022.
- in 5th grade Science, students at Meets level increased from 10% in 2021 to 16% in 2022.
- When compared to schools of similar size and demographics, Caldwell's strongest domain is Academic Growth, performing at a scale score of 80 (B).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 39% of all students performed at Meets Grade Level on the 2022 STAAR Reading Test. **Root Cause:** Students are reading two - three grade levels below due to Covid gaps and increase of Emergent Bilinguals new to the country with limited exposure to education. Teachers need additional support on differentiated literacy strategies as well as sheltered instructional strategies to engage all learners in meaning full learning and diversify levels or reading abilities.

Problem Statement 2 (Prioritized): 39.1% of all Emergent Bilingual Learners demonstrated annual yearly progress on the 2022 TELPAS test. **Root Cause:** EBs in all classes have not received an adequate amount of language acquisition supports to increase their English level proficiency across all TELPAS domains.

Problem Statement 3 (Prioritized): 41% of all students performed at Meets Grade Level on the 2022 STAAR Math Test. **Root Cause:** Students have limited academic vocabulary, lack of fact fluency and teachers do not have prioritized TEKS for mastery across grade levels.

Problem Statement 4 (Prioritized): 16% of all students performed at Meets Grade Level on the 2022 STAAR Science Test. **Root Cause:** Students have limited real world experiences, teachers have limited resources in Spanish and students have limited academic vocabulary.

School Processes & Programs

School Processes & Programs Summary

Caldwell utilizes strong recruitment and retainment strategies to ensure high quality staff is hired to increase the effectiveness of our team. Teams are utilized to hire high quality staff that is also a good fit for our team. We have VERY low teacher turn over because of the systems in place to support our staff. Teachers work together weekly and their opinions are valued and utilized. Several of the systems that are in place that support teachers are mentoring programs as well as weekly PLC's and instructional planning for each grading cycle.

School Processes & Programs Strengths

- Caldwell attrition rate was 44%, though two teachers were relocatted within the campus and one was promoted and one retired.
- Caldwell staff participates in weekly progress monitoring during PLCs.
- Caldwell utilizes adminstrative programs to analyze assessment data and determine areas of strength and weakness among grade level classes.
- Caldwell teachers will teach using TEKS and will use technology to increase student engangement.
- Caldwell staff uses assessment data for technology learning experiences and progress monotoring.
- Caldwell participates in weekly PLC'S and IPC's, every 6 weeks, to develop powerful teaching.
- Caldwell lesson plans are research-based, student-centered and address the standards outlined in the TEKS, CCRS, and ELPS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instructional planning is not implemented in all subjects for all grade levels. **Root Cause:** For 21-22, instructional planning minutes did not occur for Science and Social Studies for each grading cycle.

Problem Statement 2: Caldwell lesson plans don't require technology-based activities, individual personal technology plans or daily progress monitoring for student learning. **Root Cause:** Lack of training for technology based instruction, limited technology devices and limited systems for accountability.

Perceptions

Perceptions Summary

We have a positive climate at Caldwell where staff feels valued and welcome. Staff are expected to participate in the development and implementation of campus decisions, programs and committees.   We have begun the process of increasing parent engagement in decision making, but we still have a long way to go. Parents currently report that they believe communication has been appropriate from administrations and staff. Parents understood the limited activities due to Covid guidelines and regulations. Additional activies will be planned for the 22-23 school year. Based on data provided, we can conclude that staff at Caldwell Elementary are happier now that we will return to traditional teaching and all students will be on campus. Staff is enthusiastic about the upcoming year.

Perceptions Strengths

- 94% of staff (37 participants) agreed that teaching and working at Caldwell gives them a great deal of personal satisfaction.
- According to the school leadership survey 100% of the faculty agree that work is appreciated by admin.
- 92% of parents who replied to the 2021-22 family engagement survey shared that the teachers always show respect to the students at Caldwell.
- 96% of the parents who replied to the 2021-22 family engagement survey shared that they feel that their child is safe at Caldwell.
- 95% of the parents who replied to the 2021-22family engagement survey shared that they feel welcome at Caldwell.
- According to the TEA campus attendance report, all demographics were above 95.5% of attendance for 2021-22 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to Review 360, incident reports have been inconsistent across the campus. Lack of documentation that differs incidents and classroom referrals.
Root Cause: Limited staff training and implementation of intervention strategies; lack of consistent campus-wide discipline plan implementation.

Priority Problem Statements

Problem Statement 1: 39% of all students performed at Meets Grade Level on the 2022 STAAR Reading Test.

Root Cause 1: Students are reading two - three grade levels below due to Covid gaps and increase of Emergent Bilinguals new to the country with limited exposure to education. Teachers need additional support on differentiated literacy strategies as well as sheltered instructional strategies to engage all learners in meaning full learning and diversify levels or reading abilities.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 39.1% of all Emergent Bilingual Learners demonstrated annual yearly progress on the 2022 TELPAS test.

Root Cause 2: EBs in all classes have not received an adequate amount of language acquisition supports to increase their English level proficiency across all TELPAS domains.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 41% of all students performed at Meets Grade Level on the 2022 STAAR Math Test.

Root Cause 3: Students have limited academic vocabulary, lack of fact fluency and teachers do not have prioritized TEKS for mastery across grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 16% of all students performed at Meets Grade Level on the 2022 STAAR Science Test.

Root Cause 4: Students have limited real world experiences, teachers have limited resources in Spanish and students have limited academic vocabulary.

Problem Statement 4 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- 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
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

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

Parent/Community Data

- Parent 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
- 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, post-secondary 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 28% in 2022 to 90% by 2025. (SY2022-23 interim goal =66.7%)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 43.5% in 2022 to 90% by 2025. (SY2022-23 interim goal = 68%)

Percent of students in grade 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 40% in 2022 to 90% by 2025. (SY2022-23 interim goal = 64.5%)

HB3 Goal

Evaluation Data Sources: Spring STAAR administration 2021 and EOY MAP-%ile High Average -reach goal for each grade level

Strategy 1 Details	Reviews			
Strategy 1: All K-5 ELAR teachers will provide quality Tier 1 instruction following district required instructional minutes and curriculum. Teachers will implement balanced literacy strategies, including whole group, read aloud and modeling, as well small differentiated instruction. Student progress will be monitored through formal and informal assessments, as well as MAP projected proficiency targets.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: MAP %ile Hi Avg- measure for STAAR campus goals **Staff Responsible for Monitoring:** Administration and Grade Level leads **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: To meet basic individual student classroom materials for our highly mobile/at-risk students, Title One, Special Education, and bilingual funds will be used to purchase supplies and manipulatives to enhance learning (Ex. binders, pencils, white boards and markers, ear phones, etc) that will fill in the material gaps for identified at-risk students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Intentional, meaningful and purposeful teaching occurs consistently, and content and language objectives are clearly supported by lesson delivery utilizing basic classroom materials to support teaching and learning to improve academic performance on MAP and STAAR **Staff Responsible for Monitoring:** Administration and Grade level chairs **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Classroom learning materials- Bilingual, ESL - 199 - PIC 25 Bil../ESL State Allotment Funds - 63999 - $6,027, Classroom Learning materials-Supplies and materials for at risk students $2790---$500 ITeam - 199 - PIC 24 State Comp Ed Funds - 63999 - $2,870, Classroom supplies and materials - 199 - PIC 23 SPED State Allotment Funds - 63999 - $570				

Strategy 3 Details	Reviews			
Strategy 3: Prioritize campus professional development of re-entry and re-culture plans, including teacher reflection, planning, student orientation, campus-wide culture, clear systems for student management, emphasis on high student engagement in literacy & math goal setting, attainment, and class/campus celebrations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration				

Strategy 4 Details	Reviews			
Strategy 4: Establish PLC time-lines and additional planning days both during the Fall and Spring for instructional planning and data analysis to respond to PK-5 campus reading performance trends based on monitoring data checkpoints and determine next steps for designing, delivering and providing data-driven support	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** Planning Days - Substitutes - 6100 Payroll- Title I Funds - 61120 code in aesop 29 - $2,500				

Strategy 5 Details	Reviews			
Strategy 5: To meet the needs of a highly mobile student population, Caldwell leadership team (CLT) will ensure effective teaching practices of planning, organization and instructional delivery by meeting every 9 weeks to collaboratively monitor academic improvement and set next steps for academic strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet STAAR Reading scores are at % in the Performance Objective **Staff Responsible for Monitoring:** Administration and Campus Leadership Team **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplemental Pay -Teacher Planning Days After school/Saturday - 6100 Payroll- Title I Funds - 61120 - $4,500				

Strategy 6 Details	Reviews			
Strategy 6: mClass and Amplify reading will be utilized throughout the year to monitor reading skills and student progress in order to provide targeted and individualized student support.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration, Coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
Strategy 7: Students will increase reading comprehension by utilizing AVID Reading Comprehension strategies, such as structured note-taking, annotations, one pagers, and learning logs in their AVID Binders.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: lesson plans, classroom walkthroughs, CBA data, AVID Binder, Notebooks **Staff Responsible for Monitoring:** teachers, admin, support coaches, AVID site team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** AVID supplies for all students - 6300 Supplies and Materials- Title I Funds - 63999 - $8,000				

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

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

Performance Objective 2: 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 39.1% in 2022 to 76% by 2025.(SY2022-23 interim goal = 56..1%)

HB3 Goal

Evaluation Data Sources: ELL measures on TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Integrate sheltered instruction methodology with approaches to literacy acceleration efforts to ensure Emergent Bilinguals (EBs) have full opportunity to demonstrate mastery in grade-level content learning while simultaneously acquiring English proficiency (use Reading A-Z-independent readers for home)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet TELPAS rates of proficiency **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Provide Fall and Spring Parent Engagement programs for ELL parents to ensure that families undertand TELPAS learning standards and progress measures.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved TELPAS Results **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Parent and Family Engagement Supplies for meetings - 6300 Parent Involvement. Supplies T1 - 63999 - $2,229				

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

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

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 15.7% in 2022 to 80% by 2025. Interim goal of 35.5% in 2023.

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

Strategy 1 Details		Reviews			
Strategy 1: Implement the required minutes daily schedule of Science, Reading, and Math in PK-5 utilizing the district curriculum and supplemental materials.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Meet STAAR goal for 3rd, 4th, and 5th grade
    Staff Responsible for Monitoring: Administration
 	
    TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Funding Sources: Software / Edusmart - 6300 Supplies and Materials- Title I Funds - 63999 - $4,300					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize common assessments (district and campus) and monitor progress using a data tracker to drive instructional lesson planning.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Improved STAAR Science Results
    Staff Responsible for Monitoring: Administration
 	
    TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction					

Strategy 3 Details	Reviews			
Strategy 3: 5th grade students will participate in 2 off-site real world TEKS based learning opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improvement in Science understanding and STAAR Meets goal. **Staff Responsible for Monitoring:** Administration, Science teachers, Coaches **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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

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

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance in grades 3 Math
STAAR will increase from 42% in 2022 to 90% by 2025. (SY2022-23 interim goal = 45.6%)

 Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance in grades 4 Math
STAAR will increase from 33.9% in 2022 to 90% by 2025. (SY2022-23 interim goal = 61.8%)

Percent of students in grade 5 demonstrating mathematical proficiency, as measured by Meets Grade Level
performance on STAAR Math, will increase from 41.4% in 2022 to 90% by 2025. (SY2022 interim goal = 45%)

HB3 Goal

Evaluation Data Sources: STAAR Mathematics

Strategy 1 Details	Reviews			
Strategy 1: Ensure that K-5 Daily Schedule includes at least the require 120 daily minutes of math instruction to meet the required Structured Mathematics instruction block, to include small-group guided math instruction and use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which include activities using Think Up books to provide a well-rounded education.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details		Reviews			
Strategy 2: Establish targeted PLC time-lines and additional planning days both in the Fall and Spring for lesson planning and processes to aggressively analyze, monitor and respond to K-5 campus mathematics performance trends and provide targeted PD related to Math goal setting and instructional strategies		Formative			Summative
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction					

Strategy 3 Details		Reviews			
Strategy 3: Ensure district curriculum use and focus on data-driven instructional practices, formative feedback protocols and building grade level capacity and culturally responsive collaboration for targeted and personalized instruction during the structured mathematics instructional block. Interventionist will review data and push-in to ensure differentiated and targeted instruction to address the needs and current student gaps.		Formative			Summative
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction					

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

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

Performance Objective 5: 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)] was 0% for 2021-22 and will remain at less 3% by 2025. (SY2021 interim goal =0%)

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

Strategy 1 Details	Reviews			
Strategy 1: Discipline data will be analyzed by staff quarterly (Campus Improvement Team) who will recommend next steps for students in need of behavioral intervention discussed while teachers implement PBIS campus-wide structures and expectations to promote safe and positive student behavior and academic readiness. Ex. Social Contracts posted in each room -Equitable Culture and Climate -Arrival and Dismissal greeters and -Attendance Matters Everyday incentives) and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care and restorative practices. **Strategy's Expected Result/Impact:** Decrease in exclusionary consequences **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided guidance and support by counseling services, teacher directed social emotional learning lessons, SRO, nurse, and specials teachers. Ex. of topics-Weekly meetings, Circles, bullying, human growth and maturing, safety, and participating in wellness activities and be provided the following programs: a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] b. conflict resolution programs [TEC 11.252(3)(B)(ii)] c. violence prevention programs [TEC 11.252(3)(B)(iii)] d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] e. Dropout reduction [TEC 11.252(a)(3)(C)] **Strategy's Expected Result/Impact:** Improved SEL culture and climate **Staff Responsible for Monitoring:** Administration and Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Prioritize campus development of PBIS culture plans, including teacher reflection, planning, student orientation, campus-wide culture, clear systems for student management, emphasis on high student engagement in the classroom and meeting all expectations in common areas . Develop common expectations and posted for campus-wide routines and procedures. Celebrations will be implemented every grading cycle for meeting behavioral expectations. **Strategy's Expected Result/Impact:** Decrease in classroom discipline incidents and exclusionary consequences **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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

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

Performance Objective 6: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student
group in 2022 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Reading Academic Achievement from 39 (2022) to at least 66(min target)
All Students: Mathematics Academic Achievement from 42 (2022) to at least 51 (min target)
All Students: Student Success (D1 STAAR Component) from 41 (2022) to at least 47 (min target)
3rd-5th Grade Level performance on STAAR Science, will increase from 15.7% in 2022 to 80% by 2025. (SY2022-23 interim goal =35.5%)

High Priority

Evaluation Data Sources: STAAR data results

Strategy 1 Details			Reviews	
Strategy 1: Using the Target Improvement Process, all teachers and retired teachers will provide targeted STAAR accelerated instruction in math, science, writing and ELA in grades 3rd - 5th (push in) by providing small group instruction in a culturally responsive learning environment during the day and during after school boot-camps. Students will understand and relate cultural perspective and incorporate strategies learned to succeed in STAAR. **Strategy's Expected Result/Impact:** Meet MAP %ile HiAvg and STAAR goals **Staff Responsible for Monitoring:** Administration, Coaches, Interventionist, CLT. **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional supplies and materials including workbooks for math, science, writing, and ELA. - 6300 Supplies and Materials- Title I Funds - 63999 - $7,000, Subs for planning and STAAR Prep - 6100 Payroll- Title I Funds - $5,911		**Formative**		**Summative**
	Nov	**Feb**	**Apr**	**June**

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

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

Performance Objective 7: STATE ACCOUNTABILITY (D Domain Rating): Due to a 2022 accountability rating of C in the following domain(s), STAAR student performance in the corresponding areas need to increase to meet the domain performance targets:

Student Achievement Domain performance will increase from an average STAAR performance level score of 41 (scale score of 70/C) to at least an average STAAR performance component cut score of 53 (scale score 80-89/B).

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: Implement system during instructional planning to develop, monitor, and consistently refine know/show charts, aligned learning objective (LOs) and demonstration of learning (DOLs) -particularly in STAAR tested subjects (5.1 objective-driven lesson plans with formative assessments)(Lesson Planning-IPC twice in Fall and once in Spring) to ensure Standard and Rigorous Routines and Procedures for lesson delivery	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meet STAAR Goals **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 8: To support overall student achievement, Caldwell will provide families with learning opportunities and resources that will enable them to
become more involved in their child's educational success by increasing parental participation in student academics, educating parents on academic requirements and strengthen the home school connection by providing learning materials to parents to enable them to follow-up with tools to help their children at home.

    Evaluation Data Sources: Improved parental engagement

Strategy 1 Details	Reviews			
Strategy 1: Teachers will communicate with parents using DOJO, weekly SMORE, grade level newsletter, or other communication platforms, and will hold parent conference as needed.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Positive relationship with parents **Staff Responsible for Monitoring:** Administration and Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Parent training will be provided on how to help their child be successful at school, TELPAS, Skyward Access, and ELAR/MATH teaching and learning. Ex. Using STAAR resources, Prodigy, Achieve 3000, and books to support and extend home learning opportunities. Parents can monitor student progress by checking grades on Skyward.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improved relationships with parents **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Transition activities will be provided to incoming PreK/K students and outgoing 5th graders. Support school readiness for incoming PK/K through school transition meeting for families of incoming students where information about PreK/K readiness will be reviewed. 5th Graders will attend Middle School recruitment activities and planning in the Spring of 5th grade where information on graduation plans, and college and career readiness will be reviewed.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved transition for PRE K and Grade 5 students **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Build parent capacity in supporting the campus academic goals and needs. Student will show academic growth in all grade levels. **Staff Responsible for Monitoring:** Administration, Counselor, and Parents **Title I:** 2.4, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**				

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 compact will be made available at no cost.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Create clear understanding of learning expectations among parents, students , and staff. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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

Title I Personnel

Name	Position	Program	FTE
Rita McMillen	Intervention Specialist	Title I, Part A	1.0