

Garland Independent School District

Rowlett Elementary School

2022-2023 Campus Improvement Plan

Public Presentation Date: October 27, 2022

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rowlett Elementary serves Kindergarten through 5th-grade students. Rowlett was the first public school in Rowlett, Texas. We were founded in the year 1902 and relocated to our current location in 1979. Our school colors are black and red. Since our district has a Choice of School program in place, we serve students within the Garland, Rowlett, and Sachse area. Our campus is a Title I school with a student population of approximately 500. During the 2018-2019 school year, we received the following distinctions: Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and an overall Accountability Rating of a B. We have an active PTA that sponsors many of the programs, presentations/awards, and community events/services that take place throughout the school year. Some of the community involvement and support that our campus receives has come in the form of the following: 19 Ministries' \$1000 contribution to teacher morale, Adopt a Teacher for Teacher Appreciation Week, First United Methodist Church's provision of our week-to-week food backpack program, Easter, Thanksgiving and Christmas dinner for needy families, as well as the beginning of the year donation of school supplies, backpacks, and lunch bags. The Noon Exchange club donated supplies and materials to beautify the blacktop during COVID to provide students with socially distanced activities.

Demographics Strengths

- We have minimal behavior issues on campus.
- There is a wide range of teaching experience in the faculty.
- We provide free/reduced breakfast and lunch, and backpack Fridays (dry food for the weekend).
- We provide Special Education services including- Speech Therapy/Occupational Therapy/ Physical Therapy/Resource, Bilingual SPED, ABC
- We have increased the number of male staff members this year.
- Our Fine Arts Department enables students to participate in musical and art programs throughout the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our bilingual students did not meet growth targets for STAAR in 2021-2022. **Root Cause:** Bilingual 4th and 5th grade bilingual classrooms did not have consistent, certified teachers in 2021-2022.

Problem Statement 2: We have minimal behavior issues on campus, however, we tend to have the same group of students involved in multiple incidents throughout the year. **Root Cause:** Lack of fidelity to our PBIS expectations.

Problem Statement 3 (Prioritized): SPED students missed their math target in domain 3 (Academic Achievement) by 13 points **Root Cause:** Lack of consistent communication between SPED and GEN Ed teacher regarding SPED student progress.

Student Learning

Student Learning Summary

K-3 reached their MAP growth targets for reading.

Kindergarten exceeded projected MAP Math growth from Fall (55%) to Spring (88%).

K-4 reached or exceeded their MAP growth targets for math.

Rowlett Elementary was NOT RATED for the 21-22 school year.

Student Learning Strengths

K-3 reached their MAP growth targets for reading.

Kindergarten exceeded projected MAP Math growth from Fall (55%) to Spring (88%).

K-4 reached or exceeded their MAP growth targets for math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 5th grade did not reach their projected targets in math. Data shows that no grade levels reached their goal in science. **Root Cause:** Lack of consistent teachers in 4th and 5th grade interrupted learning. Lack of consistent discipline in 5th grade interfered with student learning. Not enough time was spent on Science instruction.

Problem Statement 2 (Prioritized): Zero percent of 4th-grade students who took STAAR Reading in Spanish passed. **Root Cause:** We did not have a consistent teacher in the 4th-grade bilingual classroom.

Problem Statement 3: Fifth grade students did not meet projected growth on MAP math. **Root Cause:** Lack of a certified bilingual teacher. Lack of discipline and classroom structures led to low expectations and low scores.

Problem Statement 4: Second, Fourth and Fifth grade did not meet projected growth in MAP Reading. **Root Cause:** Inconsistent high-quality tier-1 instruction and lack of consistent teachers. in 4th and 5th-grade.

Problem Statement 5: Only 50 % of 4th and 5th-grade students passed the STAAR Math. **Root Cause:** Lack of a consistent, certified bilingual teachers in 4th and 5th-grade. Lack of discipline and classroom structures led to low expectations and low scores.

Problem Statement 6 (Prioritized): Rowlett students did not meet campus goals for STAAR, rendering the campus Not Rated. **Root Cause:** Lack of consistent teachers in 4th and 5th grade interrupted learning. Lack of consistent discipline in 5th grade interfered with student learning. Lack of personnel on the leadership team hindered administrative time in classrooms.

School Processes & Programs

School Processes & Programs Summary

Hiring:

We hire personnel using a two-part method. Principal vets prospects and then brings back acceptable candidates to interview with the team.

Lesson Plans:

Lesson plans are submitted weekly on Google Classroom. Teachers are following the Amplify and Eureka curriculum with fidelity.

Regular walks, feedback, and coaching sessions support teachers with instruction.

Professional Development:

Teachers meet weekly for PLCs to discuss upcoming TEKS, share teaching strategies, and analyze data.

Professional development sessions occur at weekly faculty meetings.

Technology:

Technology is readily available to each student and educator on campus. Students have access to the computer labs on campus as well as shared Chromebooks for certain grade levels. Educators have a classroom desktop, and a personal laptop for use in preparing lessons and inputting grades. All classrooms are equipped with large screens used for instruction.

Student Support Teams:

Teachers lead SST meetings using empirical and anecdotal data.

Communication:

Teachers and Administrators regularly communicate with parents using newsletters, email, phone calls, face to face and virtual meetings, and various communication apps.

We use a schoolwide app for parent communication and a schoolwide token economy.

School Processes & Programs Strengths

Rowlett staff is committed to creating and following processes that ensure equity for all. A teacher-led PBIS team leads the staff in implementation. A committee system is in place to involve all staff in decision-making and to develop leaders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: STAAR push plan materials and tutorials did not increase student achievement on STAAR. **Root Cause:** Materials provided were not high quality. ESSER

tutors received minimal training on how to tutor to get results.

Problem Statement 2 (Prioritized): PLC discussions did not improve student achievement in all grade-levels. **Root Cause:** Data and student work was not systematically tracked on a weekly basis. K-1 teachers used PLC time to work on Reading Academy, which hindered strong data conversations.

Perceptions

Perceptions Summary

According to the parent engagement survey, 85% of parents indicated that "the school welcomes and supports my concerns about my child."

75-80% of the students agree the culture of Rowlett Elem is respectful as per the PBIS spring survey.

Perceptions Strengths

84.9% of parents who took the Family Engagement Survey indicated that teachers provide students with help on classroom work and assignments.

86.3% of parents indicated that teachers and administrators know how to teach children and the content area/subject matter.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 25% of our parents took the Family Engagement Survey. **Root Cause:** There wasn't an incentive for completing the survey, and there isn't a way to track who has completed the survey.

Problem Statement 2 (Prioritized): 55% of the 25% of parents that took the Family Engagement Survey indicated that they didn't feel supported or appreciated to share new ideas. **Root Cause:** COVID restrictions hindered parent interaction on campus. Not enough parents took the survey.

Priority Problem Statements

Problem Statement 2: Our bilingual students did not meet growth targets for STAAR in 2021-2022.

Root Cause 2: Bilingual 4th and 5th grade bilingual classrooms did not have consistent, certified teachers in 2021-2022.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 5th grade did not reach their projected targets in math. Data shows that no grade levels reached their goal in science.

Root Cause 3: Lack of consistent teachers in 4th and 5th grade interrupted learning. Lack of consistent discipline in 5th grade interfered with student learning. Not enough time was spent on Science instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 1: Zero percent of 4th-grade students who took STAAR Reading in Spanish passed.

Root Cause 1: We did not have a consistent teacher in the 4th-grade bilingual classroom.

Problem Statement 1 Areas: Student Learning

Problem Statement 7: PLC discussions did not improve student achievement in all grade-levels.

Root Cause 7: Data and student work was not systematically tracked on a weekly basis. K-1 teachers used PLC time to work on Reading Academy, which hindered strong data conversations.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 4: 55% of the 25% of parents that took the Family Engagement Survey indicated that they didn't feel supported or appreciated to share new ideas.

Root Cause 4: COVID restrictions hindered parent interaction on campus. Not enough parents took the survey.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: SPED students missed their math target in domain 3 (Academic Achievement) by 13 points

Root Cause 5: Lack of consistent communication between SPED and GEN Ed teacher regarding SPED student progress.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Rowlett students did not meet campus goals for STAAR, rendering the campus Not Rated.

Root Cause 6: Lack of consistent teachers in 4th and 5th grade interrupted learning. Lack of consistent discipline in 5th grade interfered with student learning. Lack of personnel on the leadership team hindered administrative time in classrooms.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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: 80% of 5th-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading to ensure that our campus meets the 2022 target of 75% of 5th-grade students Meeting standard on STAAR Reading/Math.

High Priority

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will group students based on skill deficits as indicated on MAP and CBAs or Guided Reading/Math (small group instruction) daily. Strategy's Expected Result/Impact: 75% of 5th-grade students Meeting standard on STAAR Reading/Math. Staff Responsible for Monitoring: Campus Instructional Team Team Leaders Title I: 2.4, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will use individual weekly student tracking sheets to monitor their progress and timely reassessments will be administered to ensure students are intervened within a timely manner if progress is not being made. Strategy's Expected Result/Impact: 75% of 5th-grade students will Meet standard on STAAR Reading/Math. Staff Responsible for Monitoring: Campus Instruction Team Team Leaders Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Students will receive incentives based on how they are hitting their targets as per their weekly student tracking sheets. Strategy's Expected Result/Impact: Students will develop ownership of their progress and learn to achieve goals through strategic planning. Staff Responsible for Monitoring: Incentive Committee Administration Teaching Staff Title I: 2.4, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: Supplies and Materials for Incentives - 199 - PIC 24 State Comp Ed Funds - \$2,000	Formative			Summative
	Nov	Feb	Apr	June

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our bilingual students did not meet growth targets for STAAR in 2021-2022. Root Cause: Bilingual 4th and 5th grade bilingual classrooms did not have consistent, certified teachers in 2021-2022.
Student Learning
Problem Statement 1: 5th grade did not reach their projected targets in math. Data shows that no grade levels reached their goal in science. Root Cause: Lack of consistent teachers in 4th and 5th grade interrupted learning. Lack of consistent discipline in 5th grade interfered with student learning. Not enough time was spent on Science instruction. Problem Statement 2: Zero percent of 4th-grade students who took STAAR Reading in Spanish passed. Root Cause: We did not have a consistent teacher in the 4th-grade bilingual classroom.

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: 80% of third and fourth-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading to ensure that our campus meets the 2022 target of 60% of students Meet standard on STAAR Reading/Math.

High Priority

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will group students based on skill deficits as indicated on MAP, Mid/End Module Assessments, CBA's, and daily instruction. Strategy's Expected Result/Impact: 80% of third and fourth-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Campus Instructional Team Team Leaders Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will create a consistent small group schedule based on those results along with targeted lessons for each group. EX: tutoring, small group rotations daily, formal intervention group, individualized assignments. Strategy's Expected Result/Impact: 80% of third and fourth-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Campus Instructional Team Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will use individual weekly student tracking sheets to monitor their progress and timely reassessments will be administered to ensure students are intervened within a timely manner if progress is not being made. Strategy's Expected Result/Impact: 80% of third and fourth-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Classroom Teachers Campus Instructional Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Students who are not meeting weekly goals on exit tickets will be tutored twice each week as per Board policy. Strategy's Expected Result/Impact: 80% of third and fourth-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading Staff Responsible for Monitoring: Grade Level Team Leaders Campus Instruction Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2		Formative			Summative
		Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our bilingual students did not meet growth targets for STAAR in 2021-2022. Root Cause: Bilingual 4th and 5th grade bilingual classrooms did not have consistent, certified teachers in 2021-2022. Problem Statement 3: SPED students missed their math target in domain 3 (Academic Achievement) by 13 points Root Cause: Lack of consistent communication between SPED and GEN Ed teacher regarding SPED student progress.
Student Learning
Problem Statement 1: 5th grade did not reach their projected targets in math. Data shows that no grade levels reached their goal in science. Root Cause: Lack of consistent teachers in 4th and 5th grade interrupted learning. Lack of consistent discipline in 5th grade interfered with student learning. Not enough time was spent on Science instruction. Problem Statement 2: Zero percent of 4th-grade students who took STAAR Reading in Spanish passed. Root Cause: We did not have a consistent teacher in the 4th-grade bilingual classroom.





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: 80% of second-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading to ensure that our campus meets the 2022 target of 50% (Math) & 60% (Reading) of students are "projected to Meet" standard on STAAR.

High Priority

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will group students for reading instruction based on initial MCLASS data and create a consistent small group schedule based on those results. Strategy's Expected Result/Impact: 80% of second-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Grade Level Team Leaders Campus Instruction Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Students will use individual weekly student tracking sheets to monitor their progress and timely reassessments will be administered to ensure students are intervened within a timely manner if progress is not being made. Strategy's Expected Result/Impact: 80% of second-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Classroom Teachers Campus Instructional Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students who are not meeting weekly goals on exit tickets will be tutored twice each week as per Board policy. Strategy's Expected Result/Impact: 80% of second-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Team Leads Campus Instructional Team Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our bilingual students did not meet growth targets for STAAR in 2021-2022. Root Cause: Bilingual 4th and 5th grade bilingual classrooms did not have consistent, certified teachers in 2021-2022.

Demographics

Problem Statement 3: SPED students missed their math target in domain 3 (Academic Achievement) by 13 points **Root Cause:** Lack of consistent communication between SPED and GEN Ed teacher regarding SPED student progress.

Student Learning

Problem Statement 1: 5th grade did not reach their projected targets in math. Data shows that no grade levels reached their goal in science. **Root Cause:** Lack of consistent teachers in 4th and 5th grade interrupted learning. Lack of consistent discipline in 5th grade interfered with student learning. Not enough time was spent on Science instruction.

Problem Statement 2: Zero percent of 4th-grade students who took STAAR Reading in Spanish passed. **Root Cause:** We did not have a consistent teacher in the 4th-grade bilingual classroom.

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: 80% of first-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading to ensure that our campus meets the 2022 target of 70% (Math) & 65% (Reading) of students scoring in the high/avg. Range (61%ile) on MAP





High Priority

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will group students for Reading/Writing intervention based on initial MCLASS and MAP data and create a consistent small group schedule based on those results. Strategy's Expected Result/Impact: 80% of first-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Grade Level Team Leaders Campus Instruction Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will group students for Math intervention based on initial MAP data and create a consistent small group schedule based on those results. Strategy's Expected Result/Impact: 80% of first-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Grade Level Team Leaders Campus Instruction Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students who are not meeting weekly goals on exit tickets will be tutored twice each week as per Board policy. Strategy's Expected Result/Impact: 80% of first-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Grade Level Team Leaders Campus Instruction Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will group students for reading instruction based on initial MCLASS data and create a consistent small group schedule based on those results. Strategy's Expected Result/Impact: 80% of first-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Grade Level Team Leaders Campus Instruction Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Students will use individual weekly student tracking sheets to monitor their progress and timely reassessments will be administered to ensure students are intervened within a timely manner if progress is not being made. Strategy's Expected Result/Impact: 80% of second-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Classroom Teachers Campus Instructional Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details		Reviews			
Strategy 6: Students who are not meeting weekly goals on exit tickets will be tutored twice each week as per Board policy. Strategy's Expected Result/Impact: 80% of second-grade students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Team Leads Campus Instructional Team Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2		Formative			Summative
		Nov	Feb	Apr	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Our bilingual students did not meet growth targets for STAAR in 2021-2022. Root Cause: Bilingual 4th and 5th grade bilingual classrooms did not have consistent, certified teachers in 2021-2022. Problem Statement 3: SPED students missed their math target in domain 3 (Academic Achievement) by 13 points Root Cause: Lack of consistent communication between SPED and GEN Ed teacher regarding SPED student progress.
Student Learning
Problem Statement 1: 5th grade did not reach their projected targets in math. Data shows that no grade levels reached their goal in science. Root Cause: Lack of consistent teachers in 4th and 5th grade interrupted learning. Lack of consistent discipline in 5th grade interfered with student learning. Not enough time was spent on Science instruction. Problem Statement 2: Zero percent of 4th-grade students who took STAAR Reading in Spanish passed. Root Cause: We did not have a consistent teacher in the 4th-grade bilingual classroom.

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: 80% of kindergarten students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading to ensure that our campus meets the 2022 target of 65% of kindergarten students scoring in the high/avg. range (61%ile) on MAP





High Priority

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details		Reviews			
Strategy 1: Teachers will group students for Reading/Writing intervention based on initial MCLASS and MAP data and create a consistent small group schedule based on those results. Strategy's Expected Result/Impact: 80% of kindergarten students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading Staff Responsible for Monitoring: Grade Level Team Leaders Campus Instruction Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2		Formative			Summative
		Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will group students for Math intervention based on initial MAP data and create a consistent small group schedule based on those results. Strategy's Expected Result/Impact: 80% of kindergarten students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Grade Level Team Leaders Campus Instruction Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2	Formative			Summative
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	Nov	Feb	Apr	June

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	Nov	Feb	Apr	June
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	Nov	Feb	Apr	June

Strategy 6 Details		Reviews			
Strategy 6: Students who are not meeting weekly goals on exit tickets will be tutored twice each week as per Board policy. Strategy's Expected Result/Impact: 80% of kindergarten students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading. Staff Responsible for Monitoring: Team Leads Campus Instructional Team Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2		Formative			Summative
		Nov	Feb	Apr	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Our bilingual students did not meet growth targets for STAAR in 2021-2022. Root Cause: Bilingual 4th and 5th grade bilingual classrooms did not have consistent, certified teachers in 2021-2022. Problem Statement 3: SPED students missed their math target in domain 3 (Academic Achievement) by 13 points Root Cause: Lack of consistent communication between SPED and GEN Ed teacher regarding SPED student progress.
Student Learning
Problem Statement 1: 5th grade did not reach their projected targets in math. Data shows that no grade levels reached their goal in science. Root Cause: Lack of consistent teachers in 4th and 5th grade interrupted learning. Lack of consistent discipline in 5th grade interfered with student learning. Not enough time was spent on Science instruction. Problem Statement 2: Zero percent of 4th-grade students who took STAAR Reading in Spanish passed. Root Cause: We did not have a consistent teacher in the 4th-grade bilingual classroom.





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: 80% of SPED students will meet or exceed their MAP growth goals from BOY to EOY in Math/Reading to ensure that our campus meets the 2022 target of 25% of special education students Meet standard on STAAR Reading/Math.

High Priority

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: We will monitor SPED students' progress and conduct regular conversations between general education and SPED teachers regarding lesson plans/daily targets/TEKS, etc. Strategy's Expected Result/Impact: 25% of special education students Meet standard on STAAR Reading/Math. Staff Responsible for Monitoring: SPED Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: SPED teachers will provide tutoring at least twice per week to support academic needs of SPED students. Strategy's Expected Result/Impact: 25% of special education students Meet standard on STAAR Reading/Math.	Formative			Summative
	Nov	Feb	Apr	June

<p>Staff Responsible for Monitoring: SPED Staff Campus Instruction Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 3: SPED students missed their math target in domain 3 (Academic Achievement) by 13 points Root Cause: Lack of consistent communication between SPED and GEN Ed teacher regarding SPED student progress.</p>

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 7: Participation in the Family Engagement Survey will increase from 25% to 75% in 2022-2023.

Evaluation Data Sources: Family Engagement Survey Submissions.

Strategy 1 Details	Reviews			
Strategy 1: The Family Engagement Survey will be distributed to families in multiple ways including the through principal's weekly newsletter, Tuesday Folders, Class Dojo, parent conferences and the book fair. Strategy's Expected Result/Impact: Parent participation will increase from 25% to 75%. Staff Responsible for Monitoring: Administration Theme Team Specials Team Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: We will establish a Principal Sounding Board consisting of a cross-section of parents who will meet with the principal at least once in the fall and once in the spring. Strategy's Expected Result/Impact: Parents will have the opportunity to share general concerns and celebrations that will inform Rowlett's practices. Staff Responsible for Monitoring: Principal Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 7 Problem Statements:

Perceptions
Problem Statement 2: 55% of the 25% of parents that took the Family Engagement Survey indicated that they didn't feel supported or appreciated to share new ideas. Root Cause: COVID restrictions hindered parent interaction on campus. Not enough parents took the survey.

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 8: 75% of our students will have their parents or family members attend at least one activity presented on campus.

Evaluation Data Sources: Sign in sheets. Teacher tracking.

Strategy 1 Details	Reviews			
<p>Strategy 1: Through collaboration with PTA and campus staff, we will host ten after-school activities to draw parents and guardians to our building.</p> <p>Strategy's Expected Result/Impact: 75% of students will have at least one parent or guardian attend a school event.</p> <p>Staff Responsible for Monitoring: Administration Counselor Specials Teachers Grade Level Team Leaders</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Select staff members will attend the statewide Parent Engagement conference and plan at least one after school event based on ideas from the conference. Learning materials will be provided for parents who attend the after school event. Strategy's Expected Result/Impact: 75% of students will have at least one parent or guardian attend a school event. Staff Responsible for Monitoring: Administration Counselor Specials Teachers Grade Level Team Leaders Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$2,015	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Parents are invited to have lunch with their students weekly throughout the school year. Strategy's Expected Result/Impact: 75% of students will have at least one parent or guardian attend a school event. Staff Responsible for Monitoring: Office Staff Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Learning materials such as a copy of our shared novel for each family, as well as comprehension questions about the novel, will be sent home for parents to share with their children. Strategy's Expected Result/Impact: Increase in family engagement with reading. Staff Responsible for Monitoring: Administration Shared Novel Committee Classroom Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Comprehension Kits, Novel - 199 - PIC 24 State Comp Ed Funds - \$3,130		Formative			Summative
		Nov	Feb	Apr	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 8 Problem Statements:





Perceptions
Problem Statement 2: 55% of the 25% of parents that took the Family Engagement Survey indicated that they didn't feel supported or appreciated to share new ideas. Root Cause: COVID restrictions hindered parent interaction on campus. Not enough parents took the survey.

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 9: EL/EB students will increase their academic achievement target in reading and in math.

High Priority

Evaluation Data Sources: Domain 3 Academic Achievement

Strategy 1 Details	Reviews			
Strategy 1: Hold twice per week tutoring sessions for EL/EB students who are not making progress on weekly targets and CBAs. Strategy's Expected Result/Impact: EL and EB students will meet their academic achievement targets in reading and in math. Staff Responsible for Monitoring: Grade Level Team Leader Bilingual Teachers Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Tutoring Supplies and Materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,319	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:





Demographics
Problem Statement 1: Our bilingual students did not meet growth targets for STAAR in 2021-2022. Root Cause: Bilingual 4th and 5th grade bilingual classrooms did not have consistent, certified teachers in 2021-2022.

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 10: SPED students will meet their Domain 3 (Academic Achievement) target in math.

High Priority

Evaluation Data Sources: Campus Report Card

Strategy 1 Details	Reviews			
Strategy 1: Special Ed/Intervention staff will meet regularly with Gen Ed staff to discuss the progress of shared students. Strategy's Expected Result/Impact: SPED students will receive more targeted tutoring that will support their growth in Domain 3. Staff Responsible for Monitoring: Administration SPED Staff Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 3 Funding Sources: Materials for tutoring - 199 - PIC 23 SPED State Allotment Funds - \$1,349	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 3: SPED students missed their math target in domain 3 (Academic Achievement) by 13 points Root Cause: Lack of consistent communication between SPED and GEN Ed teacher regarding SPED student progress.

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 11: Students will meet all campus targets for math, reading and science.





High Priority

Evaluation Data Sources: STAAR results

MAP results

mClass results

Strategy 1 Details	Reviews			
Strategy 1: Administration and coaches will perform at least 5 walkthroughs per week to monitor effective teaching and increased student achievement across all grade levels. Strategy's Expected Result/Impact: All students will meet our campus targets for math, reading, and science. Staff Responsible for Monitoring: Administration Campus Instruction Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 6 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: District support staff will model curriculum with teachers through embedded staff development during the day. Strategy's Expected Result/Impact: Teachers will increase proficiency in curriculum delivery and in monitoring student work. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 6	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers will rehearse lessons prior to teaching in after school PD sessions. Strategy's Expected Result/Impact: Teachers will increase proficiency in curriculum delivery and in monitoring student work. Staff Responsible for Monitoring: Campus Instruction Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 6 - School Processes & Programs 2		Formative			Summative
		Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 11 Problem Statements:

Student Learning
Problem Statement 6: Rowlett students did not meet campus goals for STAAR, rendering the campus Not Rated. Root Cause: Lack of consistent teachers in 4th and 5th grade interrupted learning. Lack of consistent discipline in 5th grade interfered with student learning. Lack of personnel on the leadership team hindered administrative time in classrooms.
School Processes & Programs
Problem Statement 2: PLC discussions did not improve student achievement in all grade-levels. Root Cause: Data and student work was not systematically tracked on a weekly basis. K-1 teachers used PLC time to work on Reading Academy, which hindered strong data conversations.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carly Lynne Massey	Teacher Intervention Specialist	Title I, Part A	1.0
Heather Cheyne	Instructional Aide	Title I, Part A	1.0

2022-2023 Campus Improvement Team

Committee Role	Name	Position
Administrator	Kim Bain	Principal
Administrator	Kristin Stevens	Assistant Principal
Non-classroom Professional	Yvette Guzman	Counselor
Classroom Teacher	Freddy Torres	Classroom Teacher
Classroom Teacher	Ashley Zollicoffer	Teacher
District-level Professional	Dawn Jesmer	Technical Assistance Provider
Parent	Rudolpho Muniz	Parent
Diagnostician	Hunter James	SPED Representative
Paraprofessional	Vicki Swinford	Technical Assistance Provider
Classroom Teacher	Julie Cummings	Classroom Teacher
District-level Professional	Leah Ballard	Coordinator CTE
Paraprofessional	Jill White	Data Clerk

2022-2023 Needs Assessment Team

Committee Role	Name	Position
Administrator	Kim Bain	Principal
Administrator	Kristin Stevens	Assistant Principal
Non-classroom Professional	Yvette Guzman	Counselor
District-level Professional	Leah Ballard	Technical Assistance Provider
Paraprofessional	Vicki Swinford	Technical Assistance Provider
Classroom Teacher	Hunter James	Adaptive Behavior and Communications Teacher
Classroom Teacher	Freddy Torres	Classroom Teacher
Classroom Teacher	Ashley Zollicoffer	Classroom Teacher
Business Representative	Caleb Brimmage	Business Representative
Community Representative	Debbie Morgan	Community Representative
Community Representative	Pending Norvell	Community Representative
Parent	Leaha Rodriguez	Parent
Parent	Brenda Mendoza	Parent

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1	Materials for tutoring		\$1,349.00
Sub-Total					\$1,349.00
Budgeted Fund Source Amount					\$1,349.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies and Materials for Incentives		\$2,000.00
1	8	4	Comprehension Kits, Novel		\$3,130.00
Sub-Total					\$5,130.00
Budgeted Fund Source Amount					\$5,130.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Tutoring Supplies and Materials		\$3,319.00
Sub-Total					\$3,319.00
Budgeted Fund Source Amount					\$3,319.00
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2			\$2,015.00
Sub-Total					\$2,015.00
Budgeted Fund Source Amount					\$2,015.00
+/- Difference					\$0.00
Grand Total Budgeted					\$11,813.00
Grand Total Spent					\$11,813.00
+/- Difference					\$0.00