

**Garland Independent School District**  
**Southgate STEM Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

**Southgate Elementary will provide a quality education for all students,**

**In a Way That:**

- Maintains a positive school environment
- Provides a foundation of knowledge and education for an ever-changing, diversified population
- Helps each child develop a positive self image, respect the rights of others, and a strong self discipline
- Continues to maintain high expectations for students, staff, and parents
- Solicits the support and participation of parents in the education of their child
- Sustains accountability for student achievement and continuous improvement

**So that:**

Each child will be equipped as a responsible citizen in the American democracy to live in a diverse world culture and economy.

## Vision

Each child will be equipped as a responsible citizen in the American democracy to live in a diverse world culture and economy.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Southgate is a Title 1 campus and has a total of 450 students with the grade span from EE-5th grade. We are located in South Garland and opened in 1963. We are a Nationally Certified STEM School. Most of the student population is from the surrounding neighborhood.

The number of incident and discipline reports have **decreased** significantly this year. The consistent use of campuswide systems like PBIS, Class DoJo, and CHAMPs contributed to the decrease in discipline incidences from 249 to 73. As a result, student learning and motivation increased in the classroom environment. Furthermore, the addition of the Dean of Students allowed for immediate support and consequences for student behavior daily in the classroom. MTSS meetings conducted by the Dean of students and counselor were instrumental in facilitating consistent communication around student behaviors. 2023-2024 Discipline Data Suspension: 3 reports Reassignment Room: Full Day 0 Reports 3 Half Day Reports Discipline Incident Reports: 73 reports Black or African American: 22 reports (30.1% ) American Indian or Alaska Native: 0 reports (0%) Asian: 2 reports (2.7%) Hispanic/Latino: 25 reports (34.2%) Two or More Races: 24 reports (32.9%) White: 0 reports (0%) In Class Incidents by Grade Early Education: 0 PreK : 0 Kindergarten: 1 (1.3%) 1st Grade: 3 (4.1%) 2nd Grade: 21 (28.7%) 3rd Grade: 24 (32.9%) 4th Grade: 4 (5.4%) 5th Grade: 20 (27.3%)

Attendance rate for 23-24: 94.69% Attendance rate for 22-23% Attendance rate for 21-22: 93.52% Attendance rate for 19-20: 96% Chronic absenteeism for 19-20: 14% Attendance rate for 18-19: 95% Teachers make contact with families through platforms such as remind when students are absent.

### PK-2nd

African American: 9.4%, Asian: 2.1%, Hispanic: 80.4% White: 5.4%, American Indian: 0%, Pacific Islander: 0%, Two-or-More Races: 2.5% Female 45.7% Male 54.3%

### 3rd-5th

African American: 8.75% Hispanic 77.5% White: 6.9%, Asian 3.5%, Pacific Islander: .06%, Two-or-More Races: 2.5% Female 43.75% Male 56.25%

### 276- PK-2nd

African American: 16.59%, Asian: 2.62% Hispanic: 73.36%, White: 4.8%, American Indian: 0.44%, Pacific Islander: 0.44%, Two-or-More Races: 1.75% Female 45.85% Male 54.15% Our demographics include students that are: 2023-2024 Eco dis: 84.39% ELL: 58.05% SPED: 17.39%

Homeless: 3.73% Migrant: 0% GT: 0.62% At-risk: 81.46% Title 1: 100% **170 3rd-5th** African American: 15.86% Hispanic 73.36% White: 4.8%, American Indian: 0.44%, Pacific Islander: .44%, Two-or-More Races: 1.75% Female 44.93% Male 55.07% Our demographics include students that are: 2023-2024 Eco dis: 84.39% ELL: 58.05% SPED: 17.39% Homeless: 3.73% Migrant: 0% GT: 0.62% At-risk: 81.46% Title 1: 100%

African American: 17.1% Hispanic: 27.9% White: 52.1% American Indian 0% Asian 2.9% Pacific Islander 0% Two or More Races 0% Males 11.7% Females 88.3% Degrees Bachelors - 63.7% Masters - 36.3% Doctorate - 0%

### Teachers by Years of Experience

Beginning Teachers 13.8% 1-5 Years Experience 17.4% 6-10 Years Experience 15.5% 11-20 Years Experience 35.1% 21-30 Years Experience 18.2% Over 30 Years Experience 0%

### Demographics Strengths

Our campus has a culturally diverse population.

Our campus has diverse programs to serve students who require special education.

Our campus has a large dual language program to serve our Spanish speakers.

Over 30% of our staff holds a Master's Degree.

Our campus has four instructional coaches to support the lack of experience in the teacher years of experience across subject areas and grade levels.

Our campus instructional coaches have an average of 23 years of education experience.

Our campus has successfully implemented the campuswide PBIS expectations.

Our campus has quarterly meetings to discuss supports for repeated behavior concerns

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The economically disadvantaged population is at 84% and at-risk population is at 81% which requires a variety of strategic interventions to meet student needs. **Root Cause:** Students are entering each grade level with significant gaps and struggle to pass their classes and state assessments.

**Problem Statement 2:** Currently, almost 20% of our teachers have less than five years of teaching experience. **Root Cause:** High turnover in teachers in the last three years.

# Student Learning

## Student Learning Summary

<b>2nd:</b> <b>MATH: 43%</b>  <b>RDG: 58%</b> <b>SCI: 37%</b>	<b>3rd:</b> <b>MATH: 70%</b> <b>RDG: 67%</b> <b>SCI: 49%</b>	<b>4th:</b> <b>MATH: 44%</b> <b>RDG: 59%</b> <b>SCI: 64%</b>	<b>5th:</b> <b>MATH: 47%</b> <b>RDG: 26%</b> <b>SCI: 56%</b>	<b>MAP MATH Growth and Achievement K-2: FALL: 32%; SPRING: 48%</b> <b>MAP MATH Growth and Achievement 3rd-5th: FALL: 38%; SPRING: 52%</b> <b>MAP READING Growth and Achievement K-2: FALL: 29%; SPRING: 50%</b> <b>MAP READING Growth and Achievement 3rd-5th: FALL: 44%; SPRING: 45%</b> <b>MAP SCIENCE Growth and Achievement 3rd-5th: FALL: 33%; SPRING: 57%</b>
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## STAAR - School Progress

2021				2022				2023	
Math	Approaches	Meets	Masters	Math	Approaches	Meets	Masters	Math	Approaches
3rd	42%	16%	6%	3rd	37%	13%	2%	3rd	67%
4th	42%	16%	5%	4th	41%	17%	12%	4th	49%
5th	42%	15%	7%	5th	54%	29%	8%	5th	72%

  

2021				2022				2023	
Reading	Approaches	Meets	Masters	Reading	Approaches	Meets	Masters	Reading	Approaches
3rd	36%	9%	4%	3rd	57%	25%	9%	3rd	59%
4th	47%	19%	3%	4th	62%	43%	14%	4th	63%
5th	61%	31%	15%	5th	67%	38%	21%	5th	80%

  

2021				2022				2023	
Science	Approaches	Meets	Masters	Science	Approaches	Meets	Masters	Science	Approaches
5th	34%	7%	3%	5th	43%	10%	4%	5th	44%

## Student Learning Strengths

K-2 MAP Reading and Math showed significant growth from Fall to Spring.

3rd grade MAP Math & Reading showed significant growth from Fall-Spring 2024 and on meets level.

Focus on skill repetition for mastery, retention of skills due to spiraling curriculum.

Targeted small group instruction base on MAP/ MCLASS/ CBA data.

Foundational math skills, phonics skills, prewriting and beginning writing skills.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** There is a strong instructional need for foundational reading skills in PK-2 grade according to the mClass assessment data **Root Cause:** There is a lack of small group instruction in reading, as well as a lack of utilizing the learning continuum during instruction.

**Problem Statement 2 (Prioritized):** There is Tier 1 instructional need for Reading and Math in K-5 grade. Internalize Eureka and Amplify lessons and customize instruction through personalized learning within 120 minutes instructional block. **Root Cause:** Lack of differentiation in Reading and Math instruction and a lack of utilizing the learning continuum during instruction.

**Problem Statement 3 (Prioritized):** The economically disadvantaged population is at 84% and at-risk population is at 81% which requires a variety of strategic interventions to meet student needs. **Root Cause:** Students are entering each grade level with significant gaps and struggle to pass their classes and state assessments.

**Problem Statement 4:** Currently, almost 20% of our teachers have less than five years of teaching experience. **Root Cause:** High turnover in teachers in the last three years.

# School Processes & Programs

## School Processes & Programs Summary

PBIS, CHAMPS Classwide Behavior Support, Restorative Practices Circle Forward, AVID, Sheltered Instruction, nationally certified STEM program for grades PK-5, Breakfast in the Classroom, school wide communication system; Classdojo. Programs such as PBIS, CHAMPS, SEL Practices, and breakfast in the classroom focus on building student teacher relationships to decrease disruptive and distracting classroom behaviors that often impede learning. Programs such as AVID, Sheltered Instruction strategies, STEM focus on higher level learning techniques that provide high expectations to help accelerate student learning.

Southgate administrators participate in district Job Fairs to actively recruit teachers. Southgate has 4 instructional coaches/support teachers to support teachers in understanding and implementing the curriculum and model best teaching practices within the classroom when needed. Every effort is made to place teachers in subject areas and grade levels that support the student needs, as well as allow their strengths to be used.

Staff members attend district professional development. Southgate staff participate on various district committees, including DEIC . Campus teachers participate in i3 and an AVID sit

Students in all grades are offered tutoring at least 2 days a week. Students in grades 3-5 are offered GAP tutoring 4 days a week to accelerate Tier 1 instruction in the area of Math and Reading. District personnel and retired teachers have come to tutor students in grades 3-5 for STAAR (ESSER funds). Students in grades PK-5 will have increased opportunities to STEM skills throughout the school day.

Each student has a dedicated device. Students have access to instructional resources through Google Classroom. Students utilize district and campus programs such as Studies Weekly

1:1 student to device ratio now extends through all grades. 2nd-5th grade students are able to complete many independent assignments through their devices. Most teachers do not have

## School Processes & Programs Strengths

Discipline and incident reports have decreased from 249 in 22-23 school year to 73 in 23-24 due to consistent use of positive reinforcement strategies and school to home communication.

Powerful teaching and learning opportunities are created through preplanning utilizing IPCs that emphasize the high leverage TEKS in the curriculum. Student progress is assessed through weekly DOLS and reteach lessons are created with coach's support.

Southgate offers multiple opportunities for at risk students to receive additional academic support through programs like after school tutoring 2 times weekly, in school intervention, support from ESSER tutors, and digital programs that diagnose and reteach missing skills.

Students have access to one to one devices to access classroom instruction, respond, and complete classwork, as well as design and create utilizing tools such as Google slides and docs.

## Problem Statements Identifying School Processes & Programs Needs



**Problem Statement 1 (Prioritized):** Considering all open-ended responses in the Southgate Family Engagement Survey, most parents stated that they did not have any issues with communication from the school/teachers, however, there were a few responses stating parents would like to be made aware of their students progress both behaviorally and academically on a more frequent basis. **Root Cause:** Staff members need more training into how to manage time to include parent involvement with behavior and academics so that they are able to provide detailed parent requests within the amount of time requested by parents.

**Problem Statement 2 (Prioritized):** There is Tier 1 instructional need for Reading and Math in K-5 grade. Internalize Eureka and Amplify lessons and customize instruction through personalized learning within 120 minutes instructional block. **Root Cause:** Lack of differentiation in Reading and Math instruction and a lack of utilizing the learning continuum during instruction.

**Problem Statement 3:** There is a strong instructional need for foundational reading skills in PK-2 grade according to the mClass assessment data **Root Cause:** There is a lack of small group instruction in reading, as well as a lack of utilizing the learning continuum during instruction.

**Problem Statement 4:** Currently, almost 20% of our teachers have less than five years of teaching experience. **Root Cause:** High turnover in teachers in the last three years.

# Perceptions

## Perceptions Summary

After polling a group of teachers, there is a generally positive sense of community present at Southgate. The program Project Goal is well implemented providing support for teachers new to the profession. The execution of the Positive Behavioral Intervention and Support system increased active engagement in students which provided teachers more instructional time for ultimate student and teacher success. The teachers say the increased use of Class Dojo and the PBIS store have improved some behaviors. Teachers feel safe at Southgate Elementary. Most teachers report a sense of belongingness.

In the Summary report section, the total Southgate Elementary school positive responses to barriers to Engagement were 84% positive, Learning Behaviors were 46% positive, and Additional questions were 62% positive. In the Southgate STEM data, the Additional questions were 65% positive, 83% positive in Barriers to Engagement and Learning Behaviors were 53% positive.

In response to the question: How big of a problem is the following issue for becoming involved with your child's current school: " Do you have concerns about your child getting to school safely "71% replied " not a problem at all" 7% reporting a small problem, 14% reporting a medium problem, and 0% reporting a very large problem. Of the responses gathered, 78% of the Southgate STEM campus reported "not a problem at all", 11% slight problem , 0 % a medium problem, 0 % reporting a large problem, and 11% reporting a very large problem.

## Perceptions Strengths

Our faculty works together to encourage student success by taking students from other classes and grade levels that need extra support for short periods of time. Additional support staff has been a large help this year to deal with discipline issues.

A campus strength would also be the addition of Demi Williams to support and assist with challenging behaviors. A bilingual administrator has been a strength for communication and student behaviors.

Our teachers willingness to support our students' academic needs by offering GAP tutoring before and after school as well as extended day STAAR prep/tutoring are a campus strength.

The campus principal has been visible in classrooms to provide support

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Considering all open-ended responses in the Southgate Family Engagement Survey, most parents stated that they did not have any issues with communication from the school/teachers, however, there were a few responses stating parents would like to be made aware of their students progress both behaviorally and academically on a more frequent basis. **Root Cause:** Staff members need more training into how to manage time to include parent involvement with behavior and academics so that

they are able to provide detailed parent requests within the amount of time requested by parents.

# Priority Problem Statements

**Problem Statement 1:** There is Tier 1 instructional need for Reading and Math in K-5 grade. Internalize Eureka and Amplify lessons and customize instruction through personalized learning within 120 minutes instructional block.

**Root Cause 1:** Lack of differentiation in Reading and Math instruction and a lack of utilizing the learning continuum during instruction.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** The economically disadvantaged population is at 84% and at-risk population is at 81% which requires a variety of strategic interventions to meet student needs.

**Root Cause 2:** Students are entering each grade level with significant gaps and struggle to pass their classes and state assessments.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** Considering all open-ended responses in the Southgate Family Engagement Survey, most parents stated that they did not have any issues with communication from the school/teachers, however, there were a few responses stating parents would like to be made aware of their students progress both behaviorally and academically on a more frequent basis.

**Root Cause 3:** Staff members need more training into how to manage time to include parent involvement with behavior and academics so that they are able to provide detailed parent requests within the amount of time requested by parents.

**Problem Statement 3 Areas:** School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading. (Data source: 2022 STAAR spring results - all students) will increase from 3rd-33.3%, 4th-33.3%, 5th-38.5% in 2022 to 41% 3rd-5th by January 2025 and to 52% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR 2024 Spring administration testing data file (accountability subset) was used.

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

**Performance Objective 2:** Percent of EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 34.6% in 2023 to 56% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR 2024 Spring administration testing data files (accountability subset) were used.

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

**Performance Objective 3:** Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 9.8% in 2022 to 41% by January 2025 and to 52% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR 2024 Spring administration testing data files (accountability subset) were used.

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

**Performance Objective 4:** Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance STAAR Math. (Data source:2022 STAAR spring results - all students) will increase from 3rd-13.0%, 4th-16.7%, 5th-28.8% in 2022 to 41% 3rd - 5th by January 2025 and to 52% by May 2025.

**High Priority**

**Evaluation Data Sources:** STAAR 2024 Spring administration testing data files (accountability subset) were used.

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

**Performance Objective 5:** Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 18.5% in 2024 to 15% by 2025.

**High Priority**

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

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

**Performance Objective 6:** STATE ACCOUNTABILITY (Not Rated: Senate Bill 1365): Due to a 2022 accountability rating of D in the following domain(s), STAAR student performance in the corresponding areas need to increase to meet the domain performance targets:

Student Achievement Domain 1 performance will increase from an average STAAR performance level score of 37 (scale score of 64/D) to at least an average STAAR performance level score of 43 (scale score of 72/C).

**High Priority**

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

**Performance Objective 7:** 100% of staff will participate in focused activities to increase positive relationships with students, families, and members of the community.

**High Priority**

**Evaluation Data Sources:** End of Year parent/community surveys regarding culture and climate of the campus.



# Policies, Procedures, and Requirements

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

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