

Garland Independent School District
Austin Academy For Excellence
2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

Austin Academy for Excellence fosters the growth of student self-worth and integrity to empower and inspire each individual to meet the challenges of the future.

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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 6 demonstrating literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 84% to 90% by 2025. (22-23 interim goal =87%), grade 7 on STAAR Reading will maintain a 95% for approaches (22-23), and grade 8 on STAAR Reading will maintain a 95% for approaches

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize small group teacher-led instruction to specifically target and support individual student needs. Strategy's Expected Result/Impact: Students are expected to show growth on district benchmarks, MAP testing, and state assessments. Staff Responsible for Monitoring: Administrators and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will plan and utilize small group teacher-led instruction in ELAR to specifically target ELL, Economically Disadvantaged, SPED, and At-Risk students and support individual student needs both in Tier I instruction and during tutorials. Strategy's Expected Result/Impact: Students are expected to show growth on district benchmarks, MAP testing, and state assessments. Staff Responsible for Monitoring: Administrators and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - PIC 23 SPED State Allotment Funds - \$940, - 199 - PIC 24 State Comp Ed Funds - \$6,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide students targeted language acquisition instruction to ensure ELL students demonstrate growth in language development and academic performance. Strategy's Expected Result/Impact: Students are expected to show growth on district benchmarks, MAP testing, and state assessments. Staff Responsible for Monitoring: Administrators and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will plan aligned, rigorous instruction by unpacking TEKS, creating daily learning objectives, and developing teacher and student exemplars outside of contract time. Strategy's Expected Result/Impact: Students are expected to show growth on CBA's, MAP, and other formative	Formative			Summative
	Nov	Feb	Apr	June





<p>assessments (teacher created)</p> <p>Staff Responsible for Monitoring: AAE Administrators and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$14,000</p>				
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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 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 40 to 76% by 2025. (22-23 interim goal = 46%)

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





Strategy 1 Details	Reviews			
Strategy 1: Staff will identify student English Proficiency levels using ELLevation and determine students' level of language support needed based on the Proficiency Language Descriptors. Strategy's Expected Result/Impact: : Students will show growth in language acquisition through benchmark testing, MAP testing, and STAAR Assessment. Staff Responsible for Monitoring: AAE administrators and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. Strategy's Expected Result/Impact: Students will show growth in language acquisition through benchmark testing, MAP testing, and STAAR Assessment Staff Responsible for Monitoring: AAE administrators and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - PIC 25 Bil./ESL State Allotment Funds - \$7,805	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: ELL Students will be given the opportunity to practice speaking and listening in the same format as administered in TELPAS prior to the assessment. Strategy's Expected Result/Impact: Increase student comfort with test format. Staff Responsible for Monitoring: ELL teachers and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 76% to 80% by 2025. (22-23 interim goal = 80%)

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





Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan aligned, rigorous instruction by unpacking TEKS, creating daily learning objectives, and developing teacher and student exemplars outside of contract time. Strategy's Expected Result/Impact: Students are expected to show growth on district benchmarks, MAP Staff Responsible for Monitoring: AAE Administrators and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 6100 Payroll- Title I Funds - \$9,430	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will plan and utilize small group teacher-led instruction to specifically target ELL, Economically Disadvantaged, and At-Risk students and support individual student needs both in Tier I instruction and during tutorials that are Science and Math focused. Strategy's Expected Result/Impact: Students are expected to show growth on district benchmarks, MAP Staff Responsible for Monitoring: AAE Administrators and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
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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: The percentage of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 6 on STAAR Math, will increase from 47% to 90% by 2025. (22-23 interim goal =55%), grade 7 on STAAR Math will increase from 50 to 90% (22-23 interim goal = 60%), grade 8 on STAAR Math will increase from 65 to 90% (22-23 interim goal = 75%)

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





Strategy 1 Details		Reviews			
Strategy 1: Teachers will plan and utilize small group teacher-led instruction to specifically target ELL, Economically Disadvantaged, SPED and At-Risk students and support individual student needs both in Tier I instruction and during after school tutorials. Strategy's Expected Result/Impact: Students are expected to show growth on district benchmarks, MAP Staff Responsible for Monitoring: AAE Administrators and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - PIC 23 SPED State Allotment Funds - \$1,024, - 199 - PIC 24 State Comp Ed Funds - \$5,912		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize bell ringers and mini lessons weekly to advance skills aligned to the district curriculum and TEKS in the next unit of assessment. Strategy's Expected Result/Impact: Students will show continued growth in mathematics that will be assessed by classroom assessments, district benchmarks, and STAAR assessment. Staff Responsible for Monitoring: AAE administrators and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers will disaggregate data from MAP and unit assessments during CLCs to determine appropriate concepts to spiral information into future lessons and activities. with a focus on ELL, At-Risk, Economically Disadvantaged, and SPED students. Strategy's Expected Result/Impact: Students will show continued growth in mathematics that will be assessed by classroom assessments, district benchmarks, and STAAR assessment. Staff Responsible for Monitoring: AAE administrators and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 6100 Payroll- Title I Funds - \$0		Formative			Summative
		Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 40% in 2021-22 to 35% by 2025. (SY22-23 interim goal =37%)

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

Strategy 1 Details	Reviews			
Strategy 1: Administrative staff will communicate established system for documenting classroom incidents, hallway incidents, and school wide behaviors (Review 360) during August staff development (revisit as needed). Strategy's Expected Result/Impact: Decrease in office referrals and exclusionary consequences Staff Responsible for Monitoring: AAE administrators and teachers Title I: 2.4, 2.6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will explain clearly defined school wide expectations for behavior to students during the first 3 weeks of school and communicate plan with families through a variety of methods (syllabus, remind 101, SMORE, Google classroom, etc.) Strategy's Expected Result/Impact: Decrease in office referrals and exclusionary consequences Staff Responsible for Monitoring: AAE administrators and teachers Title I: 2.5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Campus will implement Social Emotional Learning lessons to address and prevent specific misconduct according to behavior data. Strategy's Expected Result/Impact: SEL lessons will reduce future office referrals. Staff Responsible for Monitoring: Counselors, Administrators, and teachers Title I: 2.4, 2.6	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Percent of Family Engagement Surveys will increase from 8% to 70% by 2025. (22-23 parental involvement goal= 25%).





Evaluation Data Sources: District Parent Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Administrators and Teachers will provide parents and students with AAE 6th grade orientation opportunities for incoming students(including a new families meeting). Teachers and Administrators will host family engagements such as literacy night and parent university. Strategy's Expected Result/Impact: Increase parental involvement and percent of families that complete the GISD Family Engagement Survey. Staff Responsible for Monitoring: AAE administrators and teachers Title I: 4.2 Funding Sources: - 6100 Parent Inv. Payroll T1 - \$2,229, - 6100 Payroll- Title I Funds - \$8,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators and Teachers will communicate with parents via phone messages, e-mails (SMORE), and social media accounts about GISD parent survey. 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. Strategy's Expected Result/Impact: Increase family engagement and percent of families that complete the GISD Family Engagement Survey. Staff Responsible for Monitoring: AAE administrators and teachers Title I: 4.2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Administrators and Teachers will hold a minimum of two parent involvement activities (AVID Family Night, AAE Parent University, ELL Family Night, etc.), including working with families on instructional strategies. Strategy's Expected Result/Impact: Increase family engagement and percent of families that complete the GISD Family Engagement Survey. Staff Responsible for Monitoring: AAE administrators and teachers Title I: 4.1, 4.2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: The school will jointly develop with, and distribute to, parents and family member of participating children a written Parent and Family Engagement Policy and Parent-School Compact. 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. Strategy's Expected Result/Impact: Increase student/parental understanding of learning expectations and build relationships with families. Staff Responsible for Monitoring: Campus Improvement Team - Administrators, teachers, parents, community members Title I: 4.1, 4.2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Administrators and Teachers will provide parents and students with high school program information prior to school choice for 8th grade students. School will collaborate with feeder high schools to ease transition for students. Strategy's Expected Result/Impact: Increase parent and student understanding of available programs in GISD. Staff Responsible for Monitoring: Counselors and Administrators Title I: 4.2	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Magnet Funding Justification

Performance Objective 1: By the end of 2022-2023, all advanced magnet students will successfully complete advanced level coursework by passing all subjects, earning high school credits and meeting Algebra I EOC passing requirements.

Strategy 1 Details	Reviews			
Strategy 1: Students/teachers will access and utilize the necessary supplies and training to successfully facilitate advanced academic instruction. Strategy's Expected Result/Impact: Increase in EOC scores, HS Credits, and PSAT scores Staff Responsible for Monitoring: Admin and teachers Title I: 2.4, 2.5, 2.6 Funding Sources: Teacher Materials, student materials - 199 - Magnet Funds - \$74,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Austin Academy will continue to seek certification for the International Baccalaureate Middle Years Programme as part of the magnet program. Strategy's Expected Result/Impact: Increase opportunities for student learning, teaching strategies, and overall performance. Staff Responsible for Monitoring: Admin, IB Coordinator, teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: IB MYP Training - 199 - Magnet Funds - \$10,000, IB MYP Membership Fees - 199 - Magnet Funds - \$10,000, IB MYP Training Outside of Contract Time - 199 - Magnet Funds - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				