

Garland Independent School District
Classical Center At Brandenburg Middle School
2024-2025 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Our mission at the Classical Center at Brandenburg Middle School is to provide quality education that empowers students to achieve their highest potential through an integrated curriculum and life-long learning. We are committed to building high self-esteem and providing support to meet the needs of all students and staff members through the cooperation of our community members and parents.

Vision

The Classical Center at Brandenburg Middle School aims to develop young scholars who understand that learning is a lifelong pursuit. We strive to prepare all students to reason critically, communicate clearly, collaborate effectively, and create passionately. We desire them to be honorable citizens who seek to improve their communities and the world rather than passively traveling along the road most followed. We aspire to cultivate the virtues of courage, resilience, and wisdom necessary for all students to succeed as contributing members of society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CCBMS has an overall population of 1,055 students and serves students in grades 6-8. The school is located at 626 Nickens Road in Garland, Texas 75043. CCBMS is the classical magnet within Garland ISD and brings unique educational opportunities in gymnastics and the arts. CCBMS offers rigorous pathways for students looking for enrichment and acceleration opportunities. Magnet requirements are 50th percentile in Reading and Math achievement tests, passing STAAR scores, passing report card grades, and no serious discipline issues. Qualifying students are entered into a lottery and openings are filled in the order in which they are drawn. Qualifying incoming 6th grade students from The Classical Center at Vial Elementary are automatically accepted.

Demographics Strengths

Teachers and staff routinely ensure schoolwide systems are effectively executed. Teachers execute duty with ease and demonstrate a commitment to the process. Teacher input is high.

The average daily attendance rate is 95.5%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): African-American students make up 19.87% of all students but they comprise 38.8% of total discipline incidents and 35.6% of Special Education discipline incidents. **Root Cause:** Teachers lack adequate training in Positive Behavior Intervention Strategies, de-escalation techniques, and culturally relevant teaching practices.

Problem Statement 2 (Prioritized): 40.8% of student management incidents resulted in exclusionary discipline. (AEC, OSS, ISS, II) **Root Cause:** Insufficient teacher training on documentation of student behavior and interventions and alternatives to exclusionary consequences have not been fully explored. Large class sizes lead to difficulties in facilitation of student management.

Student Learning

Student Learning Summary

23-24 MATH MAP;

Student growth at the 6th grade level increased 2 percentage points; at the 7th grade level decreased 3 percentage points; at the 8th grade level decreased 8 percentage points.

23-24 ELAR MAP:

Student growth at the 6th grade level increased 2 percentage points; at the 7th grade level decreased 5 percentage points; at the 8th grade level decreased 4 percentage points.

2024 STAAR:

82.6% of all students met Approaching on the Reading STAAR. The STAAR Performance Summary reports indicate at the 6th grade Reading level 79% of Black students met Approaching, 78% of Hispanic students met Approaching, 87.5% of white students met Approaching, and 83% of Asian students met Approaching. At the 7th grade Reading level, 63% of Black students met Approaching, 77% of Hispanic students met Approaching, 96% of White students met Approaching, and 87.5% of Asian students met Approaching. At the 8th grade Reading level, 78% of Black students met Approaching, 87.7% of Hispanic students met Approaching, 95% of White students met Approaching, and 83% of Asian students met Approaching.

63% of all students met Approaching on the Math STAAR. In 6th grade Mathematics, 73.5% of Black students met Approaching, 73.3% of Hispanic students met Approaching, 84% of White students met Approaching, and 88.8% of Asian students met Approaching. In 7th grade Mathematics, 33.3% of Black students met Approaching, 26% of Hispanic students met Approaching, 84.6% of White students met Approaching, and 650% of Asian students met Approaching. In 8th grade Mathematics, 73% of Black students met Approaching, 76.9% of Hispanic students met Approaching, 89.8% of White students met Approaching, and 70.59% of Asian students met Approaching.

On the Reading STAAR, 64% of all students met Meets, on the Math STAAR, 34.6% of all students met Meets, on the Social Studies STAAR, 26.94% of all students met Meets, and on the Science STAAR, 44.7% of all students met Meets.

Student Learning Strengths

100% of all students met Approaches on the 2024 Algebra STAAR, with 95% Meets and 82% Masters.

Final TEA Academic rating for CCBMS is yet to be determined.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 53.8% of all students did not meet Meets Grade Level on all 2023-2024 combined STAAR exams. **Root Cause:** Due to the insufficient quality

of teacher preparation in Tier 1 instruction, students did not meet the district goal.

Problem Statement 2 (Prioritized): 87% of SPED students did not meet Meets Grade Level on all 2023-2024 Math STAAR exams. **Root Cause:** Due to inconsistent training, implementation, and progress monitoring specific to SPED students, performance was negatively impacted.

Problem Statement 3 (Prioritized): 83% of SPED students did not meet Meets Grade Level on all 2023-2024 Reading STAAR exams. **Root Cause:** Due to the insufficient quality of Tier 1 instruction, students did not meet the standard of Meets Grade Level.

Problem Statement 4 (Prioritized): Brandenburg's Emergent Bilingual (EB) performed 11.1% percentage points lower than the campus Meets standard average on the Reading STAAR test **Root Cause:** Due to inconsistent training, implementation, and progress monitoring specific to Emergent Bilingual (EB) students, performance was negatively impacted.

Problem Statement 5 (Prioritized): 65% of all student groups did not meet Meets Grade Level on all 2023-2024 Math STAAR exams. **Root Cause:** Due to the insufficient quality of Tier 1 instruction, students did not meet the standard of Meets Grade Level.

Problem Statement 6 (Prioritized): Students taking the Spanish A.P. Exam did not meet the district goal of 4.5 on the exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the district goal.

School Processes & Programs

School Processes & Programs Summary

The leadership team focuses on the strengths of our teachers to build leadership capacity in each department. Each content area has a department chair, and each grade level CLC in each department has a leader who facilitates the daily CLC meetings. Leadership is divided amongst the staff to allow teachers opportunities to shine. We have teachers who serve as i3 Technology Leaders, Canvas Support Leaders, and other specialty areas that allow our staff to support one another in and out of the classroom.

The leadership team starts with assessing state, district, and discipline data. Leadership teams then analyze the data looking for patterns and anomalies that arise. Once specific pieces of are of identified, teams begin to brainstorm possible causes for the root of the problem. Teachers from General and Special Education classes, as well as counselors and administrators are included in this data analysis. The Campus Improvement Plan and team guide the tracking of our goal progress.

School Processes & Programs Strengths

Administrators, counselors, and teachers consistently promote a culture of movement and growth, wherein each student is positioned at the forefront of focus and placed in the most appropriate and challenging courses for their level.

AVID is a goal strengthening program providing additional resources and support to at-risk students, and placing them in upper-level courses.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 25% (18) of Brandenburg teachers were new to campus in 23-24. **Root Cause:** The effectiveness of on-campus teacher retention programs needs to be explored.

Perceptions

Perceptions Summary

The students and parents were surveyed in looking at ways the school or teachers could assist with more communication about the students learning and progress. The stakeholders mentioned how newsletters and emails from school staff have been helpful for future events. Some of the parents mentioned how the teachers go above and beyond with communicating with students and parents through Canvas, emails, and phone calls. A couple of parents stressed the importance of respect between teachers and students.

Perceptions Strengths

94% of parents state they receive information in a language they can understand.

91% of parents responded that they feel welcome in the school

Problem Statements Identifying Perceptions Needs

Problem Statement 1: African-American students make up 19.87% of all students but they comprise 38.8% of total discipline incidents and 35.6% of Special Education discipline incidents. **Root Cause:** Teachers lack adequate training in Positive Behavior Intervention Strategies and de-escalation techniques.

Problem Statement 2: 40.8% of student management incidents resulted in exclusionary discipline. (AEC, OSS, ISS, II) **Root Cause:** Insufficient teacher training on documentation of student behavior and interventions and alternatives to exclusionary consequences have not been fully explored. Large class sizes lead to difficulties in facilitation of student management.

Problem Statement 3 (Prioritized): Only 10% of our parent population filled out the survey which is a direct indicator that a large majority of our parents were not aware of the survey. This highlights our need to improve both the number of events held that involve parents and the communication to parents about those events. **Root Cause:** Lack of multiple opportunities for parent involvement (remote/face to face, varied times, meetings in multiple languages).

Problem Statement 4: Only 50% of our parents felt that the school provided materials and trainings to help them work with their child to improve their student's achievement. **Root Cause:** Lack of multiple opportunities for parent involvement (remote/face to face, varied times, meetings in multiple languages).

Priority Problem Statements

Problem Statement 1: 53.8% of all students did not meet Meets Grade Level on all 2023-2024 combined STAAR exams.

Root Cause 1: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the district goal.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 65% of all student groups did not meet Meets Grade Level on all 2023-2024 Math STAAR exams.

Root Cause 2: Due to the insufficient quality of Tier 1 instruction, students did not meet the standard of Meets Grade Level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 87% of SPED students did not meet Meets Grade Level on all 2023-2024 Math STAAR exams.

Root Cause 3: Due to inconsistent training, implementation, and progress monitoring specific to SPED students, performance was negatively impacted.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 83% of SPED students did not meet Meets Grade Level on all 2023-2024 Reading STAAR exams.

Root Cause 4: Due to the insufficient quality of Tier 1 instruction, students did not meet the standard of Meets Grade Level.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Brandenburg's Emergent Bilingual (EB) performed 11.1% percentage points lower than the campus Meets standard average on the Reading STAAR test

Root Cause 5: Due to inconsistent training, implementation, and progress monitoring specific to Emergent Bilingual (EB) students, performance was negatively impacted.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 40.8% of student management incidents resulted in exclusionary discipline. (AEC, OSS, ISS, II)

Root Cause 6: Insufficient teacher training on documentation of student behavior and interventions and alternatives to exclusionary consequences have not been fully explored. Large class sizes lead to difficulties in facilitation of student management.

Problem Statement 6 Areas: Demographics

Problem Statement 7: African-American students make up 19.87% of all students but they comprise 38.8% of total discipline incidents and 35.6% of Special Education discipline incidents.

Root Cause 7: Teachers lack adequate training in Positive Behavior Intervention Strategies, de-escalation techniques, and culturally relevant teaching practices.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Only 10% of our parent population filled out the survey which is a direct indicator that a large majority of our parents were not aware of the survey. This

highlights our need to improve both the number of events held that involve parents and the communication to parents about those events.

Root Cause 8: Lack of multiple opportunities for parent involvement (remote/face to face, varied times, meetings in multiple languages).

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Students taking the Spanish A.P. Exam did not meet the district goal of 4.5 on the exam.

Root Cause 9: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the district goal.

Problem Statement 9 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)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

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
- 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.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals





Revised/Approved: October 1, 2024

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

Performance Objective 1: Percent of students in grades 6-8 demonstrating literacy as measured by Meets Grade Level performance on STAAR Reading will increase from 66% in 23-24 to 75% in 24-25.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: ELAR and ESL teachers, along with the campus librarian will provide individual and small group instruction, using online and basal materials to provide additional intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Increase in reading STAAR scores, increase in MAP Reading scores.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Librarian.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Supplies and materials - 6300 Supplies and Materials- Title I Funds - \$3,482</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Literacy Enrichment teachers will frequently monitor each student's learning of essential reading standards and will provide students with multiple opportunities to demonstrate progress.</p> <p>Strategy's Expected Result/Impact: Increase in common formative assessment results.</p> <p>Staff Responsible for Monitoring: Instructional coach, ELAR Department, ELAR Assistant Principal, Literacy Enrichment teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Supplies and materials - 199 - PIC 24 State Comp Ed Funds - \$15,705</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be given the opportunity to participate in before school, after school, Saturday tutoring programs, and off campus activities to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Programs and activities will enhance student learning and create connections between the curriculum and the real world.</p> <p>Staff Responsible for Monitoring: Administrators, Core Department Chairs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 3: 83% of SPED students did not meet Meets Grade Level on all 2023-2024 Reading STAAR exams. Root Cause: Due to the insufficient quality of Tier 1 instruction, students did not meet the standard of Meets Grade Level.</p>

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

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 58% in 23-24 to 78% by 2025. (SY2024 interim goal = 68%.)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use content specific instructional strategies that focus on EB best practices, including Flipgrid, AVID, BrainPop, STEM, ELlevation, 7 Steps to a Language Rich Classroom (Sheltered Instruction), and Academic Response Frames, that will enhance language acquisition.</p> <p>Strategy's Expected Result/Impact: Increased STAAR and TELPAS results for EB students.</p> <p>Staff Responsible for Monitoring: Administrators, LPAC Teacher, EB Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: AVID Summer Institute - 6200 Contracted Services/Registration- Title I Fun - \$5,000, Supplies and materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$11,529</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All core departments and the ESL department will provide extended day tutorials to provide extra assistance to EB students with academic vocabulary and writing needs.</p> <p>Strategy's Expected Result/Impact: EB students will broaden their base of academic vocabulary and deepen their writing skills.</p> <p>Staff Responsible for Monitoring: Administrators, LPAC Teacher, Core Department Chairs.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop campus professional learning plan that will support teachers' ability to deliver activities that include EB scaffolding and support based on students' language needs in ELlevation Strategies and WICOR. Plan will also address the speaking portion of the TELPAS.</p> <p>Strategy's Expected Result/Impact: Teachers will daily use a strategy and its accompanying supports based on students' language needs.</p> <p>Staff Responsible for Monitoring: AVID Coordinators, EB Department Chair, LPAC Teacher.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 4: Brandenburg's Emergent Bilingual (EB) performed 11.1% percentage points lower than the campus Meets standard average on the Reading STAAR test</p> <p>Root Cause: Due to inconsistent training, implementation, and progress monitoring specific to Emergent Bilingual (EB) students, performance was negatively impacted.</p>

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

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 46% in 23-24 to 60% by 2025. (SY2023 interim goal = 55%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize small group instruction for at-risk students, along with instructional technology and targeted resources to improve skill deficiencies in Science intervention programs.</p> <p>Strategy's Expected Result/Impact: Increase in Meets level science STAAR scores</p> <p>Staff Responsible for Monitoring: Science Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be given the opportunity to participate in before school, after school, Saturday tutoring programs, and off campus activities to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Programs and activities will enhance student learning and create connections between the curriculum and the real world.</p> <p>Staff Responsible for Monitoring: Administrators, Science Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: 53.8% of all students did not meet Meets Grade Level on all 2023-2024 combined STAAR exams. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the district goal.

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


Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 8 on STAAR Algebra 1 EOC, will increase from 96% in 23-24 to 100% by 2025. (SY2023 interim goal = 98%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The teacher will provide individual and small group instruction and additional intervention enrichment focused on on-level math and math lab courses.</p> <p>Strategy's Expected Result/Impact: Students will increase their meets percentage on the 6-8 grade math STAAR exams from 44% to 60%.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, and Content Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be given the opportunity to participate in before school, after school, Saturday tutoring programs, and off campus activities to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Increased number of Algebra students passing at the Meets level</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 2: 87% of SPED students did not meet Meets Grade Level on all 2023-2024 Math STAAR exams. **Root Cause:** Due to inconsistent training, implementation, and progress monitoring specific to SPED students, performance was negatively impacted.

Problem Statement 5: 65% of all student groups did not meet Meets Grade Level on all 2023-2024 Math STAAR exams. **Root Cause:** Due to the insufficient quality of Tier 1 instruction, students did not meet the standard of Meets Grade Level.

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


Performance Objective 5: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing will increase from 68% in 2021 to 76% in by 2025 and SAT School Day Mathematics will increase from 36% in 2021 to 55% by 2025. (SY2022 EBRW interim goal = 72%; SY2022 math interim goal = 41%)

Evaluation Data Sources: College Board's SAT district summary report

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators, counselors, instructional coaches, GT liaison, PSAT specialist, and district support personnel will conduct specific training on how to access, interpret, and utilize MAP data to maximize student growth potential.</p> <p>Strategy's Expected Result/Impact: Increased number of students demonstrating post-secondary readiness exam success, as measured by meeting college-ready benchmarks through PSAT.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 1, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators, counselors, WIN period teachers, and AVID teachers will provide opportunities for students to explore high school, career, and college options by partnering with district high schools and career technology centers, and/or local colleges to provide opportunities for students to visit and/or gain more information as they transition to high school and beyond.</p> <p>Strategy's Expected Result/Impact: Increased number of students demonstrating post-secondary readiness exam success.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, AVID teachers.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 5</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: 53.8% of all students did not meet Meets Grade Level on all 2023-2024 combined STAAR exams. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the district goal.





Problem Statement 5: 65% of all student groups did not meet Meets Grade Level on all 2023-2024 Math STAAR exams. **Root Cause:** Due to the insufficient quality of Tier 1 instruction, students did not meet the standard of Meets Grade Level.

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

Performance Objective 6: Average scaled score of students taking the Spanish AP exam will increase from 3.8 in 2022 to 4.0 in the 22-23 school year.

Evaluation Data Sources: College Board's AP district summary report

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in the Spanish AP class will be given the opportunity to participate in before school, after school and Saturday tutoring programs to increase academic performance.</p> <p>Strategy's Expected Result/Impact: 100% of students will earn qualifying criteria on the Spanish AP exam.</p> <p>Staff Responsible for Monitoring: Spanish teacher and administrators.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Tutorials - 6100 Payroll- Title I Funds - \$400</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 6: Students taking the Spanish A.P. Exam did not meet the district goal of 4.5 on the exam. Root Cause: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the district goal.</p>

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

Performance Objective 7: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS)] will decrease from 40% in 23-24 to 25% by 2025.

Evaluation Data Sources: Review 360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences.


Strategy 1 Details	Reviews			
<p>Strategy 1: Alternatives to exclusionary discipline will be implemented, with emphasis give to address disproportionality and high percentage of suspensions with African American and SPED students.</p> <p>Strategy's Expected Result/Impact: Percent of exclusionary discipline rates will decrease 28.4% during the 22-23 school year.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: Supplemental pay for PBIS Team Meetings - 6100 Payroll- Title I Funds - \$800, Tuesday/ Thursday After School detention Exclusionary Discipline Alternative - 6100 Payroll- Title I Funds - \$4,000, PBIS Incentive Program Materials and Awards - 6300 Supplies and Materials- Title I Funds - \$600, Supplies and materials - 199 - PIC 23 SPED State Allotment Funds - \$2,992</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: TEK-based programs will be developed to build relational capacity with at-risk students.</p> <p>Strategy's Expected Result/Impact: Percentage of exclusionary discipline rates will decrease 28.4% during the 22-23 school year.</p> <p>Staff Responsible for Monitoring: Administrators, PBIS Team/Behavior Team.</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: Club to work with at-risk students - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Selected staff will attend capacity strengthening classroom management workshops and professional development opportunities with the intent to positively impact student academic achievement and behavioral choices of at-risk and economically disadvantaged students.</p> <p>Strategy's Expected Result/Impact: Percentage of exclusionary discipline rates will decrease 28.4% during the 22-23 school year.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Substitute Pay for staff attending PD - 6100 Payroll- Title I Funds - \$2,000, Funding for workshops and professional development - 6200 Contracted Services/Registration- Title I Fun - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The RAC teacher will build relationships with and provide strategies to students who are frequently referred through the Review 360 system.</p> <p>Strategy's Expected Result/Impact: Frequency of office referrals for frequently referred students will decrease.</p> <p>Staff Responsible for Monitoring: RAC teacher, administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Supplies and materials - 6300 Supplies and Materials- Title I Funds - \$250</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: CCBMS will communicate attendance and behavior expectations to students and parents at the beginning of the year and at the start of each grading cycle, as well as throughout the year via attendance office phone calls, letters, and home visits by CCBMS staff and administration.</p> <p>Strategy's Expected Result/Impact: Campus attendance will show a positive rate of increase throughout the school year and attendance rates will increase from 96% to 97%.</p> <p>Staff Responsible for Monitoring: Attendance Assistant Principal, Attendance Clerk, CIP Principal, staff on Home Visit Team.</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Staff will provide SEL lessons during Friday WIN classes to encourage students' connectedness to the school community by promoting a school culture of emotional well-being. These lessons, in conjunction with counselor-led lessons, will target bullying, violence, and drug prevention.</p> <p>Strategy's Expected Result/Impact: SEL lessons will promote a positive school culture and students will positively advocate for themselves in times of personal need.</p> <p>Staff Responsible for Monitoring: Counselors, teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Instructional aides will support student learning through the effective use of classroom management and instructional techniques.</p> <p>Strategy's Expected Result/Impact: Instructional aides will assist in maintaining an orderly learning environment, allowing teachers to focus on instruction and student engagement. This additional support will contribute to a more productive and effective classroom atmosphere.</p> <p>Staff Responsible for Monitoring: Classroom teachers of record.</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 1: African-American students make up 19.87% of all students but they comprise 38.8% of total discipline incidents and 35.6% of Special Education discipline incidents. **Root Cause:** Teachers lack adequate training in Positive Behavior Intervention Strategies, de-escalation techniques, and culturally relevant teaching practices.

Problem Statement 2: 40.8% of student management incidents resulted in exclusionary discipline. (AEC, OSS, ISS, II) **Root Cause:** Insufficient teacher training on documentation of student behavior and interventions and alternatives to exclusionary consequences have not been fully explored. Large class sizes lead to difficulties in facilitation of student management.

Student Learning

Problem Statement 1: 53.8% of all students did not meet Meets Grade Level on all 2023-2024 combined STAAR exams. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the district goal.





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

Performance Objective 8: Percent of students in grade 6-8 achieving Meets Grade Level on the combined 23-24 STAAR assessments will increase from 53% to 63% in 24-25.

Evaluation Data Sources: Significant progress made toward meeting the performance objective as determined by CBA and MAP data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Coach will work with and coach core content teachers on best practices in order to improve student outcomes.</p> <p>Strategy's Expected Result/Impact: Increase in common formative and STAAR assessment results.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Core content teachers will collaborate daily in CLCs to create formative assessments, analyze student data, develop data-driven instruction, and evaluate instructional adjustments necessary to address student needs.</p> <p>Strategy's Expected Result/Impact: Teacher preparation for classroom teaching will improve, resulting in a closure of the learning gap.</p> <p>Staff Responsible for Monitoring: Administrators, CLC team leads and team members, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$19,700, Quizziz funding - 6300 Supplies and Materials- Title I Funds - \$4,700</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be given the opportunity to participate in before school, after school, Saturday tutoring programs, supplemental remediation and instructional support, and off campus activities to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Programs and activities will enhance student learning and create connections between the curriculum and the real world.</p> <p>Staff Responsible for Monitoring: Administrators, Core Department Chairs 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>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Teacher pay for Jump Start Program/Extra Tutorials - 6100 Payroll- Title I Funds - \$1,500, Substitute pay for teachers to lead off campus student field investigations - 6100 Payroll- Title I Funds - \$1,000, Transportation for off campus student field investigations - 6200 Contracted Services/Registration- Title I Fun - \$1,000, Teacher Extended Day Pay for Intervention - 6100 Payroll- Title I Funds - \$4,300</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and staff will be given the opportunity to attend professional conferences and trainings with the intent to increase student academic performance.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their knowledge of pedagogy and various teaching strategies that will enhance student learning and academic outcomes.</p> <p>Staff Responsible for Monitoring: Administrators, Department Chairs.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Substitute pay - 6100 Payroll- Title I Funds - \$5,000, Conference funding - 6200 Contracted Services/Registration- Title I Fun - \$9,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will prepare intervention and enrichment lessons to improve and enhance student achievement on the STAAR assessments, to remediate a lack of adequate academic progress, and to fulfill HB 4545/HB1416 requirements.</p> <p>Strategy's Expected Result/Impact: Students will increase their core content knowledge.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Core Content Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 8 Problem Statements:

Student Learning
<p>Problem Statement 1: 53.8% of all students did not meet Meets Grade Level on all 2023-2024 combined STAAR exams. Root Cause: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the district goal.</p>

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

Performance Objective 9: At least 80% of participants will indicate that events connecting CCBMS to external communities had a positive impact on their awareness, understanding, and/or expectations as measured through parent surveys.

Evaluation Data Sources: Family Engagement Survey


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will implement effective forms of two-way communication through various methods in families' home languages including Talking Points and ParentSquare.</p> <p>Strategy's Expected Result/Impact: At least 80% of participants will indicate that two-way communication had a positive impact on their understanding regarding CCBMS.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Talking Points Funding - 6300 Supplies and Materials- Title I Funds - \$3,300</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: School staff will notify parents of events and engagement opportunities on campus via emails, Skyward, call-outs, campus twitter account, school marquee, flyers in various languages, Talking Points, ParentSquare, and via a family newsletter (S'more).</p> <p>Strategy's Expected Result/Impact: At least 80% of participants will indicate that two-way communication had a positive impact on their understanding regarding Brandenburg.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Staff pay for working on S'more - 6100 Payroll- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Support transition to middle school for 5th graders moving to 6th grade and 8th graders moving to high school by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.</p> <p>Strategy's Expected Result/Impact: Students and their families will be better prepared to start the school year with vital information for success. Middle school counselors will collaborate with high school staff regarding 8th grade students' transition to high school.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors.</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Pay for teachers and staff - 6100 Payroll- Title I Funds - \$1,900, Supplies and materials - 6300 Parent Involvement. Supplies T1 - \$405</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will provide opportunities for family/community outreach to grow parent involvement and understanding of school programs, processes, and resources for their students, and to strengthen business and other community partnerships.</p> <p>Strategy's Expected Result/Impact: Improved parent/school relations, increased parent involvement</p> <p>Staff Responsible for Monitoring: Administrators, AVID Teachers</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Teacher Supplemental Pay for AVID Parent Information Night - 6100 Payroll- Title I Funds - \$600 , Supplies and materials - 6300 Supplies and Materials- Title I Funds - \$6,658, Staff supplemental pay for outreach events - 6100 Payroll- Title I Funds - \$4,500, Staff supplemental pay for outreach events - 6100 Parent Inv. Payroll T1 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increased communication between campus staff and parents and support for campus academic goals.</p> <p>Staff Responsible for Monitoring: Title I Principal, CIT.</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increased communication between campus staff and parents and support for campus academic goals.</p> <p>Staff Responsible for Monitoring: Title I Principal, CIT.</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide PD opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families.</p> <p>Strategy's Expected Result/Impact: Improved parent/school relations, increased parent involvement</p> <p>Staff Responsible for Monitoring: Title I Principal, CIT.</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 9 Problem Statements:

Perceptions

Problem Statement 3: Only 10% of our parent population filled out the survey which is a direct indicator that a large majority of our parents were not aware of the survey. This highlights our need to improve both the number of events held that involve parents and the communication to parents about those events. **Root Cause:** Lack of multiple opportunities for parent involvement (remote/face to face, varied times, meetings in multiple languages).

Goal 2: Magnet Funding Justification

Performance Objective 1: By August 2024, we will provide necessary materials needed and services to support Classical Magnet.

Strategy 1 Details	Reviews			
<p>Strategy 1: By August 2024, we will provide the necessary materials and services needed to support the Classical Magnet program.</p> <p>Strategy's Expected Result/Impact: Services and materials will support the success of students enrolled in the magnet program.</p> <p>Staff Responsible for Monitoring: Campus administration and magnet teachers.</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplies for gymnastics - 199 - Magnet Funds - \$5,000, Supplies for Art - 199 - Magnet Funds - \$5,000, Budget for technology to support magnet program - 199 - Magnet Funds - \$3,000, Supplies for Dance - 199 - Magnet Funds - \$2,500, Bus transportation for Dance - 199 - Magnet Funds - \$1,000, Supplies for Reading Language Arts - 199 - Magnet Funds - \$5,000, Supplies for Math - 199 - Magnet Funds - \$2,500, Supplies for Piano Lab - 199 - Magnet Funds - \$1,000, Supplie for Science - 199 - Magnet Funds - \$2,500, Supplies for Social Studies - 199 - Magnet Funds - \$2,500, Supplies for Theatre - 199 - Magnet Funds - \$6,000, Supplies for CTE - 199 - Magnet Funds - \$7,000, Supplies for Band - 199 - Magnet Funds - \$6,500, Supplies for Choir - 199 - Magnet Funds - \$4,500, Magnet Office Consumable Supplies - 199 - Magnet Funds - \$11,000, Misc. Operating Costs for Magnet Program - 199 - Magnet Funds - \$10,000, Mgnet Field Trips - 199 - Magnet Funds - \$3,000, Misc. Operating Costs for G/T - 199 - Magnet Funds - \$5,000, Misc. Expenses/Bus Expenses for Extra Curricular Activities - 199 - Magnet Funds - \$800, Bus Transporation for Band - 199 - Magnet Funds - \$1,000, Bus Transportation for Gymnastics - 199 - Magnet Funds - \$1,500, Bus Transportation for Band After School - 199 - Magnet Funds - \$1,500, Bus Transportation for Choir After School - 199 - Magnet Funds - \$1,500, Budget for equipment to further magnet programs. - 6300 Supplies and Materials- Title I Funds - \$3,128</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and staff will be given the opportunity to attend magnet specific professional conferences and trainings with the intent to grow the magnet program and its effectiveness.</p> <p>Strategy's Expected Result/Impact: Learning gleaned from conferences and trainings will enhance magnet student learning and academic outcomes as well as increase community and family involvement.</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, counselors.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Magnet Schools of America Conference Funding - 6200 Contracted Services/Registration- Title I Fun - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 53.8% of all students did not meet Meets Grade Level on all 2023-2024 combined STAAR exams. Root Cause: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the district goal.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michele Query	Instructional Coach		Yes

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Supplies and materials		\$2,992.00
Sub-Total					\$2,992.00
Budgeted Fund Source Amount					\$2,992.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and materials		\$15,705.00
Sub-Total					\$15,705.00
Budgeted Fund Source Amount					\$15,705.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies and materials		\$11,529.00
Sub-Total					\$11,529.00
Budgeted Fund Source Amount					\$11,529.00
+/- Difference					\$0.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplies for Math		\$2,500.00
2	1	1	Budget for technology to support magnet program		\$3,000.00
2	1	1	Supplies for Band		\$6,500.00
2	1	1	Supplies for Reading Language Arts		\$5,000.00
2	1	1	Supplies for Social Studies		\$2,500.00
2	1	1	Supplies for Theatre		\$6,000.00
2	1	1	Bus Transportation for Choir After School		\$1,500.00
2	1	1	Supplies for Art		\$5,000.00

199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Mgnet Field Trips		\$3,000.00
2	1	1	Bus Transportation for Gymnastics		\$1,500.00
2	1	1	Supplie for Science		\$2,500.00
2	1	1	Misc. Operating Costs for G/T		\$5,000.00
2	1	1	Supplies for Choir		\$4,500.00
2	1	1	Misc. Expenses/Bus Expenses for Extra Curricular Activities		\$800.00
2	1	1	Supplies for Piano Lab		\$1,000.00
2	1	1	Bus Transporation for Band		\$1,000.00
2	1	1	Misc. Operating Costs for Magnet Program		\$10,000.00
2	1	1	Supplies for gymnastics		\$5,000.00
2	1	1	Magnet Office Consumable Supplies		\$11,000.00
2	1	1	Bus transportation for Dance		\$1,000.00
2	1	1	Supplies for CTE		\$7,000.00
2	1	1	Supplies for Dance		\$2,500.00
2	1	1	Bus Transportation for Band After School		\$1,500.00
Sub-Total					\$89,300.00
Budgeted Fund Source Amount					\$89,300.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Tutorials		\$400.00
1	7	1	Supplemental pay for PBIS Team Meetings		\$800.00
1	7	1	Tuesday/Thursday After School detention Exclusionary Discipline Alternative		\$4,000.00
1	7	2	Club to work with at-risk students		\$3,000.00
1	7	3	Substitute Pay for staff attending PD		\$2,000.00
1	8	3	Substitute pay for teachers to lead off campus student field investigations		\$1,000.00
1	8	3	Teacher pay for Jump Start Program/Extra Tutorials		\$1,500.00
1	8	3	Teacher Extended Day Pay for Intervention		\$4,300.00
1	8	4	Substitute pay		\$5,000.00
1	9	2	Staff pay for working on S'more		\$1,000.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	3	Pay for teachers and staff		\$1,900.00
1	9	4	Teacher Supplemental Pay for AVID Parent Information Night		\$600.00
1	9	4	Staff supplemental pay for outreach events		\$4,500.00
Sub-Total					\$30,000.00
Budgeted Fund Source Amount					\$30,000.00
+/- Difference					\$0.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	4	Staff supplemental pay for outreach events		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	AVID Summer Institute		\$5,000.00
1	7	3	Funding for workshops and professional development		\$1,000.00
1	8	3	Transportation for off campus student field investigations		\$1,000.00
1	8	4	Conference funding		\$9,000.00
2	1	2	Magnet Schools of America Conference Funding		\$4,000.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$0.00
6200 Parent Involvement. Contracted Services/Reg -					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and materials		\$3,482.00
1	7	1	PBIS Incentive Program Materials and Awards		\$600.00
1	7	4	Supplies and materials		\$250.00
1	8	2	Quizziz funding		\$4,700.00
1	8	2	Supplies and Materials		\$19,700.00
1	9	1	Talking Points Funding		\$3,300.00
1	9	4	Supplies and materials		\$6,658.00
2	1	1	Budget for equipment to further magnet programs.		\$3,128.00
Sub-Total					\$41,818.00
Budgeted Fund Source Amount					\$50,000.00
+/- Difference					\$8,182.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	3	Supplies and materials		\$405.00
Sub-Total					\$405.00
Budgeted Fund Source Amount					\$405.00
+/- Difference					\$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,518.00
+/- Difference					\$15,518.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$237,449.00

6400 Parent Inv. Healthy Snacks/Bus/Travel T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$213,749.00
				+/- Difference	\$23,700.00

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:

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