

**Garland Independent School District**  
**Classical Center At Brandenburg Middle School**  
**2023-2024 Goals/Performance Objectives/Strategies**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



**Board Approval Date:** October 24, 2023  
**Public Presentation Date:** August 22, 2023

# 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.

# Table of Contents


Goals	4
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.	4
Goal 2: Magnet Funding Justification	28







# Goals

**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 65% in 2022 to 75% in 22-23.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ELAR and ESL teachers, along with the campus librarian will provide individual and small group instruction, using resources such as Lexia Power Up, Flocabulary, Basal, and online materials to provide additional intervention and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading STAAR scores, increase in MAP Reading scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Classroom Teachers, Librarian.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Flocabulary - 6300 Supplies and Materials- Title I Funds - \$3,590, Flexible seating in the library to accommodate small group instruction - 6300 Supplies and Materials- Title I Funds - \$1,758</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>30%</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in common formative assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach, ELAR Department, ELAR Assistant Principal, Literacy Enrichment teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Supplies and materials - 199 - PIC 24 State Comp Ed Funds - \$15,197, Supplies and materials - 6300 Supplies and Materials- Title I Funds - \$2,896</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Programs and activities will enhance student learning and create connections between the curriculum and the real world.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Core Department Chairs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</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


**Problem Statement 1:** Brandenburg's Emergent Bilingual (EB) performed 11 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 6:** 48% of all students did not meet Meets Grade Level on all 2022-2023 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 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 41% in 2022 to 78% by 2025. (SY2023 interim goal = 55.)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased STAAR and TELPAS results for EB students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, LPAC Teacher, EB Teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Supplies and materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$9,596.82, AVID Summer Institute - 6200 Contracted Services/Registration- Title I Fun - \$5,000, Headphones for TELPAS - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,010</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> EB students will broaden their base of academic vocabulary and deepen their writing skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, LPAC Teacher, Core Department Chairs.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers will daily use a strategy and its accompanying supports based on students' language needs.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinators, EB Department Chair, LPAC Teacher.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> 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 2 Problem Statements:**







Student Learning
<p><b>Problem Statement 1:</b> Brandenburg's Emergent Bilingual (EB) performed 11 percentage points lower than the campus Meets standard average on the Reading STAAR test. <b>Root Cause:</b> 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 64% in 2022 to 80% by 2025. (SY2023 interim goal = 70%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in Meets level science STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Supplies and materials - 6300 Supplies and Materials- Title I Funds - \$50</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Programs and activities will enhance student learning and create connections between the curriculum and the real world.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Science Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<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 6:** 48% of all students did not meet Meets Grade Level on all 2022-2023 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 91% in 2022 to 100% by 2025. (SY2023 interim goal = 94%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The teacher will provide individual and small group instruction and additional intervention enrichment focused on on-level math and math lab courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their meets percentage on the 6-8 grade math STAAR exams from 44% to 60%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, and Content Teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Calculators for small group practice - 6300 Supplies and Materials- Title I Funds - \$400</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased number of Algebra students passing at the Meets level</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 4 Problem Statements:**



**Student Learning**

**Problem Statement 2:** 52% of all student groups did not meet Meets Grade Level on all 2022-2023 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased number of students demonstrating post-secondary readiness exam success, as measured by meeting college-ready benchmarks through PSAT.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Instructional Coach</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased number of students demonstrating post-secondary readiness exam success.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, AVID teachers.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 5 Problem Statements:**

**Student Learning**





**Problem Statement 6:** 48% of all students did not meet Meets Grade Level on all 2022-2023 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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 100% of students will earn qualifying criteria on the Spanish AP exam.</p> <p><b>Staff Responsible for Monitoring:</b> Spanish teacher and administrators.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> Tutorials - 6100 Payroll- Title I Funds - \$400</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue


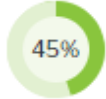
**Performance Objective 6 Problem Statements:**

Student Learning
<p><b>Problem Statement 5:</b> Students taking the Spanish A.P. Exam did not meet the district goal of 4.5 on the exam. <b>Root Cause:</b> 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 53.4% in 2022 to 25% by 2025. (SY2023 interim goal = 25%)

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Percent of exclusionary discipline rates will decrease 28.4% during the 22-23 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> Supplemental pay for PBIS Team Meetings - 6100 Payroll- Title I Funds - \$1,000, 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 - \$400, Program supplies and materials - 199 - PIC 23 SPED State Allotment Funds - \$2,032</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> TEK-based programs will be developed to build relational capacity with at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of exclusionary discipline rates will decrease 28.4% during the 22-23 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, PBIS Team/Behavior Team.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> Supplies and materials - 6300 Supplies and Materials- Title I Funds - \$500, 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><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Percentage of exclusionary discipline rates will decrease 28.4% during the 22-23 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 3, 4</p> <p><b>Funding Sources:</b> Substitute Pay for staff attending PD - 6100 Payroll- Title I Funds - \$500, 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><b>Strategy 4:</b> The RAC teacher will build relationships with and provide strategies to students who are frequently referred through the Review 360 system.</p> <p><b>Strategy's Expected Result/Impact:</b> Frequency of office referrals for frequently referred students will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> RAC teacher, administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> Supplies and materials - 6300 Supplies and Materials- Title I Funds - \$250</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Campus attendance will show a positive rate of increase throughout the school year and attendance rates will increase from 97% to 98%.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Assistant Principal, Attendance Clerk, CIP Principal, staff on Home Visit Team.</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> SEL lessons will promote a positive school culture and students will positively advocate for themselves in times of personal need.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Campus personnel will explore means to better communicate during the course of the school day in order to proactively assist with discipline situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication across campus will result in timlier intervention to daily disciplinary incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors, BA/ABC personnel, duty personnel</p> <p><b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> Radios - 6300 Supplies and Materials- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue


**Performance Objective 7 Problem Statements:**



Demographics
<p><b>Problem Statement 1:</b> African-American students make up 19.0% of all students but they comprise 40.9%% of total discipline incidents and 57.7% of Special Education discipline incidents. <b>Root Cause:</b> Teachers lack adequate training in Positive Behavior Intervention Strategies and de-escalation techniques.</p>
<p><b>Problem Statement 2:</b> 50.6% of student management incidents resulted in exclusionary discipline. (AEC, OSS, ISS, II) <b>Root Cause:</b> Insufficient teacher training on documentation of student behavior and alternatives to exclusionary consequences have not been fully explored.</p>
Student Learning
<p><b>Problem Statement 3:</b> 65% of SPED students did not meet Meets Grade Level on all 2022-2023 Reading STAAR exams. <b>Root Cause:</b> Due to the insufficient quality of Tier 1 instruction, students did not meet the standard of Meets Grade Level.</p>
<p><b>Problem Statement 4:</b> 72% of SPED students did not meet Meets Grade Level on all 2022-2023 Math STAAR exams. <b>Root Cause:</b> Due to inconsistent training, implementation, and progress monitoring specific to SPED students, performance was negatively impacted.</p>
Perceptions
<p><b>Problem Statement 1:</b> 31% of parents felt that they are encouraged to be involved in activities at CCBMS or recruited for committees either Sometimes or Never, highlighting our need to improve both the number of events held and the percentage of parents involved in those events. <b>Root Cause:</b> Lack of multiple opportunities for parent involvement (remote/face to face, varied times, meetings in multiple languages).</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 8:** Percent of students in grade 6-8 achieving Meets Grade Level on the combined 2022-2023 STAAR assessments will increase from 52% to 75%.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional Coach will work with and coach core content teachers on best practices in order to improve student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in common formative and STAAR assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Administrators.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Teacher preparation for classroom teaching will improve, resulting in a closure of the learning gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CLC team leads and team members, Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 6</p> <p><b>Funding Sources:</b> ClassKick funding - 6300 Supplies and Materials- Title I Funds - \$3,300, Quizizz funding - 6300 Supplies and Materials- Title I Funds - \$4,700, Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$17,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Programs and activities will enhance student learning and create connections between the curriculum and the real world.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Core Department Chairs and teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Teacher pay for Jump Start Program/Extra Tutorials - 6100 Payroll- Title I Funds - \$2,250, 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, IXL Learning Instructional Support Program - 199 - PIC 23 SPED State Allotment Funds - \$600</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers and staff will be given the opportunity to attend professional conferences and trainings with the intent to increase student academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their knowledge of pedagogy and various teaching strategies that will enhance student learning and academic outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Department Chairs.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> 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><b>Problem Statements:</b> Student Learning 1, 6</p> <p><b>Funding Sources:</b> Substitute pay - 6100 Payroll- Title I Funds - \$7,600, Conference funding - 6200 Contracted Services/Registration- Title I Fun - \$16,406</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will prepare intervention and enrichment lessons to be implemented during WIN classes 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><b>Strategy's Expected Result/Impact:</b> Students will increase their core content knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Core Content Teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 8 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Brandenburg's Emergent Bilingual (EB) performed 11 percentage points lower than the campus Meets standard average on the Reading STAAR test. <b>Root Cause:</b> Due to inconsistent training, implementation, and progress monitoring specific to Emergent Bilingual (EB) students, performance was negatively impacted.</p>
<p><b>Problem Statement 3:</b> 65% of SPED students did not meet Meets Grade Level on all 2022-2023 Reading STAAR exams. <b>Root Cause:</b> Due to the insufficient quality of Tier 1 instruction, students did not meet the standard of Meets Grade Level.</p>

## Student Learning



**Problem Statement 4:** 72% of SPED students did not meet Meets Grade Level on all 2022-2023 Math STAAR exams. **Root Cause:** Due to inconsistent training, implementation, and progress monitoring specific to SPED students, performance was negatively impacted.

**Problem Statement 6:** 48% of all students did not meet Meets Grade Level on all 2022-2023 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 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><b>Strategy 1:</b> Teachers and staff will implement effective forms of two-way communication through various methods in families' home languages including Talking Points.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of participants will indicate that two-way communication had a positive impact on their understanding regarding CCBMS.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators.</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Talking Points Funding - 6300 Supplies and Materials- Title I Funds - \$3,300</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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, and via a family newsletter (S'more).</p> <p><b>Strategy's Expected Result/Impact:</b> At least 80% of participants will indicate that two-way communication had a positive impact on their understanding regarding Brandenburg.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators.</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> 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><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Counselors.</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Pay for teachers and staff - 6100 Payroll- Title I Funds - \$1,900, Supplies and materials - 6300 Parent Involvement. Supplies T1 - \$2,251</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved parent/school relations, increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, AVID Teachers</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Teacher Supplemental Pay for AVID Parent Information Night - 6100 Payroll- Title I Funds - \$600 , Supplies and materials - 6300 Supplies and Materials- Title I Funds - \$1,000, Staff supplemental pay for outreach events - 6100 Payroll- Title I Funds - \$6,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased communication between campus staff and parents and support for campus academic goals.</p> <p><b>Staff Responsible for Monitoring:</b> Title I Principal, CIT.</p> <p><b>Title I:</b> 4.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 45%			
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased communication between campus staff and parents and support for campus academic goals.</p> <p><b>Staff Responsible for Monitoring:</b> Title I Principal, CIT.</p> <p><b>Title I:</b> 4.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 70%			
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide PD opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved parent/school relations, increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Title I Principal, CIT.</p> <p><b>Title I:</b> 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 45%			



No Progress



Accomplished



Continue/Modify



Discontinue


**Performance Objective 9 Problem Statements:**


**Perceptions**

**Problem Statement 1:** 31% of parents felt that they are encouraged to be involved in activities at CCBMS or recruited for committees either Sometimes or Never, highlighting our need to improve both the number of events held and the percentage of parents involved in 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 2022, we will provide necessary materials needed and services to support Classical Magnet.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By August 2022, we will provide the necessary materials needed and services to support the Classical Magnet program.</p> <p><b>Strategy's Expected Result/Impact:</b> Services and materials will support the success of students enrolled in the magnet program.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and magnet teachers.</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Supplies, materials, conference, memberships to support gymnastics program - 199 - Magnet Funds - \$7,500, Printers and software/ink for magnet students/GT - 199 - Magnet Funds - \$4,500, Supplies, materials, and equipment for magnet program and students - 199 - Magnet Funds - \$1,700, Budget for supplies for Art Department/Studio - 199 - Magnet Funds - \$2,500, Supplies, materials, memberships, fees to support the Dance program - 199 - Magnet Funds - \$3,000, Budget for bus transportation for the Dance program - 199 - Magnet Funds - \$1,000, Budget for supplies to support classical English - 199 - Magnet Funds - \$5,000, Piano lab supplies - 199 - Magnet Funds - \$500, Budget for supplies to support the classical theatre arts program - 199 - Magnet Funds - \$3,000, Budget for supplies to support the choir program - 199 - Magnet Funds - \$4,500, Budget for supplies to support the band program - 199 - Magnet Funds - \$4,000, Budget for technology equipment to support magnet programs - 199 - Magnet Funds - \$4,000, Supplemental Pay for Extra Zero Hour Piano Lab - 199 - Magnet Funds - \$2,500, Professional staff supplemental pay for magnet activities/bus duty - 199 - Magnet Funds - \$5,000, Para staff supplemental pay for magnet activities/bus duty - 199 - Magnet Funds - \$5,000, Miscellaneous expenses/bus expenses for extracurricular activities - 199 - Magnet Funds - \$800, Budget for bus transportation for gymnastics program after school hours - 199 - Magnet Funds - \$1,500, budget for bus transportation for band program after school hours - 199 - Magnet Funds - \$2,000, Budget for bus transportation for choir program after school hours - 199 - Magnet Funds - \$1,500, Budget for equipment to further magnet programs - 6300 Supplies and Materials- Title I Funds - \$3,128, Field Trips to support the magnet programs - 199 - Magnet Funds - \$6,000, Miscellaneous operating costs for magnet program students/GT - 199 - Magnet Funds - \$4,000, Budget for staff development to support the magnet program - 199 - Magnet Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Learning gleaned from conferences and trainings will enhance magnet student learning and academic outcomes as well as increase community and family involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, counselors.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> 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><b>Problem Statements:</b> Student Learning 2, 3, 6 - Perceptions 1</p> <p><b>Funding Sources:</b> Magnet Schools of America Conference Funding - 6200 Contracted Services/Registration- Title I Fun - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  <p>40%</p> </div> <div style="width: 20px;"></div> <div style="width: 20px;"></div> <div style="width: 20px;"></div> </div>			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> 52% of all student groups did not meet Meets Grade Level on all 2022-2023 Math STAAR exams. <b>Root Cause:</b> Due to the insufficient quality of Tier 1 instruction, students did not meet the standard of Meets Grade Level.</p>
<p><b>Problem Statement 3:</b> 65% of SPED students did not meet Meets Grade Level on all 2022-2023 Reading STAAR exams. <b>Root Cause:</b> Due to the insufficient quality of Tier 1 instruction, students did not meet the standard of Meets Grade Level.</p>
<p><b>Problem Statement 6:</b> 48% of all students did not meet Meets Grade Level on all 2022-2023 combined STAAR exams. <b>Root Cause:</b> Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the district goal.</p>
Perceptions
<p><b>Problem Statement 1:</b> 31% of parents felt that they are encouraged to be involved in activities at CCBMS or recruited for committees either Sometimes or Never, highlighting our need to improve both the number of events held and the percentage of parents involved in those events. <b>Root Cause:</b> Lack of multiple opportunities for parent involvement (remote/face to face, varied times, meetings in multiple languages).</p>