Garland Independent School District

Bussey Middle School

2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

Bussey Middle School's mission is to close the achievement by gap by preparing all students for college readiness and success in a global society by providing access and equity for all.

Vision

Meet each student where they stand, propel them forward to excellence!

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Goals

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

Performance Objective 1: Percent of students demonstrating literacy proficiency as measured by Meets Grade Level performance on STAAR Reading Language Arts assessments (grades 3-8, E1 + E2) will increase from _29___% in 2023 to _50__% in 2024 (2038 goal = 72%).

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Provide students with extended learning (before and after school, Saturday School, Owlet Overtime) during the school day interventions, supplies, and resources to increase academic performance in reading and social studies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Programs and activities will enhance student learning and create connections between the curriculum and the real world. **Staff Responsible for Monitoring:** Administrators, Core Department Chairs, Instructional Coach **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Classroom supplies - 6300 Supplies and Materials- Title I Funds - $5,000, Staff payroll, teacher payroll - 6100 Payroll- Title I Funds - $10,000, Classroom supplies, staff payroll - 199 - PIC 24 State Comp Ed Funds - $9,041				

Strategy 2 Details	Reviews			
Strategy 2: Identify targeted students and communicate to parents the opportunities for students to participate in before school and after school tutoring, Saturday School and Owlet Overtime to increase academic performance in reading and social studies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased parent engagement Increased student achievement **Staff Responsible for Monitoring:** Administrators, Core Department Chairs, Instructional Coach **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
Strategy 3: Provide parent opportunities to learn about school performance data, state academic standards, current levels of student achievement, reading/social studies strategies and resources to support learning at home.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: More parent involvement. **Staff Responsible for Monitoring:** Administrators Counselors **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 2				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in daily CLC meetings to align the written, tested and taught curriculum, analyze student data, and receive professional development during and outside of the school day.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student performance Increase in T-TESS domains 1 & 2 **Staff Responsible for Monitoring:** Administrators Instructional coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement a gradual release model in RLA and social studies including: do now, targeted mini-lesson, purposeful aligned instructional tasks and formative assessment	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student performance Increase in T-TESS domains 1 & 2 **Staff Responsible for Monitoring:** Administrators Instructional coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 51% of all students did not meet Approaches Grade Level on 2022-2023 Reading STAAR assessments. **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal.

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

Performance Objective 2: Percent of students demonstrating English language acquisition as measured by Yearly Progress Indicator on Texas English Language Proficiency assessment System (TELPAS) assessments (grades K-12) will increase from _42___% in 2023 to _50__% in 2024 (2026 goal = 76%).

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize content specific instructional strategies that focus on ELL and Special Education best practices (7 Steps Language Rich Classrooms) , including AVID and ELPS, that will enhance language acquisition.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in TELPAS advanced & advanced high proficiency levels in writing, listening, speaking and reading. **Staff Responsible for Monitoring:** Administrators LPAC Teacher Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5 **Funding Sources:** Software, composition notebooks - 199 - PIC 25 Bil../ESL State Allotment Funds - $18,685, Headsets, notebooks - 199 - PIC 23 SPED State Allotment Funds - $3,598				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for teachers focused on all components of TELPAS (listening/speaking, reading/writing)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in TELPAS advanced & advanced high proficiency levels in writing, listening, speaking and reading. **Staff Responsible for Monitoring:** Administrators LPAC Teacher Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
Strategy 3: Dedicate at least one day per week for campus wide TELPAS intervention during WIN class period.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in TELPAS advanced & advanced high proficiency levels in writing, listening, speaking and reading. **Staff Responsible for Monitoring:** Administrators LPAC Teacher Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 4 Details	Reviews			
Strategy 4: Share and provide monthly staff newsletter focused on instructional strategies that impact student language acquisition.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in TELPAS advanced & advanced high proficiency levels in writing, listening, speaking and reading. **Staff Responsible for Monitoring:** Administrators LPAC Teacher Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 5 Details	Reviews			
Strategy 5: Provide emerging bilingual students with extended learning , intervention, supplies, and resources to participate in before school and after school tutoring, Saturday School, Owlet Overtime, and during school to increase performance on all levels of TELPAS.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in TELPAS advanced & advanced high proficiency levels in writing, listening, speaking and reading. **Staff Responsible for Monitoring:** Administrators LPAC Teacher Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4				

Strategy 6 Details	Reviews			
Strategy 6: Provide parent opportunities to learn about school performance data, state academic standards, current levels of student achievement on TELPAS (reading/writing and listening/speaking) and provide resources to support learning at home.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: More parent involvement. **Staff Responsible for Monitoring:** Administrators Counselors **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 4				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 51% of all students did not meet Approaches Grade Level on 2022-2023 Math STAAR/EOC assessments. **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal.
Problem Statement 2: 51% of all students did not meet Approaches Grade Level on 2022-2023 Reading STAAR assessments. **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal.
Problem Statement 3: 45% of all students did not meet Approaches Grade Level on 2022-2023 Science STAAR assessments. **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal
Problem Statement 4: 44% of all English Language Learner (ELLs) students did not meet Approaches Grade Level on all 2022-2023 STAAR assessments administered. **Root Cause**: Limited training and implementation of instructional strategies specific to the EBs student group.
Problem Statement 5: 37% of Algebra 1 students did not meet the Meets Grade Level on the 2022-2023 EOC. **Root Cause**: Due to the insufficient quality Tier 1 instruction, students did not achieve Meets Grade level goal.

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

Performance Objective 3: Percent of students demonstrating scientific proficiency as measured by Meets Grade Level performance on STAAR Science assessments (grades 5, 8 + BI) will increase from _21___% in 2023 to _65__% in 2024 (2026 goal = 80%).

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

Strategy 1 Details	Reviews			
Strategy 1: Provide students with extended learning (before and after school, Saturday School, Owlet Overtime) during the school day interventions supplies, and resources to increase academic performance in science.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: MAP student progress from BOY to EOY assessment. STAAR performance increase in growth/meets in grade 8.
    Staff Responsible for Monitoring: Administrators
Instructional Coach
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 3
    Funding Sources: Classroom supplies - 6300 Supplies and Materials- Title I Funds - $2,500, Staff payroll - 6100 Payroll- Title I Funds - $7,040, Classroom supplies, staff payroll - 199 - PIC 24 State Comp Ed Funds - $4,520.50				

Strategy 2 Details		Reviews		

		Formative			Summative
Strategy 2: Provide parent opportunities to learn about school performance data, state academic standards, current levels of student achievement, science strategies and resources to support learning at home.		**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: More parent involvement.					
Staff Responsible for Monitoring: Administrators Counselors					
Title I: 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					
Problem Statements: Student Learning 3					

Strategy 3 Details		Reviews		

		Formative			Summative
Strategy 3: Teachers will participate in daily CLC meetings to align the written, tested and taught curriculum, analyze student data, and receive professional development during and outside of the school day.		**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student performance Increase in T-TESS domains 1 & 2					
Staff Responsible for Monitoring: Administrators Instructional coach					
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					
Problem Statements: Student Learning 3					

Strategy 4 Details	Reviews			
Strategy 4: Identify targeted students and communicate to parents the opportunities for students to participate in before school and after school tutoring, Saturday School and Owlet Overtime to increase academic performance in science.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased parent engagement Increased student achievement **Staff Responsible for Monitoring:** Administrators, Core Department Chairs, Instructional Coach **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **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 **Problem Statements:** Student Learning 3				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement a gradual release model in science including: do now, targeted mini-lesson, purposeful aligned instructional tasks and formative assessment	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student performance Increase in T-TESS domains 1 & 2 **Staff Responsible for Monitoring:** Administrators Instructional coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: 45% of all students did not meet Approaches Grade Level on 2022-2023 Science STAAR assessments.   **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal

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

Performance Objective 4: Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Mathematics assessments (grades 3-8 + A1) will increase from _25___% in 2023 to _50__% in 2024 (2038 goal = 74%).

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Provide parent opportunities to learn about school performance data, state academic standards, current levels of student achievement, math strategies and resources to support learning at home.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: More parent involvement. **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 **Funding Sources:** Staff payroll - 6100 Payroll- Title I Funds - $7,040, Classroom supplies - 6300 Supplies and Materials- Title I Funds - $2,500, Classroom supplies, staff payroll, teacher payroll - 199 - PIC 24 State Comp Ed Funds - $4,520.50				

Strategy 2 Details	Reviews			
Strategy 2: Provide students with extended learning (before and after school, Saturday School, Owlet Overtime) during the school day interventions supplies, and resources to increase academic performance in math.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: MAP student progress from BOY to EOY assessment. STAAR performance increase in growth/meets across all grade levels. **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in daily CLC meetings to align the written, tested and taught curriculum, analyze student data, and receive professional development during and outside of the school day.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student performance Increase in T-TESS domains 1 & 2 **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: Identify targeted students and communicate to parents the opportunities for students to participate in before school and after school tutoring, Saturday School and Owlet Overtime to increase academic performance in math.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased parent engagement Increased student achievement **Staff Responsible for Monitoring:** Administrators, Core Department Chairs, Instructional Coach **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement a gradual release model in Math including: do now, targeted mini-lesson, purposeful aligned instructional tasks and formative assessment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student performance Increase in T-TESS domains 1 & 2 **Staff Responsible for Monitoring:** Administrators Instructional coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: 51% of all students did not meet Approaches Grade Level on 2022-2023 Math STAAR/EOC assessments. **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal.

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

Performance Objective 5: Percent of students demonstrating postsecondary readiness exam success as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing (grade 11) will increase from ____% in 2023 to ___% in 2024 (2026 goal = 70%).

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

Strategy 1 Details			Reviews			
Strategy 1: Provide a PSAT one-pager for each 8th grade student and parent in preparation for the October assessment.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation and knowledge of PSAT compared to 2022			**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Counselors **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2						
Strategy 2 Details			Reviews			
Strategy 2: Identified students by masters proficiency will participate in a PSAT camp focused on acceleration in reading & writing.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased proficiency in reading & writing.			**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2						

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: 51% of all students did not meet Approaches Grade Level on 2022-2023 Math STAAR/EOC assessments.   **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal.
Problem Statement 2: 51% of all students did not meet Approaches Grade Level on 2022-2023 Reading STAAR assessments.   **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal.

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

Performance Objective 6: Percent of students demonstrating postsecondary readiness exam success as measured by meeting college ready benchmarks through SAT School Day Mathematics will increase to 50% in 2024 (2026 goal = 50%).

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

Strategy 1 Details	Reviews			
Strategy 1: Provide a PSAT one-pager for each 8th grade student and parent in preparation for the October assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation and knowledge of PSAT compared to 2022 **Staff Responsible for Monitoring:** Administrators Counselors **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **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 **Problem Statements:** School Processes & Programs 2	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Identified students by masters proficiency will participate in a PSAT camp focused on acceleration in math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased proficiency in reading & writing. **Staff Responsible for Monitoring:** Administrators Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	**Nov**	**Feb**	**Apr**	**June**

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: 51% of all students did not meet Approaches Grade Level on 2022-2023 Math STAAR/EOC assessments.   **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal.
School Processes & Programs
Problem Statement 2: The number of students enrolled in honors Algebra classes is less than 25% of the grade level student population.   **Root Cause**: Low number of students enrolled in honors math classes in 6th grade.

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

Performance Objective 7: Percent of students demonstrating college readiness as measured by qualifying criterion score on AP exams (grades 8-12) will increase from _91___% in 2023 to _100__% in 2024 (2026 goal = 45%).

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

Strategy 1 Details		Reviews			
Strategy 1: Offer high yield instructional strategies including sentence stems, marking the text, writing to learn, and structured speaking opportunities. (7 Steps Language)		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in the percentage of qualifying AP scores. **Staff Responsible for Monitoring:** Adminstrators Instructional Coach Counselors **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4					
0% No Progress	100% Accomplished	➡️ Continue/Modify		❌ Discontinue	

Performance Objective 7 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 4**: 44% of all English Language Learner (ELLs) students did not meet Approaches Grade Level on all 2022-2023 STAAR assessments administered. **Root Cause**: Limited training and implementation of instructional strategies specific to the EBs student group. |

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

Performance Objective 8: Percent of discretionary exclusionary consequences* will decrease from _29_% in 2023 to _25_% in 2024 (2026 goal <= 35%). *defined as Exclusionary consequences: In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

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

Strategy 1 Details	Reviews			
Strategy 1: Provide a continuum of Tier 1 to Tier 3 behavior supports which include the district's student management framework and positive behavior interventions and support (PBIS) practices for all students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Positive results on parent and staff surveys. Decrease in the number of exclusionary and non-exclusionary incidents. **Staff Responsible for Monitoring:** Administrators Counselors **Title I:** 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Attend conferences/trainings to improve student achievement, culture awareness and enhance campus culture.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in positive behavior. Decrease in discipline incidents. Increase in STAAR/MAP scores. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - 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 **Problem Statements:** Demographics 1 - Perceptions 1, 2 **Funding Sources:** Staff payroll, teacher payroll - 6100 Payroll- Title I Funds - $4,080				

Strategy 3 Details	Reviews			
Strategy 3: Implement Social Emotional Learning (SEL) weekly lessons provided by school counselors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in the number of exclusionary incidents.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **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 **Problem Statements:** Demographics 1 - Perceptions 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will be trained by PBIS team and attend additional professional learning/trainings to assist in the implementation of effective Tier 1 instructional strategies that impact student behavior.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in positive behavior. Decrease in discipline incidents. Increase in STAAR/MAP scores. **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1, 2				

Strategy 5 Details	Reviews			
Strategy 5: Administrators will hold grade level assemblies once a month to address student expectations, student performance on state and local assessments, incentives and attendance.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased student attendance Increased student performance Decreased discretionary exclusionary consequences **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1, 2				

Strategy 6 Details	Reviews			
Strategy 6: Offer parent nights to provide SEL strategies and academic resources to close the achievement gap of all student populations.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased student attendance Increased student performance Decreased discretionary exclusionary consequences **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1, 2 **Funding Sources:** - 6300 Supplies and Materials- Title I Funds - $2,251				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: According to 2022-2023 demographic data, the African American student group represented 16% of the student population but accounted for 32% of the campus incidents.   **Root Cause**: Lack of implementation of robust PBIS.

Perceptions
Problem Statement 1: During the 2022-2023 school year, male students represented 72% of the reported incidents.   **Root Cause**: PBIS strategies not utilized in a way that supports the needs of male students.
Problem Statement 2: During the 2022-2023 school year, more than 29% of incident occurrences resulted in ISS, OSS or DAEP.   **Root Cause**: Insufficient training of restorative practices, lack of implementation of PBIS and refinement of instructional practices to create a sense of urgency with no student idle time.

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

Performance Objective 9: Percent of students successfully completing graduation requirements as measured by 4-year graduation rates will increase from 92% in 2023 (Class of 2022) to 95% in 2024 (2026 goal = 95%).

    Evaluation Data Sources: 2024 Accountability Reports

Strategy 1 Details		Reviews			
Strategy 1: Expose all high school courses offered to 8th grade students during course selection period.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student enrollment in high school courses		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Adminstrators Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2					
Strategy 2 Details		**Reviews**			
Strategy 2: Positively promote 8th grade Explore Event to expose students to course and pathways offered by high schools.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student enrollment in high school courses		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Counselors **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2					

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 9 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus average daily attendance was 3% lower than the middle school average during the 2022-2023 school year.   **Root Cause**: Lack of implementation of robust PBIS.
Problem Statement 2: The number of students enrolled in honors Algebra classes is less than 25% of the grade level student population.   **Root Cause**: Low number of students enrolled in honors math classes in 6th grade.

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

Performance Objective 10: Percent of students successfully demonstrating College, Career & Military Ready standards as measured by earning one or more CCMR indicators will increase from 65% in 2023 (Class of 2022) to 80% in 2024 (2026 goal = 80%).

HB3 Goal

Evaluation Data Sources: GISD internal CCMR reporting; 2024 Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Expose 8th grade students to various pathways of College, Career & Military Readiness offered at high schools.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation in various pathways of CCMR	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Counselors				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: Positively promote 8th grade Explore Event to expose students to course and pathways offered by high schools.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Increased participation in various pathways of CCMR	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Counselors				
Title I: 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 10 Problem Statements:

School Processes & Programs
Problem Statement 2: The number of students enrolled in honors Algebra classes is less than 25% of the grade level student population.   **Root Cause**: Low number of students enrolled in honors math classes in 6th grade.

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

Performance Objective 11: SCHOOL ACCOUNTABILITY: Number of campuses required to participate in the School Improvement Process using the Effective Schools Framework will decrease in 2023 to 0 in 2024 (2026 goal = 0).

Evaluation Data Sources: 2024 Accountability Reports

Strategy 1 Details			Reviews		
Strategy 1: Establish, communicate, track, and meet campus goal of overall B rating (Domain 1: from 56 to 70, Domain 2: 72 to 80, and Domain 3: 72-80			**Formative**		**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student performance **Staff Responsible for Monitoring:** Administrators Counselors Instructional coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5					

Strategy 2 Details	Reviews			
Strategy 2: Progress monitor student data by maintaining a student data tracker, conducing data meetings, and implementing reteach, intervention, or acceleration plans.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student performance **Staff Responsible for Monitoring:** Administrators Counselors Instructional coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 11 Problem Statements:

Student Learning
Problem Statement 1: 51% of all students did not meet Approaches Grade Level on 2022-2023 Math STAAR/EOC assessments. **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal.
Problem Statement 2: 51% of all students did not meet Approaches Grade Level on 2022-2023 Reading STAAR assessments. **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal.
Problem Statement 3: 45% of all students did not meet Approaches Grade Level on 2022-2023 Science STAAR assessments. **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal
Problem Statement 4: 44% of all English Language Learner (ELLs) students did not meet Approaches Grade Level on all 2022-2023 STAAR assessments administered. **Root Cause**: Limited training and implementation of instructional strategies specific to the EBs student group.
Problem Statement 5: 37% of Algebra 1 students did not meet the Meets Grade Level on the 2022-2023 EOC. **Root Cause**: Due to the insufficient quality Tier 1 instruction, students did not achieve Meets Grade level goal.

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

Performance Objective 12: FAMILY & COMMUNITY ENGAGEMENT: The total percent of parents who participate in the GISD Family Engagement Survey will increase from 19% in spring 2023 to 35% by 2026. (SY2024 interim goal = 25%)

Evaluation Data Sources: GISD Family Engagement Survey

Strategy 1 Details	Reviews			
Strategy 1: Communicate to parents the opportunity to participate in the GISD Family Engagement Survey through Skyward, Skyward Alert, social media, and student competition.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase participation rates Positive feedback **Staff Responsible for Monitoring:** Administrators Counselors Office Staff **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 12 Problem Statements:

Perceptions
Problem Statement 3: Average viewing data of parent newsletter was less than 200 views per week.   **Root Cause**: Parent contact information not up to date.

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

Performance Objective 13: FAMILY & COMMUNITY ENGAGEMENT: Percent of volunteers who participate in the GISD Family Volunteer Engagement Survey will increase from 19% in June 2022 to 25% by 2026. (SY2023 interim goal = 21%)

Evaluation Data Sources: GISD Volunteer Survey

Strategy 1 Details	Reviews			
Strategy 1: Communicate to parents the opportunity to participate in the GISD Family Volunteer Engagement Survey through Skyward, Skyward Alert, social media, and student competition.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase participation rates Positive feedback **Staff Responsible for Monitoring:** Administrators Counselors Office Staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 13 Problem Statements:

Perceptions
Problem Statement 3: Average viewing data of parent newsletter was less than 200 views per week.   **Root Cause**: Parent contact information not up to date.

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

Performance Objective 14: SAFETY & SECURITY: To ensure a safe and secure environment for all District students, staff, and visitors by decreasing exterior door audit findings, increasing detection of weapons and dangerous items through random searches and other means, and adhering to 100 percent on campus drills.

Evaluation Data Sources: TxSSC/TEA MEOP submission report; K-9/Random Search data report; Campus EOP Report & Campus Drills Report

Strategy 1 Details	Reviews			
Strategy 1: Train staff on emergency procedures, create a schedule to conduct monthly drills and implement feedback.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student and staff campus safety	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Campus SRO **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Teach emergency drill procedures during culture days, safety week and each month throughout the school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student and staff campus safety	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Campus SRO **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3				

Strategy 3 Details	Reviews			
Strategy 3: Implement Safety Week (2nd or 3rd week of school) to reteach and practice the following drills (evaluate, hold, secure, lockdown, shelter and fire drills).	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased student and staff campus safety **Staff Responsible for Monitoring:** Administrators Campus SRO **Title I:** 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 14 Problem Statements:

School Processes & Programs
Problem Statement 3: The number incidents categorized as unauthorized items on campus resulted in 5% of disciplinary incidents.   **Root Cause**: Limited awareness and detection of dangerous items and detection.
Perceptions
Problem Statement 3: Average viewing data of parent newsletter was less than 200 views per week.   **Root Cause**: Parent contact information not up to date.