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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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.

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		Formative		Summative June
school day interventions, supplies, and resources to increase academic performance in reading and social studies. 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	Nov	Feb	Apr	June
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		Rev	iews	
Strategy 2: Identify targeted students and communicate to parents the opportunities for students to participate in before		Formative		Summative
school and after school tutoring, Saturday School and Owlet Overtime to increase academic performance in reading and social studies.	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		Rev	iews	
Strategy 3: Provide parent opportunities to learn about school performance data, state academic standards, current levels of		Formative		Summative
student achievement, reading/social studies strategies and resources to support learning at home. Strategy's Expected Result/Impact: More parent involvement.	Nov	Feb	Apr	June
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		Rev	riews	
trategy 4: Teachers will participate in daily CLC meetings to align the written, tested and taught curriculum, analyze		Formative		Summativ
udent 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				
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		Rev	iews	
trategy 5: Teachers will implement a gradual release model in RLA and social studies including: do now, targeted mini-		Formative		Summativ
sson, purposeful aligned instructional tasks and formative assessment	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased student performance	1107	Teb	7101	June
Increase in T-TESS domains 1 & 2				
Staff Responsible for Monitoring: Administrators				
Instructional coach				
Tro. I				
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				
Duchlam Statementas Student Learning 2				
Problem Statements: Student Learning 2	1	1		1
Problem Statements: Student Learning 2				
No Progress Accomplished Continue/Modify	X Discon	l tinue		

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.

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		Formative		Summative
Language Rich Classrooms), including AVID and ELPS, that will enhance language acquisition. Strategy's Expected Result/Impact: Increase in TELPAS advanced & advanced high proficiency levels in writing,	Nov	Feb	Apr	June
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,		Formative		Summative
reading/writing) 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	Nov	Feb	Apr	June
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		Rev	iews	•
	Formative			Summative
Strategy 3: Dedicate at least one day per week for campus wide TELPAS intervention during WIN class period.		Formative		Summative
Strategy 3: Dedicate at least one day per week for campus wide TELPAS intervention during WIN class period. Strategy's Expected Result/Impact: Increase in TELPAS advanced & advanced high proficiency levels in writing, listening, speaking and reading.	Nov	Formative Feb	Apr	Summative June

Strategy 4 Details		Rev	iews	
Strategy 4: Share and provide monthly staff newsletter focused on instructional strategies that impact student language		Formative		Summative
acquisition. 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	Nov	Feb	Apr	June
Strategy 5 Details		Rev	iews	_
Strategy 5: Provide emerging bilingual students with extended learning, intervention, supplies, and resources to participate		Formative		Summative
in before school and after school tutoring, Saturday School, Owlet Overtime, and during school to increase performance on all levels of TELPAS.	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		Formative		Summative
student achievement on TELPAS (reading/writing and listening/speaking) and provide 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 4				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

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.

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		Formative		Summative
school day interventions supplies, and resources to increase academic performance in science. 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	Nov	Feb	Apr	June
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		
Strategy 2: Provide parent opportunities to learn about school performance data, state academic standards, current levels of		Formative		Summative
student achievement, science strategies and resources to support learning at home. 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	Nov	Feb	Apr	June
Strategy 3 Details		Rev	iews	
Strategy 3: Teachers will participate in daily CLC meetings to align the written, tested and taught curriculum, analyze		Formative		Summative
student data, and receive professional development during and outside of the school day. 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	Nov	Feb	Apr	June

Strategy 4 Details		Revi	iews	
Strategy 4: Identify targeted students and communicate to parents the opportunities for students to participate in before		Formative		Summative
school and after school tutoring, Saturday School and Owlet Overtime to increase academic performance in science.	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		Formative		Summative
aligned instructional tasks and formative assessment	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				
nistructional 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				
No Progress Accomplished Continue/Modify	X Discon			

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

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		Formative		Summative
student achievement, math strategies and resources to support learning at home. Strategy's Expected Result/Impact: More parent involvement. Staff Responsible for Monitoring: Administrators Instructional Coach	Nov	Feb	Apr	June
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		Formative		Summative	
school day interventions supplies, and resources to increase academic performance in math. 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	Nov	Feb	Apr	June	
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		Rev	iews	•	
Strategy 3: Teachers will participate in daily CLC meetings to align the written, tested and taught curriculum, analyze		Formative		Summative	
student data, and receive professional development during and outside of the school day. 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	Nov	Feb	Apr	June	

Strategy 4 Details		Rev	iews	
Strategy 4: Identify targeted students and communicate to parents the opportunities for students to participate in before		Formative		Summative
school and after school tutoring, Saturday School and Owlet Overtime to increase academic performance in math. 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	Nov	Feb	Apr	June
Strategy 5 Details		Rev	iews	
Strategy 5: Teachers will implement a gradual release model in Math including: do now, targeted mini-lesson, purposeful		Formative	Summative	
aligned instructional tasks and formative assessment. Strategy's Expected Result/Impact: Increased student performance Increase in T-TESS domains 1 & 2	Nov	Feb	Apr	June
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				

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.

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

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	Formative		Summative
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	Rev	riews	
	Formative		Summative
Nov	Feb	Apr	June
	Nov	Formative Nov Feb Rev Formative	Nov Feb Apr Reviews Formative

Performance Objective 5 Problem Statements:

Student Learning

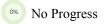
Problem Statement 1: 51% of all students did not meet Approaches Grade Level on 2022-2023 Math STAAR/EOC assessments. **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal.

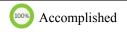
Problem Statement 2: 51% of all students did not meet Approaches Grade Level on 2022-2023 Reading STAAR assessments. **Root Cause**: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not Meet Grade Level Standard goal.

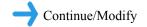
Performance Objective 6: Percent of students demonstrating postsecondary readiness exam success as measured by meeting college ready benchmarks through SAT School Day Mathematics will increase to 50% in 2024 (2026 goal = 50%).

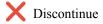
Evaluation Data Sources: College Board's SAT district summary report

Strategy 1 Details		Rev	riews	
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, 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				
1 Toblem Statements. School Processes & Programs 2				
Strategy 2 Details		Rev	views	·
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.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administrators			F	
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				









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.

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		Rev	iews	
Strategy 1: Offer high yield instructional strategies including sentence stems, marking the text, writing to learn, and		Formative		Summative
structured speaking opportunities. (7 Steps Language)	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				
No Progress Accomplished Continue/Modify	X Discon	tinue		
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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.

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		Rev	Reviews		
Strategy 1: Provide a continuum of Tier 1 to Tier 3 behavior supports which include the district's student management		Formative		Summative	
framework and positive behavior interventions and support (PBIS) practices for all students.	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		Rev	iews		
Strategy 2: Attend conferences/trainings to improve student achievement, culture awareness and enhance campus culture.		Formative		Summative	
Strategy's Expected Result/Impact: Increase in positive behavior.	Nov	Feb	Apr	June	
Decrease in discipline incidents.	1101	100	1-1-1		
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					

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Apr June

performance on state and local assessments, incentives and attendance. 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	Formative Feb		
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: Offer parent nights to provide SEL strategies and academic resources to close the achievement gap of all student populations. 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:	Feb		Summative
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: Offer parent nights to provide SEL strategies and academic resources to close the achievement gap of all student populations. 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:	1	Apr	June
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: Offer parent nights to provide SEL strategies and academic resources to close the achievement gap of all student populations. 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:		-	+
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Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1, 2 Strategy 6 Details Strategy 6: Offer parent nights to provide SEL strategies and academic resources to close the achievement gap of all student populations. 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:			
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student populations. 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:	Formative		Summative
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:	Feb	Apr	June
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:	reb	Арі	June
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:			
Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers:			
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2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers:			
- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers:			
- 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			
No Progress Accomplished Continue/Modify Discontinue	l		

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.

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

		Rev	iews	
Strategy 1: Expose all high school courses offered to 8th grade students during course selection period.		Formative		
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Staff Responsible for Monitoring: Adminstrators	Nov	Feb	Apr	June
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		Rev	iews	
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				
	•			

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.

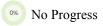
Problem Statement 2: The number of students enrolled in honors Algebra classes is less than 25% of the grade level student population. **Root Cause**: Low number of students enrolled in honors math classes in 6th grade.

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%).

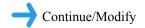
HB3 Goal

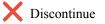
Evaluation Data Sources: GISD internal CCMR reporting; 2024 Accountability Reports

Strategy 1 Details		Rev	iews	
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		Rev	iews	
		Easses adiasa		Summative
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
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Increased participation in various pathways of CCMR	Nov		Apr	
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Increased participation in various pathways of CCMR Staff Responsible for Monitoring: Administrators	Nov		Apr	
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Increased participation in various pathways of CCMR	Nov		Apr	
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Increased participation in various pathways of CCMR Staff Responsible for Monitoring: Administrators	Nov		Apr	
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Increased participation in various pathways of CCMR Staff Responsible for Monitoring: Administrators Counselors	Nov		Apr	
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Increased participation in various pathways of CCMR Staff Responsible for Monitoring: Administrators Counselors Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities:	Nov		Apr	
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Increased participation in various pathways of CCMR 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	Nov		Apr	
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Increased participation in various pathways of CCMR 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:	Nov		Apr	
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Increased participation in various pathways of CCMR 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	Nov		Apr	
Strategy's Expected Result/Impact: Increased student enrollment in high school courses Increased participation in various pathways of CCMR 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:	Nov		Apr	









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.

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:		Formative		Summative	
72 to 80, and Domain 3: 72-80	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		Rev	riews	
Strategy 2: Progress monitor student data by maintaining a student data tracker, conducing data meetings, and		Formative		Summative
implementing reteach, intervention, or acceleration plans. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Administrators Counselors	Nov	Feb	Apr	June
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				
No Progress Continue/Modify	X Discon	tinue		

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.

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

Performance Objective 12 Problem Statements:

Perceptions	ĺ
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.	l

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				
tegy 1: Communicate to parents the opportunity to participate in the GISD Family Volunteer Engagement Survey		Summative			
through Skyward, Skyward Alert, social media, and student competition. 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	Nov	Feb	Apr	June	
No Progress Continue/Modify	X Discon	ntinue	1	1	

Performance Objective 13 Problem Statements:

	Perceptions	
P	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.	

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			1	
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.	ar. Formative Summ		Summative	
Strategy's Expected Result/Impact: Increased student and staff campus safety	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administrators Campus SRO	1107	100	7.101	duite
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,		Formative		
Strategy's Expected Result/Impact: Increased student and staff campus safety Staff Responsible for Monitoring: Administrators Campus SRO Title I:	Nov	Feb	Apr	June
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				
No Progress Accomplished Continue/Modify	X Discon	tinue		

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.