

Garland Independent School District

Houston Middle School

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

The Sam Houston faculty and staff, in partnership with our students, parents, and the community, will establish meaningful relationships with each other to encourage all students to build strong social and academic foundations, to ensure that students have the necessary skills for college and career readiness for real world endeavors.

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Goals

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: ELAR and ESL teachers will provide individual and small-group instruction, using resources such as: Amplify Power Up, Flocabulary, iReady, No Red Ink, and ClassKick, and online Pearson materials to provide additional intervention and enrichment focused on reading.</p> <p>Strategy's Expected Result/Impact: Intervention/enrichment schedule Student learning results</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, ELAR Assistant Principal, Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Classkick - 6300 Supplies and Materials- Title I Funds - \$3,399</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Literacy Enrichment teachers will frequently and aggressively monitor each student's learning of essential reading standards and will provide students with multiple opportunities to demonstrate progress.</p> <p>Strategy's Expected Result/Impact: Increase in common formative assessment results.</p> <p>Staff Responsible for Monitoring: ELAR Instructional Coach, English/Reading Dept. Chairs, ELAR Assistant Principal, Literacy Enrichment Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be given the opportunity to participate in before school, after school, Saturday tutoring programs, and off campus activities to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Programs and activities will enhance student learning and create connections between the curriculum and the real world.</p> <p>Staff Responsible for Monitoring: Administrators, Core Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The Instructional Coach will work with and coach ALL teachers on best practices in order to improve student outcomes.</p> <p>Strategy's Expected Result/Impact: Increase in common formative and STAAR assessment results.</p> <p>Staff Responsible for Monitoring: ELAR instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Payroll - 6100 Payroll- Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: ESL student achievement, as measured by Meets performance on the 22-23 STAAR exams, lags behind overall student achievement by 6% points at Sam Houston. **Root Cause:** Language gaps interfere with student performance.

Student Learning

Problem Statement 1: ___ % of all student groups did not meet Meets Grade Level on all 2022-2023 STAAR assessments administered. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet set Meets Grade Level goal.

Problem Statement 2: Our Emerging Bilingual population Did Not Meets in each area as follows: Reading (%), Math (%), Science (%), and Social Studies (%) on 2022- 2023 STAAR exams. **Root Cause:** Due to inconsistent training, implementation, and progress monitoring specific to EL students, performance was negatively impacted.

Problem Statement 3: ___% of All Students did not meet Meet Grade Level on the 2022-2023 Reading STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal

Problem Statement 4: ___% of All Students did not meet Meet Grade Level on the 2022-2023 Math STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal.

Problem Statement 5: ___% of All Students did not meet Meets Grade Level on the 2022-2023 Social Studies STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of 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 2: Percent of EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 29% to 40% in 23-24.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use content specific instructional strategies that focus on EB best practices, including Lead4ward, AVID, STEM, ELlevation, 7 Steps to a Language Rich Classroom, No Red Ink, and Academic Response Frames, that will enhance language acquisition.</p> <p>Strategy's Expected Result/Impact: Increased STAAR results for EB students.</p> <p>Staff Responsible for Monitoring: Administrators, LPAC Teacher, ESL Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: No Red Ink - 6300 Supplies and Materials- Title I Funds - \$10,280</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All core departments and the EB department will provide extended day tutorials to provide extra assistance to EB students in need of assistance in academic vocabulary and writing.</p> <p>Strategy's Expected Result/Impact: EB students will broaden their base of academic vocabulary and deepen their writing skills.</p> <p>Staff Responsible for Monitoring: Administrators, LPAC Teacher, Core Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3</p> <p>Funding Sources: Salary - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop campus professional learning plan that will support teachers' ability to deliver activities that include EB scaffolding and support based on students' language needs in ELLevation Strategies. Plan will also address the speaking portion of the TELPAS with the utilization of Headphones.</p> <p>Strategy's Expected Result/Impact: Teachers will use a strategy and its accompanying supports based on students' language needs daily. Students will utilize supports to increase performance on the Speaking portion of the TELPAS.</p> <p>Staff Responsible for Monitoring: AVID Coordinators, ESL Dept. Chair</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3</p> <p>Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$8,806.70</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: ESL student achievement, as measured by Meets performance on the 22-23 STAAR exams, lags behind overall student achievement by 6% points at Sam Houston. Root Cause: Language gaps interfere with student performance.</p>
Student Learning
<p>Problem Statement 1: ___ % of all student groups did not meet Meets Grade Level on all 2022-2023 STAAR assessments administered. Root Cause: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet set Meets Grade Level goal.</p>
<p>Problem Statement 2: Our Emerging Bilingual population Did Not Meets in each area as follows: Reading (%), Math (%), Science (%), and Social Studies (%) on 2022- 2023 STAAR exams. Root Cause: Due to inconsistent training, implementation, and progress monitoring specific to EL students, performance was negatively impacted.</p>
School Processes & Programs
<p>Problem Statement 3: TELPASS scores contributed to lowering our student achievement. Root Cause: ___% of our students are classified Emergent Bilingual. Students and teachers needed earlier preparation time.</p>

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

Performance Objective 3: Percent of students in grade 8 demonstrating Social Studies understanding as measured by Approaches Grade Level performance on STAAR Social Studies, will increase from 37% to 45% in 23-24.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be given the opportunity to participate in before school, after school, Saturday tutoring programs, and off campus activities to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Programs and activities will enhance student learning and create connections between the curriculum and the real world.</p> <p>Staff Responsible for Monitoring: Administrators, Core Department Chairs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will utilize Progress Learning program to target weak areas and complete a study plan to reach Meets on 2024 STAAR.</p> <p>Strategy's Expected Result/Impact: Students will increase from 32% to 38% in approaches for Social Studies STAAR 2024.</p> <p>Staff Responsible for Monitoring: Admin, Teachers, IDF,</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p> <p>Funding Sources: Progress Learning - 6300 Supplies and Materials- Title I Funds - \$9,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize learning huddles provided by AVID, AVID strategies, and AVID learning materials to enhance the classroom learning environment by raising rigor.</p> <p>Strategy's Expected Result/Impact: The impact should be higher student achievement.</p> <p>Staff Responsible for Monitoring: AVID Administrator, AVID site coordinators, SS Dept Chair, SS Team Leads.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will utilize STAAR Connection Review books to prepare for the STAAR.</p> <p>Strategy's Expected Result/Impact: Students will have guided review available to them at home regardless of Internet access.</p> <p>Staff Responsible for Monitoring: Admin, Social Studies Teachers, Students</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: STAAR Connection Social Studies Review book - 6300 Supplies and Materials- Title I Funds - \$1,200</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: ___ % of all student groups did not meet Meets Grade Level on all 2022-2023 STAAR assessments administered. Root Cause: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet set Meets Grade Level goal.</p>
<p>Problem Statement 2: Our Emerging Bilingual population Did Not Meets in each area as follows: Reading (%), Math (%), Science (%), and Social Studies (%) on 2022- 2023 STAAR exams. Root Cause: Due to inconsistent training, implementation, and progress monitoring specific to EL students, performance was negatively impacted.</p>

Student Learning

Problem Statement 3: ___% of All Students did not meet Meet Grade Level on the 2022-2023 Reading STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal

Problem Statement 4: ___% of All Students did not meet Meet Grade Level on the 2022-2023 Math STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal.

Problem Statement 5: ___% of All Students did not meet Meets Grade Level on the 2022-2023 Social Studies STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of 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 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math will increase from __% to __% in 23-24.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The teacher will provide individual and small group instruction and additional intervention enrichment focused on on-level math and math lab courses.</p> <p>Strategy's Expected Result/Impact: Students will increase their meets percentage on the 6-8 grade Math STAAR exams from __% to __%.</p> <p>Staff Responsible for Monitoring: Administrators, RTI personnel and Content Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be given the opportunity to participate in before school, after school, Saturday tutoring programs, and off campus activities to increase academic performance.</p> <p>Strategy's Expected Result/Impact: Programs and activities will enhance student learning and create connections between the curriculum and the real world.</p> <p>Staff Responsible for Monitoring: Administrators, Core Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: ___ % of all student groups did not meet Meets Grade Level on all 2022-2023 STAAR assessments administered. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet set Meets Grade Level goal.

Problem Statement 4: ___ % of All Students did not meet Meet Grade Level on the 2022-2023 Math STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of 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 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 30% in 2023 to 20% by 2024.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Alternatives (Tuesday/ Thursday school, isolation, peer mediation, counselor referral, home visit restorative practices) to exclusionary discipline will be implemented, with emphasis given to address disproportional and high percentage of suspensions with SPED students.</p> <p>Strategy's Expected Result/Impact: Alternatives to exclusionary discipline will be implemented, with emphasis given to address disproportional and high percentage of suspensions with SPED students.</p> <p>Staff Responsible for Monitoring: PBIS Team/Behavior Team/ ARD committee/ Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: TEK-based programs, such as Student Leadership group, SEL support groups, Me & You (girl mentoring group), and Colt Club (boy mentoring group) will be developed to build relational capacity with at-risk students.</p> <p>Strategy's Expected Result/Impact: Percentage of exclusionary discipline rates will decrease by 10% during the 2023 - 2024 school year.</p> <p>Staff Responsible for Monitoring: Administration, Interventionist PBIS Team/Behavior Team Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Selected staff will attend workshops and professional development opportunities geared towards impacting academic achievement and behavioral choices of at-risk and economically disadvantaged students, as well as strengthening classroom management skills.</p> <p>Strategy's Expected Result/Impact: Percentage of exclusionary discipline rates will decrease by 10% during the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Administration, Interventionist, PBIS Team/Behavior Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Reflection Center teacher and aide will work with students in reflecting on their decisions, and ensuring they are provided with their regular class lesson materials or access to core content classes to minimize loss of instruction. Special Educators will provide IEP minutes to any Special Education students assigned to RC.</p> <p>Strategy's Expected Result/Impact: Students assigned to RC will benefit from a more seamless transition back to the classroom in having an opportunity to discuss their decisions and having access to their classwork. The RC Room will be a Smart ISS environment.</p> <p>Staff Responsible for Monitoring: Reflection teacher and aide, Special Education Department Chair, assistant principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will communicate attendance and behavior expectations to students and parents at the beginning of the year and at the start of each grading cycle, as well as throughout the year via attendance office phone calls, letters, and home visits by Sam Houston staff and administration.</p> <p>Strategy's Expected Result/Impact: Campus attendance will show a positive rate of increase throughout the school year. Current attendance rate is 92.1%. Expected result will be 94%.</p> <p>Staff Responsible for Monitoring: Attendance Assistant Principal, Attendance Clerk, CIP Assistant Principal/ Administration, Staff on home visit team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	 15%			
Strategy 6 Details	Reviews			
<p>Strategy 6: Staff will provide social/emotional learning (SEL) during WIN classes to encourage students' connectedness to the school community by promoting a positive school culture; lessons will support the reentry of students and the reculturization effort at Sam Houston.</p> <p>Strategy's Expected Result/Impact: SEL lessons will promote a positive school culture by connecting students to the Sam Houston culture.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 45%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: % of student management incidents resulted in exclusionary discipline. Root Cause: Insufficient teacher training on documentation of student behavior and alternatives to exclusionary consequences have not been fully explored.</p>
<p>Problem Statement 2: 22-23 end of school year attendance rate was 93%. Root Cause: Communication to inform parents and students about attendance should have occurred more frequently.</p>

Perceptions

Problem Statement 1: ___% of parents surveyed did not "always" feel that the school encourages them to be involved in activities nor actively recruited to serve on campus or district committees. **Root Cause:** Sam Houston worked to increase parental involvement opportunities during the 2022-2023 school year with the implementation of Talking Points.

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

Evaluation Data Sources: Family Engagement Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will implement effective forms of two-way communication through various methods in parents' native language via Talking Points.</p> <p>Strategy's Expected Result/Impact: At least 80% of participants will indicate that two-way communication had a positive impact on their understanding regarding Sam Houston.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Talking Points - 6300 Supplies and Materials- Title I Funds - \$3,087</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: School staff will notify parents of events and engagement opportunities on campus via emails, call-outs, campus twitter account, school marquee, Talking Points and flyers in various languages.</p> <p>Strategy's Expected Result/Impact: At least 80% of participants will indicate that informational outreach had a positive impact on their awareness regarding Sam Houston.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Transition activities for incoming 6th grade (Colt Camp) students and outgoing 8th grade (Promotion Ceremony) students will be developed.</p> <p>Strategy's Expected Result/Impact: 6th grade students and families will be informed about important 6th grade information and have an opportunity to meet with teachers prior to the beginning of the school year. Sam Houston will provide supplemental resources for families and students to address summer learning loss. Middle school counselors will collaborate with high school staff regarding 8th grade students' transition to high school.</p> <p>Staff Responsible for Monitoring: Administrators, counselors, 6th and 8th grade teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will provide opportunities for parent/community outreach to grow parent involvement and understanding of school programs, processes, and resources for their students and families, and to strengthen business and other community partnerships.</p> <p>Strategy's Expected Result/Impact: Sam Houston students will strengthen community partnerships through their outreach efforts.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increased communication between campus staff and parents and support for campus academic goals.</p> <p>Staff Responsible for Monitoring: Title 1 Assistant Principal, CIT.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Parents will have opportunities to learn about school performance data, state academic standards, current levels of student achievement, and strategies for supporting student learning at home.</p> <p>Strategy's Expected Result/Impact: Parents will enjoy an increased understanding of the current levels of student achievement and will be able to make informed decisions concerning their child's education.</p> <p>Staff Responsible for Monitoring: Title 1 Assistant Principal, CIT.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Counseling staff will provide College and Career and Military Readiness information during parent meetings.</p> <p>Strategy's Expected Result/Impact: Families and students will have a better understanding of the District's role in CCMR standards and the benefits for their students.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 6 Problem Statements:

Perceptions
<p>Problem Statement 1: ___% of parents surveyed did not "always" feel that the school encourages them to be involved in activities nor actively recruited to serve on campus or district committees. Root Cause: Sam Houston worked to increase parental involvement opportunities during the 2022-2023 school year with the implementation of Talking Points.</p>

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: At least 40% of all students will achieve Meets Grade Level for all student groups on the 2023 - 2024 STAAR assessments.

Evaluation Data Sources: 2023- 2024 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Core content areas will meet weekly in CLC's to analyze data on all assessments and adjust instruction accordingly. Teachers will collaboratively create formative assessments and analyze data to determine student growth to develop data-driven lessons.</p> <p>Strategy's Expected Result/Impact: Assessment data analysis will lead to better instruction when looking forward to assessments. CLC's that concentrate on looking back at the assessment will provide critical insight for reteaching and improving student comprehension.</p> <p>Staff Responsible for Monitoring: Administrators, Core Department Chairs, Team Leads.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: MTSS Facilitator will provide needed assistance to identified students in core content areas with the use of RTI, unit assessment data, and cycle failure reports to provide grade or cycle recovery and accelerated instruction lessons as applicable.</p> <p>Strategy's Expected Result/Impact: The expected results based on the strategies identified will include successful grade and cycle recovery of non-mastered TEKs. Additionally, students who are placed on an RTI plan will receive additional necessary academic support and if necessary will receive referrals for 504 or special education testing.</p> <p>Staff Responsible for Monitoring: RTI Facilitator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will meet to collaborate and plan effective and engaging student led lessons that incorporate data driven instruction and embedded ELPS strategies on assigned planning days.</p> <p>Strategy's Expected Result/Impact: Department specific grade level lessons will provide for cohesive instruction. Higher engagement will produce deeper understanding of TEKS.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will be given the opportunity to participate in before school, after school, Saturday tutoring programs, supplemental remediation and instructional support, and off campus activities to increase academic performance with attention given to the performance of the Emerging Bilingual student group relative to the Closing The Gap Domain targets.</p> <p>Strategy's Expected Result/Impact: Programs and activities will enhance student learning and create connections between the curriculum and the real world.</p> <p>Staff Responsible for Monitoring: Administrators, Core Department Chairs</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will be given the opportunity to attend professional conferences and training with the intent to increase student academic performance.</p> <p>Strategy's Expected Result/Impact: Teachers will gain pedagogical and other teaching strategies that will enhance student learning and academic outcomes</p> <p>Staff Responsible for Monitoring: Administrators, Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Registration for AVID National Conference - 6200 Contracted Services/Registration- Title I Fun - \$7,000, Plane Tickets to San Diego for AVID National Conference - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will prepare intervention/ enrichment lessons as well as utilize Progress Learning during WIN classes to improve and enhance student achievement on the STAAR assessments, and to remediate lack of adequate academic progress, and to fulfil HB4545 requirements.</p> <p>Strategy's Expected Result/Impact: Students will increase their core content knowledge.</p> <p>Staff Responsible for Monitoring: Administrators, Department Chairs, RTI Facilitator and Instructional Coach.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 1: ___ % of all student groups did not meet Meets Grade Level on all 2022-2023 STAAR assessments administered. Root Cause: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet set Meets Grade Level goal.</p>
<p>Problem Statement 2: Our Emerging Bilingual population Did Not Meets in each area as follows: Reading (%), Math (%), Science (%), and Social Studies (%) on 2022- 2023 STAAR exams. Root Cause: Due to inconsistent training, implementation, and progress monitoring specific to EL students, performance was negatively impacted.</p>

Student Learning

Problem Statement 3: ___% of All Students did not meet Meet Grade Level on the 2022-2023 Reading STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal

Problem Statement 4: ___% of All Students did not meet Meet Grade Level on the 2022-2023 Math STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal.

Problem Statement 5: ___% of All Students did not meet Meets Grade Level on the 2022-2023 Social Studies STAAR exam. **Root Cause:** Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of 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 8: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2023 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Reading Academic Achievement from ___ (2023) to at least 49 (min target)

All Students: Mathematics Academic Achievement from ___ (2023) to at least 49 (min target)

All Students: Student Success (D1 STAAR Component) from ___ (2023) to at least 49 (min target)

Closing Gaps:

African-American Students

African American Students: Reading Academic Achievement from ___% (2023) to at least 50% (min target)

African American Students: Mathematics Academic Achievement from ___% (2023) to at least 50% (min target)

Students who receive Special Education services

Reading: Reading Academic Achievement will Increase grades 6-8 grade from ___% Meets to 20%

Math: Mathematics Academic Achievement will Increase grades 6-8 from ___% Meets to 20%

ESL Students

Reading: Reading Academic Achievement from ___% (2023) to at least 50% (min target)

Math: Mathematics Academic Achievement from ___% (2023) to at least 50% (min target)

Evaluation Data Sources: 2023- 2024 STAAR results, TEA data packet

Strategy 1 Details	Reviews			
<p>Strategy 1: Core content areas will meet weekly in CLC's to analyze data on all assessments and adjust instruction accordingly. Teachers will collaboratively create formative assessments and analyze data to determine student growth to develop data-driven lessons.</p> <p>Strategy's Expected Result/Impact: Assessment data analysis will lead to better instruction when looking forward to assessments. CLC's that concentrate on looking back at the assessment will provide critical insight for reteaching and improving student comprehension.</p> <p>Staff Responsible for Monitoring: Administrators, Core Department Chairs, Team Leads.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 8 Problem Statements:

Student Learning
<p>Problem Statement 1: ___% of all student groups did not meet Meets Grade Level on all 2022-2023 STAAR assessments administered. Root Cause: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet set Meets Grade Level goal.</p>
<p>Problem Statement 2: Our Emerging Bilingual population Did Not Meets in each area as follows: Reading (%), Math (%), Science (%), and Social Studies (%) on 2022- 2023 STAAR exams. Root Cause: Due to inconsistent training, implementation, and progress monitoring specific to EL students, performance was negatively impacted.</p>
<p>Problem Statement 3: ___% of All Students did not meet Meet Grade Level on the 2022-2023 Reading STAAR exam. Root Cause: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal</p>
<p>Problem Statement 4: ___% of All Students did not meet Meet Grade Level on the 2022-2023 Math STAAR exam. Root Cause: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal.</p>
<p>Problem Statement 5: ___% of All Students did not meet Meets Grade Level on the 2022-2023 Social Studies STAAR exam. Root Cause: Due to the insufficient quality of teacher preparation in Tier 1 instruction, students did not meet the standard of Meets Grade Level goal.</p>