

Garland Independent School District

Hudson Middle School

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

Hudson Middle School is committed to providing a safe learning environment where staff, students, parents, and community accept the responsibility of preparing our children for academic success. This commitment to a solid academic foundation will enable them to face the challenges of the future. Our environment of trust and mutual respect for everyone reflects our belief that all students can learn. We will work together to provide quality classroom instruction as we develop our students' personal commitment to lifelong learning and citizenship. We strive to give every student roots and wings.

Vision

We will create a welcoming, safe, and supportive environment where students and staff will aspire to reach their full potential and maximize their personal growth.

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Goals





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





Performance Objective 1: Percent of students demonstrating literacy proficiency, as measured by Meets Grade Level performance on STAAR Reading, will increase in grade 6 from 53% in 2023 to 90% by 2025. (SY2024 interim goal = 60%); grade 7 from 53% in 2023 to 90% by 2025 (SY2024 interim goal = 60%); grade 8 from 64% in 2023 to 90% by 2025 (SY2024 interim goal = 70%).

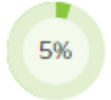





Evaluation Data Sources: STAAR Spring administration testing data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet regularly with their CLC team to analyze data and identify areas for reteach and WIN intervention.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, Interim, and STAAR</p> <p>Staff Responsible for Monitoring: ELAR CLC team, CLC leads, and Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize small group instruction and supplemental learning resources to specifically target and support individual student needs (including SPED, Emergent Bilinguals (EB), GT and At-Risk).</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, Interim, and STAAR</p> <p>Staff Responsible for Monitoring: ELAR CLC team members and administrator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5, 6</p> <p>Funding Sources: - 199 - PIC 23 SPED State Allotment Funds - \$4,162, - 199 - PIC 25 Bil../ESL State Allotment Funds - \$9,482</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>25%</p>	 <p>50%</p>		
Strategy 3 Details	Reviews			
<p>Strategy 3: In order to decrease the academic growth gap, ELAR teachers will implement small group instruction and use supplemental learning resources to meet individual student needs for all student groups based on MAP and other assessment data.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, and STAAR. Decrease in discipline issues in Review 360 incident report</p> <p>Staff Responsible for Monitoring: ELAR CLC team members and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5, 6</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>15%</p>	 <p>50%</p>		

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize anchor charts, sentence stems, and word walls to support a language-rich learning environment.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: ELAR teachers, CLC Leads, Department Chair, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5, 6</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will use Brain-Pop, Texas Digital Coach, Lexia, Class Kicks, Flocabulary, Nearpod, Gizmos, Quizizz, Legends of Learning, and other campus or district purchased materials weekly to supplement gaps or weakness in district reading curriculum and address individual student needs.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: ELAR teachers, CLC Leads, Department Chair, and administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Brain Pop - 6300 Supplies and Materials- Title I Funds - \$3,300, Texas Digit Coach - 6300 Supplies and Materials- Title I Funds - \$2,500, - 6300 Supplies and Materials- Title I Funds - \$2,000, Flocabulary - 6300 Supplies and Materials- Title I Funds - \$2,600, Nearpod - 6300 Supplies and Materials- Title I Funds - \$3,000, Class Kick - 6300 Supplies and Materials- Title I Funds - \$2,700, Gizmos - 199 - PIC 24 State Comp Ed Funds - \$3,300, Legends of Learning - 6300 Supplies and Materials- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will provide targeted intervention before school, after school, and Saturday School to at risk students after regularly scheduled school hours using purchased and teacher created materials to address gaps in understanding. Teachers will need instructional materials for extended day purposes (Chromebooks, folders, whiteboards, dry erase markers, binders, pencils, highlighters, calculators, and other supplemental materials). As part of the intervention, teachers will utilize substitutes so that they can conduct pull-outs during the school days.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: ELAR teachers, CLC Leads, Department Chair, and Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, 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 7</p> <p>Funding Sources: After School Tutorials - 6100 Payroll- Title I Funds - \$2,000, Saturday School - 6100 Payroll- Title I Funds - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will have a pull-out planning day to align and create lessons, assessments, activities, and intervention plans. Each team will have two planning days, one in the fall semester and one in the spring semester.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: CLC Leads, Department Chair, and Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6, 7</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$2,400</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will conduct pull-out during the school day to close the learning gaps in student learning.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: CLC Leads, Department Chair, and Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Pay for Substitutes - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:



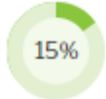

Student Learning
<p>Problem Statement 4: 53% of 6th graders achieved Meets grade level for Reading Root Cause: Teacher-centered instruction instead of student-centered instruction. Skill deficits are not adequately addressed or identified. Intervention is not skill specific or administered effectively or tailored to individual student needs. Rigor of the lessons are not aligned to STAAR 2.0.</p>
<p>Problem Statement 5: 52% of 7th graders achieved Meets grade level for Reading. Root Cause: Teacher-centered instruction instead of student-centered instruction. Skill deficits are not adequately addressed or identified. Intervention is not skill specific or administered effectively or tailored to individual student needs. Rigor in the lessons are not aligned to STAAR 2.0.</p>
<p>Problem Statement 6: 63% of 8th graders achieved Meets grade level for Reading. Root Cause: Teacher-centered instruction instead of student-centered instruction. Skill deficits are not adequately addressed or identified. Intervention is not skill specific or administered effectively or tailored to individual student needs. Rigor in the lessons are not aligned to STAAR 2.0.</p>
<p>Problem Statement 7: Students have many learning gaps. Root Cause: Not enough time in the classroom to polish on student learning gaps. Need to create time (out of school day) for intervention and closing the learning gap. Need to have resources to help address the learning gaps.</p>



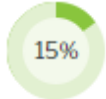

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.



Performance Objective 2: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math, will increase in grade 6 from 40% in 2023 to 90% by 2025. (SY2024 interim goal = 50%); grade 7 from 26% in 2023 to 90% by 2025 (SY2024 interim goal = 30%); grade 8 from 51% in 2023 to 90% by 2025 (SY2024 interim goal = 55%); Algebra I from 85% in 2023 to 99% in 2025 (SY2024 interim goal= 90%)


Evaluation Data Sources: STAAR spring administration testing data file.


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet regularly with their CLC team to analyze data and identify areas for reteach and WIN intervention.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Math CLC Leads, Department Chair, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$1,200</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Using formative and summative data, teachers will target Tier 1, Tier 2, and Tier 3 students during WIN intervention time and provide them with strategies to address gaps in learning.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Math teachers, CLC Leads, CST, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				


Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize small group instruction to meet individual student needs for all student groups based on MAP, assessment, and PSAT data.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Math teachers and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
	 10%	 50%		
Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional Coach will provide supports in disaggregating data, working with teachers and targeted students. Instructional Coach will work with teachers using Sibme to help them become stronger instructional leaders in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased growth and progress on STAAR math at all grade levels</p> <p>Staff Responsible for Monitoring: Instructional Coach and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 6200 Contracted Services/Registration- Title I Fun - \$83,265, Sibme - 199 - PIC 24 State Comp Ed Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
	 15%	 50%		


Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will provide reteach opportunities via weekly tutorials, WIN intervention, and Thursday School for grade recovery for students.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Math teachers, CLC Leads, Instructional Coach, and Department Chair</p> <p>Title I: 2.4, 2.5, 2.6</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 7</p> <p>Funding Sources: Thursday School - 6100 Payroll- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will have a pull-out planning day to align and create lessons, assessments, activities, and intervention plans. Each team will have two planning days, one in the fall semester and one in the spring semester.</p> <p>Strategy's Expected Result/Impact: Increased growth and progress on math STAAR at all grade levels</p> <p>Staff Responsible for Monitoring: Instructional Coach, CLC Leads, Department Chair, and Administrators</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Substitutes for Planning Days - 6100 Payroll- Title I Funds - \$2,400</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will provide targeted intervention before school, after school, and Saturday School to at risk students after regularly scheduled school hours using purchased and teacher created materials to address gaps in understanding. Teachers will need instructional materials for extended day purposes (Chromebooks, folders, whiteboards, dry erase markers, binders, pencils, highlighters, calculators, and other supplemental materials). As part of the intervention, teachers will utilize substitutes so that they can conduct pull-outs during the school days.</p> <p>Strategy's Expected Result/Impact: Increased growth and progress on math STAAR at all grade levels</p> <p>Staff Responsible for Monitoring: Math teachers, CLC Leads, Instructional Coach, Department Chair, and Administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, 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, 2, 7</p> <p>Funding Sources: After School Tutorial - 6100 Payroll- Title I Funds - \$3,000, Saturday School - 6100 Payroll- Title I Funds - \$4,500, - 6300 Supplies and Materials- Title I Funds - \$500, Substitute for Pull Outs - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: 25% of 7th graders achieved Meets Grade Level for Math Root Cause: Teacher-centered instruction instead of student-centered instruction. Skill deficits are not adequately addressed or identified. Intervention is not skill specific or administered effectively or tailored to individual student needs. Rigor in the lessons are not aligned to STAAR 2.0.</p>
<p>Problem Statement 2: 40% of 6th graders achieved Meets Grade Level for Math Root Cause: Teacher-centered instruction instead of student-centered instruction. Skill deficits are not adequately addressed or identified. Intervention is not skill specific or administered effectively or tailored to individual student needs. Rigor in the lessons are not aligned to STAAR 2.0.</p>
<p>Problem Statement 7: Students have many learning gaps. Root Cause: Not enough time in the classroom to polish on student learning gaps. Need to create time (out of school day) for intervention and closing the learning gap. Need to have resources to help address the learning gaps.</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 scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 64% in 2023 to 80% in 2025. (SY2024 interim goal= 70%)


Evaluation Data Sources: Increased scores on CBAs, MAP, and STAAR


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet regularly in their CLCs to analyze data and identify areas for reteach. Strategy's Expected Result/Impact: Increased scores on CBAs and STAAR. Staff Responsible for Monitoring: CLC Leads, Department Chair, and administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 7 Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use assessment data (formative and summative) to identify gaps in learning. Students will be assigned to the appropriate WIN intervention sections each nine-week cycle. Strategy's Expected Result/Impact: Increased scores on CBAs and STAAR Staff Responsible for Monitoring: Science teachers, CLC Leads, Department Chair, and administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 7</p>	Formative			Summative
	Nov	Feb	Apr	June
				


Strategy 3 Details	Reviews			
<p>Strategy 3: Students will participate in before-and-after school, and Saturday School STAAR tutorial program. As part of the intervention, teachers will utilize substitutes so that they can conduct pull-outs during the school days.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs and STAAR</p> <p>Staff Responsible for Monitoring: Science teachers, CLC Leads, Department Chair, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: After School Tutorials - 6100 Payroll- Title I Funds - \$3,000, Saturday School - 6100 Payroll- Title I Funds - \$4,500, Substitute for Pull Outs - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will provide reteach opportunities via weekly tutorials, WIN intervention, and Thursday School for grade recovery for students</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs and STAAR; decrease in failure rate.</p> <p>Staff Responsible for Monitoring: Science teachers, CLC Leads, Department Chair, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Thursday School - 6100 Payroll- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Students will participate in STEAM programs such as Robotics , Coding, etc. to reinforce Science curriculum.</p> <p>Strategy's Expected Result/Impact: Increased participation in STEAM events; increased scores on CBAs and STAAR.</p> <p>Staff Responsible for Monitoring: Robotics instructors and Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 7 - Perceptions 1</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$5,000, - 6300 Supplies and Materials- Title I Funds - \$1,200</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will have a pull-out planning day to align and create lessons, assessments, activities, and intervention plans. Each team will have two planning days, one in the fall semester and one in the spring semester.</p> <p>Strategy's Expected Result/Impact: Increased growth and progress on Science STAAR</p> <p>Staff Responsible for Monitoring: Science teachers, CLC Leads, Department Chair, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Substitutes for planning - 6100 Payroll- Title I Funds - \$2,200</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will provide targeted intervention before school, after school, and Saturday School to at risk students after regularly scheduled school hours using purchased and teacher created materials to address gaps in understanding. Teachers will need instructional materials for extended day purposes (Chromebooks, folders, whiteboards, dry erase markers, binders, pencils, highlighters, calculators, and other supplemental materials). As part of the intervention, teachers will utilize substitutes so that they can conduct pull-outs during the school days.</p> <p>Strategy's Expected Result/Impact: Increased scores on CBAs and STAAR</p> <p>Staff Responsible for Monitoring: Science teachers, CLC Leads, Department Chair, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, 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 7</p> <p>Funding Sources: After School Tutorials - 6100 Payroll- Title I Funds - \$2,500, Saturday School - 6100 Payroll- Title I Funds - \$1,561</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 3 Problem Statements:







Student Learning
<p>Problem Statement 7: Students have many learning gaps. Root Cause: Not enough time in the classroom to polish on student learning gaps. Need to create time (out of school day) for intervention and closing the learning gap. Need to have resources to help address the learning gaps.</p>
Perceptions
<p>Problem Statement 1: Students not feeling connected. Root Cause: Societal issues and need to be readjusted to normal school setting.</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 4: Percent of student management incidents resulting in exclusionary consequences will decrease from 19.5% in 2023 to 35% by 2025. (SY2024 interim goal = 15%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: PBIS committee, Discipline committee, Classroom Engagement Committee, Data Tracking Committee will meet after school to plan, create, and implement campus plan to promote positive behavior and decrease incidents in the classrooms. The teams will meet monthly to look at discipline data and develop plans to promote positive behaviors on campus and to lower incident numbers for the campus.</p> <p>Strategy's Expected Result/Impact: Decrease in number of office referrals; decrease in exclusionary</p> <p>Staff Responsible for Monitoring: PBIS Committee and Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: After School Meetings - 6100 Payroll- Title I Funds - \$200</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: PBIS Committee will utilize SOAR card system to promote PBIS strategies on campus.</p> <p>Strategy's Expected Result/Impact: Decrease in number of office referrals; decrease in exclusionary</p> <p>Staff Responsible for Monitoring: PBIS Committee and Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be assigned specific hallway safety posts before and after school and during passing periods to help monitor student behavior.</p> <p>Strategy's Expected Result/Impact: Fewer office referrals resulting in exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Department Chairs and Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: 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: Teachers will communicate with parents through Talking Points (2 way communication) to reduce the number of incidents in the classroom.</p> <p>Strategy's Expected Result/Impact: Fewer office referrals resulting in exclusionary consequences; Increase attendance rate</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Discipline committee will utilize substitutes so that they can work with teachers with high incident numbers on classroom management in their classes.</p> <p>Strategy's Expected Result/Impact: Fewer office referrals resulting in exclusionary consequences</p> <p>Staff Responsible for Monitoring: Discipline committee and administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Teacher Enrichment Program (TEP) committee will meet and coach first-year and NCI teachers before/after school weekly to go over student management strategies and Look Fors.</p> <p>Strategy's Expected Result/Impact: Fewer office referrals resulting in exclusionary consequences</p> <p>Staff Responsible for Monitoring: TEP committee and Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 4 Problem Statements:









Demographics
<p>Problem Statement 1: The staff demographic does not reflect the student's demographic distribution. Only 11% of teachers are Hispanic; only 6% are Asians. Root Cause: Lack of certified candidates in the candidate pool among these demographics.</p>
Student Learning
<p>Problem Statement 3: 723 Discipline incident reported during last school year. Root Cause: Progressive discipline process was not set in place. PBIS committee did not meet to discuss data.</p>
School Processes & Programs
<p>Problem Statement 1: Our campus did not utilize Progress Discipline. Root Cause: Progress discipline was not set up at our campus.</p> <p>Problem Statement 2: We had over 20 teachers that had 3 or less years in education. Root Cause: We did not a support system to help new and NCI teachers to develop into stronger instructional leaders.</p>

Goal 2: Hudson Middle School will ensure ALL families will have the opportunity to have a stake in the success of our school by increasing parental involvement and promoting a community of learners through parent/teacher/student collaboration.

Performance Objective 1: The percentage of parents reporting positive interactions and increased opportunities to participate in school functions will reach 80% by the end of 2023-2024 school year.

Evaluation Data Sources: Parent/Community Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop jointly with parents, a school-parent compact, which describe the shared responsibility for learning among staff, families, and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: An increase in the reported positive interactions by our parents with the school.</p> <p>Staff Responsible for Monitoring: Administrator, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on school routines and expectations, as well as college and career readiness. Claw Camp committee will meet after school to plan for the Transition Meeting.</p> <p>Strategy's Expected Result/Impact: An increase in the reported positive interactions by our parents with the school.</p> <p>Staff Responsible for Monitoring: Claw Camp Committee, Counselors, and Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$1,200, - 6100 Payroll- Title I Funds - \$1,800</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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 language of our parents, families and community members, additional language translation of the policy will be made available at no cost. School will provide "child care" service while parents attend school meetings, Title I meetings, Meet the Teacher, parent-teacher conferences, and etc.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Parent Liaison, Administrators</p> <p>Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3 Funding Sources: - 6100 Payroll- Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
	 20%	 50%		
Strategy 4 Details	Reviews			
<p>Strategy 4: Support transition to high school for 8th graders moving to 9th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on school routines and expectations, as well as college and career readiness. Students will have the opportunity to take high school credit courses through Jump Start program.</p> <p>Strategy's Expected Result/Impact: An increase in the reported positive interactions by our parents with the school. Staff Responsible for Monitoring: Counselors and Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1 Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$1,051, - 6100 Payroll- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	 10%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: We did not have student voice and parent voice in our decision-making. Root Cause: We did not have a Student Council committee and a parent committee.</p>

Perceptions

Problem Statement 1: Students not feeling connected. **Root Cause:** Societal issues and need to be readjusted to normal school setting.