

Garland Independent School District
Hudson Middle School
2024-2025 Campus Improvement Plan



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographic Breakdown:

33.46%- Hispanics

25.24%- White

19.60%- Asians

16.63%- African Americans

5%- Two or more

50.90%- Eco Dis

12.5%- GT

17.7%- Section 504

17.25%- Dyslexia

11.93%- SPED

24.8%- EB

29.10%- At Risk

Demographics Strengths

Campus is very diverse.

74% of the student population are minorities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The staff demographic does not reflect the student's demographic distribution. Only 6% of staff are Hispanics (students are 33%) and 8% staff are Asian (students are 19%). **Root Cause:** Lack of candidates and certified candidates in the candidate pool among these demographics.

Student Learning

Student Learning Summary

6th Grade STAAR Math- 39% Meets

7th Grade STAAR Math- 14% Meets

8th Grade STAAR Math- 50% Meets

Algebra I EOC- 49% Masters

8th Grade STAAR Social Studies- 39% Meets

6th Grade STAAR Reading- 65% Meets

7th Grade STAAR Reading- 55% Meets

8th Grade STAAR Reading- 69% Meets

Student Learning Strengths

8th Grade STAAR Reading- 89% Approaches

8th Grade STAAR Science- 66% Meets

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 39% of 6th graders achieved Meets on the 6th grade Math STAAR exam. **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.

Problem Statement 2 (Prioritized): 14% of 7th graders achieved Meets on the 7th grade Math STAAR exam. **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.

Problem Statement 3 (Prioritized): 50% of 7th and 8th graders achieved Meets on the 8th grade Math STAAR exam. **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.

Problem Statement 4 (Prioritized): 49% of the Algebra I students achieved Masters on the Algebra I EOC exam. **Root Cause:** 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 Algebra I EOC exam.

Problem Statement 5 (Prioritized): 65% of 6th graders achieved Meets on the 6th grade Reading STAAR exam. **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.

Problem Statement 6 (Prioritized): 55% of 7th graders achieved Meets on the 7th grade Reading STAAR exam. **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.

Problem Statement 7 (Prioritized): 69% of 8th graders achieved Meets on the 8th grade Reading STAAR exam. **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.

Problem Statement 8 (Prioritized): 66% of 8th graders achieved Meets on the 8th grade Science STAAR exam. **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.

Problem Statement 9 (Prioritized): 39% of 8th graders achieved Meets on the 8th grade Social Studies STAAR exam. **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.

Problem Statement 10 (Prioritized): 30% of the 8th grade students met college readiness standard on the PSAT exam. **Root Cause:** Skill deficits are not adequately addressed or identified. Intervention is not skill specific or administered effectively or tailored to individual student needs. Lesson design is not rigorous.

School Processes & Programs

School Processes & Programs Summary

6th Grade English classes- need more students in Honors than on-level.

7th Grade English classes- need more students in Honors than on-level.

School Processes & Programs Strengths

8th Grade CORE subjects, there are more honors classes than on-level.

7th Grade Math courses- more honors than on-level classes.

All 6th Grade math courses are at the honors level.

Six sections of H. Algebra I courses.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We did not have student voice and parent voice in our decision-making process. **Root Cause:** We don't have a parent advisory committee

Problem Statement 2 (Prioritized): We have 7 NCI teachers and 11 teachers that have 3 or less years in education. **Root Cause:** We need a stronger support system for our NCI teachers to be stronger instructional leaders in the classroom.

Perceptions

Perceptions Summary

Low results on Students survey, especially on sense of belonging (67%)

Perceptions Strengths

Lower discipline incidents

Attendance is slowly increasing

More than 50% of student performances on A/B honor rolls.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: 39% of 6th graders achieved Meets on the 6th grade Math STAAR exam.

Root Cause 1: 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.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 14% of 7th graders achieved Meets on the 7th grade Math STAAR exam.

Root Cause 2: 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.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We did not have student voice and parent voice in our decision-making process.

Root Cause 3: We don't have a parent advisory committee

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We have 7 NCI teachers and 11 teachers that have 3 or less years in education.

Root Cause 4: We need a stronger support system for our NCI teachers to be stronger instructional leaders in the classroom.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students not feeling connected.

Root Cause 5: Societal issues need to be readjusted to normal school setting.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The staff demographic does not reflect the student's demographic distribution. Only 6% of staff are Hispanics (students are 33%) and 8% staff are Asian (students are 19%).

Root Cause 6: Lack of candidates and certified candidates in the candidate pool among these demographics.

Problem Statement 6 Areas: Demographics

Problem Statement 7: 50% of 7th and 8th graders achieved Meets on the 8th grade Math STAAR exam.

Root Cause 7: 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.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 49% of the Algebra I students achieved Masters on the Algebra I EOC exam.

Root Cause 8: 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 Algebra I EOC exam.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 65% of 6th graders achieved Meets on the 6th grade Reading STAAR exam.

Root Cause 9: 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.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 55% of 7th graders achieved Meets on the 7th grade Reading STAAR exam.

Root Cause 10: 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.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: 69% of 8th graders achieved Meets on the 8th grade Reading STAAR exam.

Root Cause 11: 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.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: 66% of 8th graders achieved Meets on the 8th grade Science STAAR exam.

Root Cause 12: 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.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: 39% of 8th graders achieved Meets on the 8th grade Social Studies STAAR exam.

Root Cause 13: 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.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: 30% of the 8th grade students met college readiness standard on the PSAT exam.

Root Cause 14: Skill deficits are not adequately addressed or identified. Intervention is not skill specific or administered effectively or tailored to individual student needs. Lesson design is not rigorous.

Problem Statement 14 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

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 65% in 2024 to 70% by 2025; grade 7 from 55% in 2024 to 60% by 2025; grade 8 from 69% in 2024 to 74% by 2025.





High Priority

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, conduct lesson internalization, perform lesson rehearsals, and identify areas for reteach and WIN intervention.</p> <p>Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam.</p> <p>Staff Responsible for Monitoring: Instructional Coach, CLC Leads, 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 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>	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 performance on CBAs, MAP, STAAR Interim, and STAAR exam.</p> <p>Staff Responsible for Monitoring: Teachers, CLC Leads, 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, 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 5, 6, 7</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use Brain-Pop, Class Kicks, Flocabulary, Nearpod, Quizizz, 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 performance on CBAs, MAP, STAAR Interim, and STAAR exam.</p> <p>Staff Responsible for Monitoring: Teachers, CLC Leads, and Instructional Coach</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 5, 6, 7</p> <p>Funding Sources: Class Kick - 6300 Supplies and Materials- Title I Funds - \$2,995, Quizizz - 6300 Supplies and Materials- Title I Funds - \$6,006, Brain Pop - 6300 Supplies and Materials- Title I Funds - \$2,999</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will provide targeted intervention before school, after school, and Saturday School for at-risk and HB1416 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 performance on CBAs, MAP, STAAR Interim, and STAAR exam.</p> <p>Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach, 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 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: Tutorials and Saturday Schools - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will have a planning day to align and create lessons, assessments, activities, and intervention plans.</p> <p>Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam.</p> <p>Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach, 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 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>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will conduct pull-out during the school day to close the learning gaps in student learning. Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5, 6, 7 Funding Sources: Subs for Pull-Out - 6100 Payroll- Title I Funds - \$1,951</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers, CLC leads, and leadership support staff will attend professional developments throughout the school year (before school, after school, weekends, etc.) related to best instructional practices, classroom engagements, and the utilization of data to help drive instruction. Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, 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 5, 6, 7 Funding Sources: - 6100 Payroll- Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 5: 65% of 6th graders achieved Meets on the 6th grade Reading STAAR exam. **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.

Problem Statement 6: 55% of 7th graders achieved Meets on the 7th grade Reading STAAR exam. **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.

Problem Statement 7: 69% of 8th graders achieved Meets on the 8th grade Reading STAAR exam. **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.

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 39% in 2024 to 48% by 2025; grade 7 from 14% in 2024 to 20% by 2025; grade 8 from 50% in 2024 to 55% by 2025; Algebra I from 82% in 2024 to 88% in 2025.

High Priority

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, conduct lesson internalization, perform lesson rehearsals, and identify areas for reteach and WIN intervention.</p> <p>Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam.</p> <p>Staff Responsible for Monitoring: Instructional Coach, CLC Leads, 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>Problem Statements: Student Learning 1, 2, 3, 4</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 performance on CBAs, MAP, STAAR Interim, and STAAR exam.</p> <p>Staff Responsible for Monitoring: Teachers, CLC Leads, 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, 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, 3, 4</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use Brain-Pop, Class Kicks, Flocabulary, Nearpod, Quizizz, 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 performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will provide targeted intervention before school, after school, and Saturday School for at-risk and HB1416 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 performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach, and Administrator</p> <p>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, 2, 3, 4</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will have a planning day to align and create lessons, assessments, activities, and intervention plans. Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach, and Administrator</p> <p>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, 2, 3, 4</p>	Formative			Summative
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Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will conduct pull-out during the school day to close the learning gaps in student learning. Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4</p>	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 39% of 6th graders achieved Meets on the 6th grade Math STAAR exam. 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: 14% of 7th graders achieved Meets on the 7th grade Math STAAR exam. 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>

Student Learning

Problem Statement 3: 50% of 7th and 8th graders achieved Meets on the 8th grade Math STAAR exam. **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.

Problem Statement 4: 49% of the Algebra I students achieved Masters on the Algebra I EOC exam. **Root Cause:** 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 Algebra I EOC exam.

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 66% in 2024 to 70% in 2025.

High Priority

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, conduct lesson internalization, perform lesson rehearsals, and identify areas for reteach and WIN intervention.</p> <p>Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam.</p> <p>Staff Responsible for Monitoring: Instructional Coach, CLC Leads, 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</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 performance on CBAs, MAP, STAAR Interim, and STAAR exam.</p> <p>Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use Brain-Pop, Class Kicks, Flocabulary, Nearpod, Quizizz, 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 performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will provide targeted intervention before school, after school, and Saturday School for at-risk and HB1416 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 performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach, and Administrator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will have a planning day to align and create lessons, assessments, activities, and intervention plans. Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach, and Administrator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will conduct pull-out during the school day to close the learning gaps in student learning. Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 8</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 3 Problem Statements:

Student Learning
<p>Problem Statement 8: 66% of 8th graders achieved Meets on the 8th grade Science STAAR exam. 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>

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 in grade 8 demonstrating social studies understanding as measured by Meets Grade Level performance on STAAR Social Studies, will increase from 39% in 2024 to 45% in 2025.

High Priority

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, conduct lesson internalization, perform lesson rehearsals, and identify areas for reteach and WIN intervention.</p> <p>Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam.</p> <p>Staff Responsible for Monitoring: Instructional Coach, CLC Leads, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 9</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 performance on CBAs, MAP, STAAR Interim, and STAAR exam.</p> <p>Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 9</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use Brain-Pop, Class Kicks, Flocabulary, Nearpod, Quizizz, 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 performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 9</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will provide targeted intervention before school, after school, and Saturday School for at-risk and HB1416 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 performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach, and Administrator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 9</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will have a planning day to align and create lessons, assessments, activities, and intervention plans. Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach, and Administrator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 9</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will conduct pull-out during the school day to close the learning gaps in student learning. Strategy's Expected Result/Impact: Increased performance on CBAs, MAP, STAAR Interim, and STAAR exam. Staff Responsible for Monitoring: Teachers, CLC Leads, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 9</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
<p>Problem Statement 9: 39% of 8th graders achieved Meets on the 8th grade Social Studies STAAR exam. 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>





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 will decrease 32% from the 23-24 school year.

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: Demographics 1 - Perceptions 1</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: Perceptions 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 Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will communicate with parents through TalkingPoints (2 way communication) and ParentSquare 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>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: Demographics 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 Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: The staff demographic does not reflect the student's demographic distribution. Only 6% of staff are Hispanics (students are 33%) and 8% staff are Asian (students are 19%). Root Cause: Lack of candidates and certified candidates in the candidate pool among these demographics.</p>
School Processes & Programs
<p>Problem Statement 1: We did not have student voice and parent voice in our decision-making process. Root Cause: We don't have a parent advisory committee</p> <p>Problem Statement 2: We have 7 NCI teachers and 11 teachers that have 3 or less years in education. Root Cause: We need a stronger support system for our NCI teachers to be stronger instructional leaders in the classroom.</p>
Perceptions
<p>Problem Statement 1: Students not feeling connected. Root Cause: Societal issues 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 6: For the 24-25 TELPAS exam, the percent progress will exceed the long term progress measure of 50%.

High Priority

Evaluation Data Sources: TELPAS exam

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have professional development on sheltered instruction practices. Strategy's Expected Result/Impact: Increase TELPAS scores Staff Responsible for Monitoring: LPAC Lead, CLC leads, and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: 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</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will conduct TELPAS tutorials afterschool and on Saturday to prepare the students for the TELPAS exam. Strategy's Expected Result/Impact: Increase score on TELPAS Staff Responsible for Monitoring: LPAC lead, EB teachers, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will incorporate sheltered instruction strategies into their lesson plans Strategy's Expected Result/Impact: Increase score on TELPAS and STAAR exams Staff Responsible for Monitoring: Instructional Coach, CLC leads, and LPAC Lead</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: The staff demographic does not reflect the student's demographic distribution. Only 6% of staff are Hispanics (students are 33%) and 8% staff are Asian (students are 19%). Root Cause: Lack of candidates and certified candidates in the candidate pool among these demographics.</p>
School Processes & Programs
<p>Problem Statement 1: We did not have student voice and parent voice in our decision-making process. Root Cause: We don't have a parent advisory committee</p> <p>Problem Statement 2: We have 7 NCI teachers and 11 teachers that have 3 or less years in education. Root Cause: We need a stronger support system for our NCI teachers to be stronger instructional leaders in the classroom.</p>
Perceptions
<p>Problem Statement 1: Students not feeling connected. Root Cause: Societal issues 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 7: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through PSAT School Day Evidence- based Reading & Math will increase from 30% in 2024 to 35% in 2025.

Evaluation Data Sources: Colllege Board PSAT summary report

Strategy 1 Details	Reviews			
<p>Strategy 1: Algebra I students will use Khan Academy to practice the math section of PSAT during WIN. Strategy's Expected Result/Impact: Increased Math scores on PSAT Staff Responsible for Monitoring: Teacher and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 10</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will utilize iReady during WIN to help close the achievement gap in learning. Teachers will embed the usage of this software into instruction, tutorials, and WIN intervention. Strategy's Expected Result/Impact: Increased scores on PSAT Staff Responsible for Monitoring: Teachers and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 10</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 7 Problem Statements:

Student Learning

Problem Statement 10: 30% of the 8th grade students met college readiness standard on the PSAT exam. **Root Cause:** Skill deficits are not adequately addressed or identified. Intervention is not skill specific or administered effectively or tailored to individual student needs. Lesson design is not rigorous.





Goal 2: Hudson Middle School is committed to empowering all families to actively contribute to the success of our school by enhancing parental involvement and fostering a collaborative community of learners among parents, teachers, and students.

Performance Objective 1: The percentage of parents reporting positive interactions and increased opportunities to participate in school functions will reach 70% by the end of 2024-2025 school year.

Evaluation Data Sources: Panorama Parent 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: Counselors and Administrators</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- 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 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 Hawk Head Start and 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>Title I: 4.1, 4.2</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 - Perceptions 1</p> <p>Funding Sources: Supplies - 6300 Parent Involvement. Supplies T1 - \$405</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 and administrators</p> <p>Title I: 4.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
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>Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Parents will help plan and participating in Multicultural Night, AVID Parent Night, and STEAM Night.</p> <p>Strategy's Expected Result/Impact: Increase the number of parents attending the event.</p> <p>Staff Responsible for Monitoring: HMS Committee Leads and Administrator</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Parent Night Events - 6100 Parent Inv. Payroll T1 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: We did not have student voice and parent voice in our decision-making process. Root Cause: We don't have a parent advisory committee</p>
Perceptions
<p>Problem Statement 1: Students not feeling connected. Root Cause: Societal issues need to be readjusted to normal school setting.</p>

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutorials and Saturday Schools		\$3,000.00
1	1	6	Subs for Pull-Out		\$1,951.00
1	1	7			\$500.00
Sub-Total					\$5,451.00
Budgeted Fund Source Amount					\$5,451.00
+/- Difference					\$0.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Parent Night Events		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Quizizz		\$6,006.00
1	1	3	Brain Pop		\$2,999.00
1	1	3	Class Kick		\$2,995.00
Sub-Total					\$12,000.00
Budgeted Fund Source Amount					\$12,000.00
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Supplies		\$405.00
Sub-Total					\$405.00
Budgeted Fund Source Amount					\$405.00
+/- Difference					\$0.00

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Budgeted	\$19,856.00
				Grand Total Spent	\$19,856.00
				+/- Difference	\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024