

Garland Independent School District
Jackson Technology Center For Math & Science
2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

Jackson Technology Center is committed to an engaging 21st century education that empowers students to be problem solvers and globally competitive leaders.

We will do this in a way that:

- Fosters an environment in which every student can achieve his or her potential,
- Recognizes and respects the cultural diversity of the student population,
- Encourages parental and community involvement,
- Provides an atmosphere that is safe and conducive to learning, so that every student will be prepared to succeed at the next level of learning.





Table of Contents

Goals	4
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	4
Goal 2: Magnet funding justification 23-24	21

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 grade level proficiency in literacy as measured by Meets Grade Level performance on STAAR Reading will increase from 47.3% in 2019 to 90% in 2026. (SY2023 actual = 65%; SY2024 interim goal = 70.0%)

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Teachers will access student MAP Reading STAAR scores in order to utilize best practices to analyze any text.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Teachers will emphasize academic vocabulary, content vocabulary (including the use of 4 square lesson frame that includes vocabulary and relevant essential questions), sentence stems. Anchor charts and/or word walls should be present in all classrooms for all students</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 4</p> <p>Funding Sources: Web-based resources such as flowcabulary - 6300 Supplies and Materials- Title I Funds - \$3,590</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide targeted instruction for identified students including Economic disadvantaged and at-risk students during W.I.N. interventions during school, and other opportunities build into school calendar, and extended day models as well as Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Supplies and materials for Tier 1 and intervention - 6300 Supplies and Materials- Title I Funds - \$1,529, Supplies and Materials for intervention and Tier 1 instruction - 199 - PIC 24 State Comp Ed Funds - \$1,100, Subs for teacher planning for intervention , Tier 1, and WIN - 199 - PIC 24 State Comp Ed Funds - \$1,100, Supplemental pay for interventions - 199 - PIC 24 State Comp Ed Funds - \$1,100, Subs for planning Tier 1, Interventions, and WIN - 6100 Payroll- Title I Funds - \$1,529, Supplemental pay for interventions - 6100 Payroll- Title I Funds - \$2,529</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement and provide resources for the inclusion model and for dyslexia resources for special education students.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Supplies and materials for Inclusion - 199 - PIC 23 SPED State Allotment Funds - \$1,646</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Sheltered Instruction and Rigor strategies for teachers</p> <p>Staff Responsible for Monitoring: Administrators, LPAC facilitator, EB staff</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: According to TAPR Hispanic students make up 56.5% of student body and are under performing amongst all core content areas in all grade levels. **Root Cause:** Language barrier (Home language survey), Lack of implementation on Sheltered Instruction, Classroom management deficiencies/Discipline issues, Relationship building


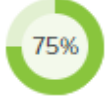

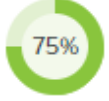


Problem Statement 3: Jackson STAAR results are stagnant with an overall score of 87 for the past 3 years. **Root Cause:** No consistent data driven practices, classroom management, Lack of strategic instructional model practices and lack of rigor.










School Processes & Programs

Problem Statement 4: AVID is currently school wide according to the CCI document but our systems in class are not consistent with AVID Mission to ensure all students are college and career ready. There is a lack of Rigor in all subject areas and grade levels. **Root Cause:** Too much teacher autonomy to set up their own organizational routines which makes AVID insistent and does not provide clear structure for students.

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 Emergent Bilingual (EB) students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 56% in 2017 to 76% by 2026. (SY2023 actual = 57%; SY2023 interim goal = 60.0%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize Ellevation to understand the levels their students are working at. in each of the four domains (Listening, speaking, reading, writing)</p> <p>Staff Responsible for Monitoring: LPAC facilitator, Admin</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Sheltered Instruction and Rigor strategies to teachers</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide targeted instruction for identified EB students during WIN interventions during school, and other opportunities build into school calendar, and extended day models.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 4</p> <p>Funding Sources: Supplemental pay for after school interventions - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,500, Supplies and materials for Tier I EB and Intervention - 199 - PIC 25 Bil./ESL State Allotment Funds - \$9,358 , Substitute pay for teacher planning - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,000, Supplies and materials for EB resources - 6300 Supplies and Materials- Title I Funds - \$1,588</p>	Formative			Summative
	Nov	Feb	Apr	June
				








Strategy 4 Details	Reviews			
Strategy 4: Provide parent meeting for EB students to review needs and inform parents of TELPAS requirements. Staff Responsible for Monitoring: Administration, LPAC/EB staff Problem Statements: Student Learning 1 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Train teachers to utilize TELPAS data Staff Responsible for Monitoring: TELPAS/EB staff; Administration Problem Statements: Student Learning 1, 3	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 2 Problem Statements:

Student Learning
Problem Statement 1: According to TAPR Hispanic students make up 56.5% of student body and are under performing amongst all core content areas in all grade levels. Root Cause: Language barrier (Home language survey), Lack of implementation on Sheltered Instruction, Classroom management deficiencies/Discipline issues, Relationship building
Problem Statement 3: Jackson STAAR results are stagnant with an overall score of 87 for the past 3 years. Root Cause: No consistent data driven practices, classroom management, Lack of strategic instructional model practices and lack of rigor.
School Processes & Programs
Problem Statement 4: AVID is currently school wide according to the CCI document but our systems in class are not consistent with AVID Mission to ensure all students are college and career ready. There is a lack of Rigor in all subject areas and grade levels. Root Cause: Too much teacher autonomy to set up their own organizational routines which makes AVID insistent and does not provide clear structure for students.
Perceptions
Problem Statement 1: According to the staff survey 59% of parents said they were aware of the curriculum and 56% of parents responded "always" on School Provides materials and trainings on family engagement survey Root Cause: Parents and students do not understand or not aware of how to access information

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 43.8% in 2017 to 80% by 2026. (SY2023 actual = 53%; SY2023 interim goal = 60.0%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide targeted instruction for identified students including Economic disadvantaged and at-risk students during WIN interventions during school, and other opportunities build into school calendar, and extended day models.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 4</p> <p>Funding Sources: Web based resources such as Gizmos - 6300 Supplies and Materials- Title I Funds - \$4,331, Substitute pay for planning instruction and intervention - 6100 Payroll- Title I Funds - \$1,529, Supplemental pay for after school interventions - 6100 Payroll- Title I Funds - \$2,529, Supplies and materials for Tier 1 and interventions - 6300 Supplies and Materials- Title I Funds - \$1,529, Subs for planning intervention, Tier 1, and WIN - 199 - PIC 24 State Comp Ed Funds - \$1,100, Supplemental pay for interventions - 199 - PIC 24 State Comp Ed Funds - \$1,100, Supplies materials needed for Tier 1, Intervention, and WIN - 199 - PIC 24 State Comp Ed Funds - \$1,100</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure staff is aware of MST program requirements</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide out-of-class educational experiences for students</p> <p>Staff Responsible for Monitoring: Teachers/Administration</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Transportation costs - 6100 Payroll- Title I Funds - \$1,200, Registration/Entrance fees - 6200 Contracted Services/Registration- Title I Fun - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide training in STEM Staff Responsible for Monitoring: Administration/STEM team Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
	 50%	 75%		
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: According to TAPR Hispanic students make up 56.5% of student body and are under performing amongst all core content areas in all grade levels. Root Cause: Language barrier (Home language survey), Lack of implementation on Sheltered Instruction, Classroom management deficiencies/Discipline issues, Relationship building
Problem Statement 3: Jackson STAAR results are stagnant with an overall score of 87 for the past 3 years. Root Cause: No consistent data driven practices, classroom management, Lack of strategic instructional model practices and lack of rigor.
School Processes & Programs
Problem Statement 1: STEM principals were not incorporated into all classes in 22-23. Root Cause: Absence of STEM committee, high teacher turnover, classroom management
Problem Statement 4: AVID is currently school wide according to the CCI document but our systems in class are not consistent with AVID Mission to ensure all students are college and career ready. There is a lack of Rigor in all subject areas and grade levels. Root Cause: Too much teacher autonomy to set up their own organizational routines which makes AVID insistent and does not provide clear structure for students.
Perceptions
Problem Statement 2: Besides STAAR tutorials MST and on-level students are not offered after school resources or trips to increase student involvement and SEL per Campus Improvement Survey. Root Cause: Lack of student knowledge and information about MST status and the emphasis being on the on-level student.

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

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance will increase from 51% in 2023 to 58% in 2024. Percent of students meeting grade level proficiency on the Algebra I EOC will increase from 99% in 2022 to 100% in 2023. (2025 target - 90%).

Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 52.8% in 2017 to 90% by 2026. (Jackson SY2022 actual = 79%; SY2023 interim goal = 81.0%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide targeted instruction for identified students including Economic disadvantaged and at-risk students during WIN interventions during school, and other opportunities build into school calendar, and extended day models.</p> <p>Staff Responsible for Monitoring: Administration/Teachers</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 4</p> <p>Funding Sources: Web-based resources such as class kick - 6300 Supplies and Materials- Title I Funds - \$1,599, Substitutes for planning instruction and intervention - 6100 Payroll- Title I Funds - \$1,529, Supplemental Pay for interventions - 6100 Payroll- Title I Funds - \$2,529, Supplies and Materials for Tier 1 and intervention - 6300 Supplies and Materials- Title I Funds - \$1,529, Substitutes for planning Tier 1, WIN, and intervention - 199 - PIC 24 State Comp Ed Funds - \$1,100, Supplemental pay for interventions - 199 - PIC 24 State Comp Ed Funds - \$1,100, Supplies and materials for Tier 1, WIN, and intervention - 199 - PIC 24 State Comp Ed Funds - \$1,100</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus interventionist will provide supports in disaggregating data, working with teachers and targeted students</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement and provide resources for the inclusion model for special education students.</p> <p>Staff Responsible for Monitoring: SpEd staff/Admin</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Supplies and materials for math inclusion - 199 - PIC 23 SPED State Allotment Funds - \$616</p>	Formative			Summative
	Nov	Feb	Apr	June
				


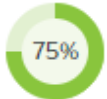

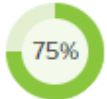
Strategy 4 Details	Reviews			
Strategy 4: Provide foundational math skill practice for students during WIN Staff Responsible for Monitoring: Teachers Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide training for teachers in the instructional models and math lab intervention practices. Staff Responsible for Monitoring: Administration/District personnel Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: According to TAPR Hispanic students make up 56.5% of student body and are under performing amongst all core content areas in all grade levels. Root Cause: Language barrier (Home language survey), Lack of implementation on Sheltered Instruction, Classroom management deficiencies/Discipline issues, Relationship building Problem Statement 2: Per TEA, Math did not meet Target goal and no distinction recognition in Math for Closing the Gaps. Root Cause: No consistent data driven practices, classroom management, Lack of strategic instructional model practices, wide gap in math educational skill, tardiness Problem Statement 3: Jackson STAAR results are stagnant with an overall score of 87 for the past 3 years. Root Cause: No consistent data driven practices, classroom management, Lack of strategic instructional model practices and lack of rigor.
School Processes & Programs
Problem Statement 1: STEM principals were not incorporated into all classes in 22-23. Root Cause: Absence of STEM committee, high teacher turnover, classroom management Problem Statement 4: AVID is currently school wide according to the CCI document but our systems in class are not consistent with AVID Mission to ensure all students are college and career ready. There is a lack of Rigor in all subject areas and grade levels. Root Cause: Too much teacher autonomy to set up their own organizational routines which makes AVID insistent and does not provide clear structure for students.

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

Performance Objective 5: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing, will increase from 67% in 2022 to 70% by 2026. (SY2023 actual = 68%; SY2024 interim goal = 73.0%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide targeted instruction for identified students including Economic disadvantaged and at-risk students during W.I.N. interventions during school, and other opportunities build into school calendar, and extended day models.</p> <p>Staff Responsible for Monitoring: Administration/Teachers</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 4 - Perceptions 2</p> <p>Funding Sources: Web-based resources such as Brainpop - 6300 Supplies and Materials- Title I Funds - \$2,805, Substitutes for planning for social studies - 6100 Payroll- Title I Funds - \$1,529, Supplemental pay for after school interventions - 6100 Payroll- Title I Funds - \$2,529, Supplies and Materials of Tier 1 and intervention - 6300 Supplies and Materials- Title I Funds - \$1,529, Substitutes for planning Tier 1, Intervention, and WIN - 199 - PIC 24 State Comp Ed Funds - \$1,100, Supplemental pay for intervention - 199 - PIC 24 State Comp Ed Funds - \$1,100, Supplies and materials for Tier 1, Intervention, and WIN - 199 - PIC 24 State Comp Ed Funds - \$1,100, Provide supplies/ materials for WIN program - 199 - PIC 24 State Comp Ed Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will purposefully incorporate AVID strategies to expand WICOR components campus-wide with an emphasis on focused note-taking to increase both meets and masters levels (including MST/GT students).</p> <p>Staff Responsible for Monitoring: Administration/AVID team</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: Supplemental Pay for AVID summer institute - 6100 Payroll- Title I Funds - \$4,400</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus leadership will encourage and enroll students in advanced courses and increase Rigor for all subjects so that students will qualify for advance courses.</p> <p>Staff Responsible for Monitoring: Administration/Counselors</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: Transportation cost for GRCTC - 6100 Payroll- Title I Funds - \$500, Supplies/Materials for rigor - 199 - PIC 24 State Comp Ed Funds - \$2,837</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Create STEM Committee</p> <p>Staff Responsible for Monitoring: Administration/STEM team</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training in rigor for teaching staff.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide educational experiences for students to increase rigor.</p> <p>Staff Responsible for Monitoring: Administration/Teachers</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Transportation costs - 6100 Payroll- Title I Funds - \$1,200, Registration/entrance fees - 6200 Contracted Services/Registration- Title I Fun - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: According to TAPR Hispanic students make up 56.5% of student body and are under performing amongst all core content areas in all grade levels. **Root Cause:** Language barrier (Home language survey), Lack of implementation on Sheltered Instruction, Classroom management deficiencies/Discipline issues, Relationship building

Problem Statement 2: Per TEA, Math did not meet Target goal and no distinction recognition in Math for Closing the Gaps. **Root Cause:** No consistent data driven practices, classroom management, Lack of strategic instructional model practices, wide gap in math educational skill, tardiness

Problem Statement 3: Jackson STAAR results are stagnant with an overall score of 87 for the past 3 years. **Root Cause:** No consistent data driven practices, classroom management, Lack of strategic instructional model practices and lack of rigor.

School Processes & Programs

Problem Statement 1: STEM principals were not incorporated into all classes in 22-23. **Root Cause:** Absence of STEM committee, high teacher turnover, classroom management

Problem Statement 4: AVID is currently school wide according to the CCI document but our systems in class are not consistent with AVID Mission to ensure all students are college and career ready. There is a lack of Rigor in all subject areas and grade levels. **Root Cause:** Too much teacher autonomy to set up their own organizational routines which makes AVID insistent and does not provide clear structure for students.









Perceptions












Problem Statement 2: Besides STAAR tutorials MST and on-level students are not offered after school resources or trips to increase student involvement and SEL per Campus Improvement Survey. **Root Cause:** Lack of student knowledge and information about MST status and the emphasis being on the on-level student.

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

Performance Objective 6: Percent of discretionary exclusionary consequences* will decrease from 51.9% in 2017 to 35% by 2026. (SY2023 actual = 40.2%; SY2024 interim goal = 36%)

*defined as Exclusionary consequences- In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrative staff will communicate established system for documenting classroom incidents, school wide behaviors, and bullying incidents in Review 360 and provide training in classroom management to monitor behavior trends in order to prevent and de-escalate specific behaviors before they occur.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide counseling and to vulnerable at-risk hispanic students</p> <p>Staff Responsible for Monitoring: Counseling staff</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide classroom management protocols, modeling, practice, and resources for all staff</p> <p>Staff Responsible for Monitoring: Administration; PBIS team/District personnel</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide incentives (School-wide/teacher) for students in behavior and attendance (such as trust card)</p> <p>Staff Responsible for Monitoring: Administration/Teachers</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide character-education after school for targeted students</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Supplemental Pay for the "Hold" - 6100 Payroll- Title I Funds - \$2,000, Supplies/Resources for the Hold - 6300 Supplies and Materials- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide systematic procedures and organizational resources to the Jackson management systems such as backpacks for students Students need pack backs or organization and to keep chrome books and binders/planners in. These are used to keep students organized and able to access their academic work.</p> <p>Staff Responsible for Monitoring: Administration/Counselors</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Backpacks for students - 6300 Supplies and Materials- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will hold SLC's/MTSS meetings by grade level to address issues/concerns/needs of all students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Re-tool the "in-school-suspension system" (Viking Reflection Center) with leveled discipline and revised protocols/facility.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Continue monthly student assembly meetings by grade level during</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: Hispanic males make up 57% of the student body but account for 69.% of the discipline issues on campus. Consistency with all student discipline was not in place. **Root Cause:** Ineffective classroom management and instructional practices

Problem Statement 2: 6th grade went from 351 tardies in cycle 1 to 1,952 in cycle 4. 7th grade went from 958 to 1235 and 8th grade from 1235 to 1857 **Root Cause:** Lack of engagement in class; Lack of teacher consistency in documenting tardies;











School Processes & Programs

Problem Statement 2: According to Review 360, for 22-23, 61.3% of the discipline incidents occurred in classroom and 12.4% of the incidents occurred in the hallway. **Root Cause:** Unclear expectations from teachers and lack of routines and procedures in the classroom

Problem Statement 4: AVID is currently school wide according to the CCI document but our systems in class are not consistent with AVID Mission to ensure all students are college and career ready. There is a lack of Rigor in all subject areas and grade levels. **Root Cause:** Too much teacher autonomy to set up their own organizational routines which makes AVID insistent and does not provide clear structure for students.

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: Provide opportunities for parents to be involved in school events, activities, and understanding of school systems and instructional goals.

Strategy 1 Details	Reviews			
Strategy 1: Provide communication systems for parents in their language of choice (i.e. Talking Points) Staff Responsible for Monitoring: Administration Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide resources for parents such as binders/handbooks with school policy/procedure Staff Responsible for Monitoring: Administration Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide transition activities for parents/students of 6th and 8th graders. Staff Responsible for Monitoring: Administration/Teachers Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Staff Responsible for Monitoring: Administration Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
				






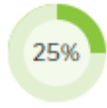


Strategy 5 Details	Reviews			
<p>Strategy 5: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide parents opportunities to be aware of and understand curriculum being used.</p> <p>Staff Responsible for Monitoring: Administration/Teachers</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent involvement snacks/Materials - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - \$2,251, Supplies/Resources/Materials for curricular nights - 6300 Supplies and Materials- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide monthly parent education programs</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplies/Materials for Parent Information meetings - 6300 Supplies and Materials- Title I Funds - \$3,000</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 7 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the staff survey 59% of parents said they were aware of the curriculum and 56% of parents responded "always" on School Provides materials and trainings on family engagement survey Root Cause: Parents and students do not understand or not aware of how to access information</p>

Goal 2: Magnet funding justification 23-24

Performance Objective 1: By June 2023, at least 90% of magnet students will meet the "approaches" level, least 70% will perform at the "meets" level, and 50% will perform at the "masters" level on all STAAR assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide after school extended day classes for MST student</p> <p>Problem Statements: School Processes & Programs 1, 4</p> <p>Funding Sources: Supplies for extended day - 199 - Magnet Funds - \$2,000, Transportation for Extended day - 199 - Magnet Funds - \$12,000, Payroll for extended day - 199 - Magnet Funds - \$7,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure MST classrooms have appropriate instructional supplies and materials</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 4</p> <p>Funding Sources: Supplies for magnet classrooms - 199 - Magnet Funds - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Opportunities for MST students to participate in educational field trip</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 4 - Perceptions 2</p> <p>Funding Sources: Travel and subsistence for field trips - 199 - Magnet Funds - \$21,000, Fees/Registrations for field trips - 199 - Magnet Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement innovative strategies for magnet classrooms and promote the magnet program</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 4</p> <p>Funding Sources: Substitutes for MST planning - 199 - Magnet Funds - \$3,000, Rentals/Operating leases -MST - 199 - Magnet Funds - \$490, Miscellaneous Services MST - 199 - Magnet Funds - \$500, Supplies and Materials for MST program - 199 - Magnet Funds - \$12,000, Promotional materials/mailouts - 199 - Magnet Funds - \$1,000, Employee travel - 199 - Magnet Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: Jackson STAAR results are stagnant with an overall score of 87 for the past 3 years. **Root Cause:** No consistent data driven practices, classroom management, Lack of strategic instructional model practices and lack of rigor.

School Processes & Programs

Problem Statement 1: STEM principals were not incorporated into all classes in 22-23. **Root Cause:** Absence of STEM committee, high teacher turnover, classroom management

Problem Statement 4: AVID is currently school wide according to the CCI document but our systems in class are not consistent with AVID Mission to ensure all students are college and career ready. There is a lack of Rigor in all subject areas and grade levels. **Root Cause:** Too much teacher autonomy to set up their own organizational routines which makes AVID insistent and does not provide clear structure for students.

Perceptions

Problem Statement 2: Besides STAAR tutorials MST and on-level students are not offered after school resources or trips to increase student involvement and SEL per Campus Improvement Survey. **Root Cause:** Lack of student knowledge and information about MST status and the emphasis being on the on-level student.