Garland Independent School District

Lyles Collegiate Intermediate

2023-2024 Goals/Performance Objectives/Strategies

Accountability Rating: C

Mission Statement

Lyles Collegiate Intermediate and Middle School prepares students for college and careers through rigorous classes and explicit instruction of the technology and college-preparatory skills students need to succeed.

Vision

Educating, empowering, and motivating all students each and every day.

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Goals

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

Performance Objective 1: Percent of students demonstrating literacy proficiency as measured by Meets Grade Level performance on STAAR Reading Language Arts assessments (grades 3-8, E1 + E2) will increase from 53.1% in 2023 to 60.0% in 2024.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Develop a consistent CLC collaboration model where staff are equipped to address students' needs based on data analysis, developing reteach lessons and identifying and executing intervention needs	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: increased teacher collaboration; increased student achievement **Staff Responsible for Monitoring:** CLC leads, IC, admin **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2 **Funding Sources:** - 6100 Parent Inv. Payroll T1 - $4,000				

Strategy 2 Details	Reviews			
Strategy 2: ELAR and ESL teachers will provide individual and small group instruction, using resources such as Lexia Power Up, No Red Ink, Education Galaxy, and Flocabulary to provide additional intervention and enrichment focused on reading **Strategy's Expected Result/Impact:** differentiated instruction, student success **Staff Responsible for Monitoring:** admin, CLC leads, IC **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2 **Funding Sources:** - 6100 Payroll- Title I Funds - $4,000, - 6300 Supplies and Materials- Title I Funds - $0	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: ELAR teachers will participate in on-campus performance days during the year to plan instruction, intervention, and analyze data. Teachers will also plan afterschool hours and will be facilitated by admin and ICs. **Strategy's Expected Result/Impact:** increased student performance **Staff Responsible for Monitoring:** administration, ICs **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: RLA teachers will be trained to internalize and execute high impact curriculum of Amplify and District Curriculum **Strategy's Expected Result/Impact:** Students will gain Meets and Masters level on CBAs and STAAR Assessments **Staff Responsible for Monitoring:** Admin Team, IC, Department Head, CLC leads **Problem Statements:** Demographics 1	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement Small Group Instruction and stations including I-Ready, independent skills practice and teacher small groups	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Students will gain Approach, Meets and Masters in CBA's and STAAR **Staff Responsible for Monitoring:** Admin, IC, Department head **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - School Processes & Programs 2				

Strategy 6 Details	Reviews			
Strategy 6: New Teachers will be trained by modeling by IC's or Admin to practice the execution of high-level lesson plans	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: increase in Approach, Meets and Masters in CBAs and STAAR **Staff Responsible for Monitoring:** Ic's, admin **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 3 - Student Learning 2				

Strategy 7 Details	Reviews			
Strategy 7: Trained substitutes will help new teachers in the classroom to help with pull-outs or co-teaching.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase of Approach, Meets or Masters **Staff Responsible for Monitoring:** Ic's, admin **Problem Statements:** Demographics 1, 3 - Student Learning 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup are not making gains in math and reading compared to the district average   **Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 3: 32.2 % Teacher turnover   **Root Cause**: Teacher shortage, teacher satisfaction

Student Learning
Problem Statement 1: Telpas growth is 20% below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 7th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve

School Processes & Programs
Problem Statement 2: Differentiated and stonger instruction on practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

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.
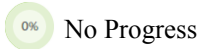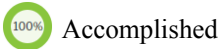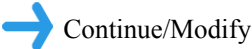
Performance Objective 2: Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Mathematics assessments (grades 3-8 + A1) will increase from 43.4% in 2023 to 50.0% in 2024.

    HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use classroom environments that are collaborative to increase collaboration and incorporate AVID strategies	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: increase engagement
    Staff Responsible for Monitoring: admin, IC
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
    Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2
    Funding Sources: - 6300 Supplies and Materials- Title I Funds - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide a comprehensive assessment plan for mathematics that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., weekly data meetings).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: mathematics performance at Meets/ Master performance level
    Staff Responsible for Monitoring: Admin, ICs, Algebra 1 teacher
 	
    Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: Students will be participate in extended day tutorial programs: including before, after school, and on Saturday school.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: increase students learning and impact the success of achiemvent
    Staff Responsible for Monitoring: admin, ICs', Teacher leads
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 4 Details	Reviews			
Strategy 4: Math teachers will be trained to internalize and execute high impact curriculum of Carnegie and District Curriculum	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will gain Meets and Masters level on CBA's and STAAR assessment
    Staff Responsible for Monitoring: Admin Team, IC, Department Heads, CLC Leads
 	
    TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments
 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement Small Group Instruction and stations including I-Ready, independent skills practice and teacher small groups	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will gain Approach, Meets and Masters in CBA's and STAAR
    Staff Responsible for Monitoring: Admin, IC, Department head
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction
 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 6 Details	Reviews			
Strategy 6: New Teachers will be trained by modeling by IC's or Admin to practice the execution of high-level lesson plans	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in Approach, Meets and Masters in CBAs and STAAR	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Ic's, admin **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 7 Details	Reviews			
Strategy 7: Trained substitutes will help new teachers in the classroom to help with pull-outs or co-teaching.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase of Approach, Meets or Masters	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Ic's, admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup are not making gains in math and reading compared to the district average   **Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 3: 32.2 % Teacher turnover   **Root Cause**: Teacher shortage, teacher satisfaction
Student Learning
Problem Statement 1: Telpas growth is 20% below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 7th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.

Student Learning
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve

School Processes & Programs
Problem Statement 2: Differentiated and stonger instruction on practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

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 demonstrating scientific proficiency as measured by Meets Grade Level performance on STAAR Science assessments (grades 5, 8 + BI) will increase from 43.6% in 2023 to 50.0% in 2024.

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

Strategy 1 Details			Reviews			
Strategy 1: Students will be participate in extended day tutorials programs: including before, after school, and on Saturday school.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: increase student learning and achievement
     Staff Responsible for Monitoring: IC's, admin
 	
     TEA Priorities:
 Improve low-performing schools
  - ESF Levers:
 Lever 5: Effective Instruction
  - Targeted Support Strategy
 Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2						

Strategy 2 Details			Reviews			
Strategy 2: Retired Science Substitute will help do pull-outs of STAAR-tested students using District small group curriculum			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in Meets and Masters in STAAR Science
     Staff Responsible for Monitoring: admin, IC
 	
     TEA Priorities:
 Improve low-performing schools
  - ESF Levers:
 Lever 5: Effective Instruction
  - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
 Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2						

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup are not making gains in math and reading compared to the district average   **Root Cause**: specific instructional strategies are not being met for subgroup

Student Learning
Problem Statement 1: Telpas growth is 20% below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 7th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve

School Processes & Programs
Problem Statement 2: Differentiated and stonger instruction on practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

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 social sciences proficiency as measured by Meets Grade Level performance on STAAR Social Studies assessments (grade 8 + US) will increase from 51.2% in 2023 to 58.0% in 2024.

Strategy 1 Details				Reviews			
Strategy 1: Students will be participate in extended day tutorials programs: including before, after school, and on Saturday school.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: increase student learning and achievement **Staff Responsible for Monitoring:** IC's, admin **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 2							
	0% No Progress		100% Accomplished		Continue/Modify		✖ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Telpas growth is 20% below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve
School Processes & Programs
Problem Statement 2: Differentiated and stonger instruction on practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

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 English language acquisition as measured by Yearly Progress Indicator on Texas English Language Proficiency assessment System (TELPAS) assessments (grades K-12) will increase from 38.3% in 2023 to 50.0% in 2024.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use specific Emergent Bilingual (EB) best practices strategies in materials including flipgrid, AVID, BrainPop, STREP, elevation, 7 steps to a Language Rich Classroom and Academic Response Frames	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased STAAR results for EL students
  Staff Responsible for Monitoring: LPAC, ESL teachers, administrators, ICs
 	
  TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2
Funding Sources: 30 Chromebook Carts - 6300 Supplies and Materials- Title I Funds - 63999 - $29,095				

Strategy 2 Details	Reviews			
Strategy 2: All core departments will work collaboratively with ESL teachers to provide extended day tutorials and extra assistance to EB students needing academic vocabulary, writing, and language acquisition	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: increase language acquisition skills
  Staff Responsible for Monitoring: LPAC, CLC leads, admin
 	
  TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2
Funding Sources: 30 Chromebook Carts - 6300 Supplies and Materials- Title I Funds - 63999 - $30,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup are not making gains in math and reading compared to the district average   **Root Cause**: specific instructional strategies are not being met for subgroup
Student Learning
Problem Statement 1: Telpas growth is 20% below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 7th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.
School Processes & Programs
Problem Statement 2: Differentiated and stonger instruction on practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

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 students demonstrating postsecondary readiness exam success as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing (grade 11) will increase from 46% in 2023 to 50% in 2024.

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

Strategy 1 Details			Reviews		
Strategy 1: Strategy 1			**Formative**		**Summative**

Teachers will provide students with resources and strategies to increase student learning such as;
-intervention activities strategies
-promoting the use of active reading strategies
-developing and hosting PSAT prep courses during the fall and extended days and weekends.
 	
    Strategy's Expected Result/Impact: increased student results in reading; college readiness
    Staff Responsible for Monitoring: ICs, teachers, avid coordinator
 	
    ESF Levers:
Lever 2: Strategic Staffing, Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1
			Nov	**Feb**	**Apr**

					June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup are not making gains in math and reading compared to the district average   **Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 2: The attendance rate was only 97.1%   **Root Cause**: high mobility rate, lack of incentives
Problem Statement 3: 32.2 % Teacher turnover   **Root Cause**: Teacher shortage, teacher satisfaction

Student Learning
Problem Statement 1: Telpas growth is 20% below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 7th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.

Student Learning
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve

School Processes & Programs
Problem Statement 1: Increase of students in CTE elective courses and gaining credit.   **Root Cause**: not enough courses in master schedule and CTE teachers
Problem Statement 2: Differentiated and stonger instruction on practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from

Perceptions
Problem Statement 1: student survey data below the national average   **Root Cause**: more incentives and engagement 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: Percent of students demonstrating postsecondary readiness exam success as measured by meeting college ready benchmarks through SAT School Day Mathematics (grade 11) will increase from 23% in 2023 to 30% in 2024.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide students with resources and strategies to increase student learning such as;	**Formative**			**Summative**
-intervention activities strategies -promoting the use of active reading strategies -developing and hosting PSAT prep courses during the fall and extended days and weekends.	**Nov**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: increased student results in math and college readiness
  Staff Responsible for Monitoring: ICs, teachers, avid coordinator
 	
  Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup are not making gains in math and reading compared to the district average   **Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 2: The attendance rate was only 97.1%   **Root Cause**: high mobility rate, lack of incentives
Problem Statement 3: 32.2 % Teacher turnover   **Root Cause**: Teacher shortage, teacher satisfaction
Student Learning
Problem Statement 1: Telpas growth is 20% below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 7th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve

School Processes & Programs
Problem Statement 1: Increase of students in CTE elective courses and gaining credit.   **Root Cause**: not enough courses in master schedule and CTE teachers
Problem Statement 2: Differentiated and stonger instruction on practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from
Perceptions
Problem Statement 1: student survey data below the national average   **Root Cause**: more incentives and engagement 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 8: Percent of students demonstrating college readiness as measured by qualifying criterion score on AP exams (grades 8-12) will increase from 31.9% in 2023 to 35.0% in 2024.

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers will provide students with resources and strategies to increase student learning such as;		**Formative**			**Summative**
-intervention activities strategies -promoting the use of active reading strategies		**Nov**	**Feb**	**Apr**	**June**

-developing and hosting PSAT prep courses during the fall and extended days and weekends.
 	
    Strategy's Expected Result/Impact: increased student results in math and college readiness
    Staff Responsible for Monitoring: ICs, teachers, avid coordinator
 	
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1					

      0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup are not making gains in math and reading compared to the district average   **Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 2: The attendance rate was only 97.1%   **Root Cause**: high mobility rate, lack of incentives
Problem Statement 3: 32.2 % Teacher turnover   **Root Cause**: Teacher shortage, teacher satisfaction
Student Learning
Problem Statement 1: Telpas growth is 20% below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 7th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve

School Processes & Programs
Problem Statement 1: Increase of students in CTE elective courses and gaining credit.   **Root Cause**: not enough courses in master schedule and CTE teachers
Problem Statement 2: Differentiated and stonger instruction on practices are needed   **Root Cause**: No systematic PLC process for teachers to collaborate and learn from
Perceptions
Problem Statement 1: student survey data below the national average   **Root Cause**: more incentives and engagement 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 9: Percent of discretionary exclusionary consequences* will decrease from 27.4% in 2023 to 25.0% in 2024.
*defined as Exclusionary consequences: In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

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

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will review data and create SEL and positive behavior support lessons through CCA/WIN period	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve low-performing schools	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: all staff				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Campus will partner with local community and organizations to incorporate PBIS practices to promote positive student behavior - male and female mentoring programs - build leadership, teach empathy and self care - promote CCMR focused activities such as HS endorsement fair.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Promotes positive campus and school climate; increases campus overall community perception **Staff Responsible for Monitoring:** Sponsors, administrators, community partners **Problem Statements:** Perceptions 1 **Funding Sources:** - 6300 Parent Involvement. Supplies T1 - $14,405				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use training such as Champs training to increase classroom management and relationships skills in order to increase social emotional learning in our students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: promotes positive campus and school climate; increases campus overall community perception **Staff Responsible for Monitoring:** teachers, IC, admin **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3 - Perceptions 1				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: Sped Subgroup are not making gains in math and reading compared to the district average   **Root Cause**: specific instructional strategies are not being met for subgroup
Problem Statement 3: 32.2 % Teacher turnover   **Root Cause**: Teacher shortage, teacher satisfaction
Student Learning
Problem Statement 1: Telpas growth is 20% below the district goal of 75%.   **Root Cause**: ESL instructional strategies
Problem Statement 2: Students did not make growth in 6th grade mathematics compared to 7th grade STAAR tests   **Root Cause**: Instructional alignment and strategies were below proficient.
Problem Statement 3: Sped Students scored significantly lower than other subgroups and state averages   **Root Cause**: Differential instruction needs to improve
Perceptions
Problem Statement 1: student survey data below the national average   **Root Cause**: more incentives and engagement 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 10: Percent of students successfully completing graduation requirements as measured by 4-year graduation rates will increase from 95.3% in 2023 (Class of 2022) to 96.5% in 2024.

Evaluation Data Sources: 2024 Accountability Reports

Strategy 1 Details				Reviews			
Strategy 1: Transition activities and camps will be developed for incoming 6th graders and outgoing 8th graders				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be better prepared to start the school year with vital information for success. **Staff Responsible for Monitoring:** admin, counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1				**Nov**	**Feb**	**Apr**	**June**
0% No Progress		100% Accomplished		→ Continue/Modify		✖ Discontinue	

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 2: The attendance rate was only 97.1%   **Root Cause**: high mobility rate, lack of incentives
Perceptions
Problem Statement 1: student survey data below the national average   **Root Cause**: more incentives and engagement 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 11: Percent of students successfully demonstrating College, Career & Military Ready standards as measured by earning one or more CCMR indicators will increase from 86.4% in 2023 (Class of 2022) to 90.0%+ for Class of 2024.

HB3 Goal

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

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 12: SCHOOL ACCOUNTABILITY: Number of campuses required to participate in the School Improvement Process using the Effective Schools Framework will decrease from __ (__%) in 2023 to __ (--%) in 2024.

Evaluation Data Sources: 2024 Accountability Reports

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 13: FAMILY & COMMUNITY ENGAGEMENT: The total percent of parents who participate in the GISD Family Engagement Survey will increase from 17% in spring 2023 to 25% by 2024.

   Evaluation Data Sources: GISD Family Engagement Survey

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 14: FAMILY & COMMUNITY ENGAGEMENT: Percent of volunteers who participate in the GISD Family Volunteer Engagement Survey will increase from 19% in June 2022 to 25% in June 2024.

Evaluation Data Sources: GISD Volunteer Survey

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 15: SAFETY & SECURITY: To ensure a safe and secure environment for all District students, staff, and visitors by decreasing exterior door audit findings, increasing detection of weapons and dangerous items through random searches and other means, and adhering to 100 percent on campus drills.

    Evaluation Data Sources: TxSSC/TEA MEOP submission report; K-9/Random Search data report; Campus EOP Report & Campus Drills Report