

**Garland Independent School District**  
**O'Banion Middle School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

O'Banion Middle School is a revolutionary, educational environment geared to accommodate the diverse needs of secondary level students. "Destination Excellence", our school motto, rings true for every aspect of O'Banion; faculty and students alike.

## Vision

J.W. O'Banion Middle School will create and sustain a 21st-century learning environment where all students are provided equitable learning experiences that allow them to thrive academically, socially, emotionally, and physically, resulting in superior student achievement.

## Value Statement

At O'Banion Middle School, we are committed to creating a learning environment that embodies our vision of inclusivity, belonging, and nurturing social and emotional well-being. We firmly believe that every individual within our school community has the potential to achieve academic success and grow to their fullest capacity.

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# Priority Problem Statements

**Problem Statement 1:** There is a need for consistent parental and community partnerships for the campus to assist strengthen social and emotional skills for students.

**Root Cause 1:** Parental and community activities established on the campus were not well attended due to the lack of parental and community involvement. The PTA was comprised almost entirely of O'Banion faculty members in the 2023-2024 school year.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** STAAR Scores lower than Interim scores, Students are consistently scoring lower on state assesments than on local benchmark assessments.

**Root Cause 2:** Lack of focus on low scoring Teks when reviewing interim data in preparation for STAAR tests

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Greater targeted instruction for our SPED population

**Root Cause 3:** Campuswide, there is a need for more modeling of scaffolded instruction across all content areas.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Focus Areas - Social Studies & Science

**Root Cause 4:** For students who are Emergent Bilingual students, language barriers can make it difficult to grasp the content of social studies and science, leading to lower STAAR scores.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** MTSS needs to be used with fidelity in identifying student needs and providing appropriate interventions.

**Root Cause 5:** The campus is not providing an assigned time monthly in order for teachers, counselors, and administration to meet regarding MTSS.

**Problem Statement 5 Areas:** School Processes & Programs

# Goals

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

**Performance Objective 1:** Percent of students in grades 6-8 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 40% to 80% by 2028 for 6th grade , from 39% to 80% by 2028 for 7th grade , and from 37% to 77% by 2028 for 8th grade.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional coaches and teacher leaders will facilitate CLCs focused on literacy instruction, where teachers can collaborate, share best practices, and analyze student data to inform their instructional decisions. Day 1/2 Driven By Data (Bambrick) Practices Day 3/4 Reteach and Content planning/modeling Day 5 Professional development to address best practices for closing academic gaps and engaging students (SLC).</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to plan and model lessons utilizing anchor charts. Lesson Alignment will be addressed. Data Practices will allow teachers find and fix student academic gaps- in addition to using the aggressive monitoring skills.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team: SLCs are strategically scheduled Agendas are intentional and targeted</p> <p>Teachers: Actively participate in PD's and model expectations Consistently implement strategies Provide useful feedback</p> <p>APs: Follow-up with implementation Keeping up with the referral queue Time management Provide useful feedback Monitor Feedback</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Paper - 6300 Supplies and Materials- Title I Funds - 63999 - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of targeted intervention programs (to include during, after school, and Saturday Camps) for students in grades 6-8 who are performing below grade level, in core content areas, focusing on individualized instruction and support to address specific academic needs. Students will be provided with intervention support to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Local and state assessment scores will increase to close the gap within 10% of district scores in STAAR Content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators /Counselors: Identify low-performing students for strategic scheduling.</p> <p>Teachers : Lesson internalization CLCs are implemented with fidelity Bell-to-bell instruction Implement district curriculum Implement PD practices</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>Funding Sources:</b> software purchases for instructional purposes - 6300 Supplies and Materials- Title I Funds - \$7,000 , Payroll - 6100 Payroll- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Instructional coaches will organize and facilitate professional development workshops focused on literacy instruction. These workshops will provide teachers with opportunities to deepen their knowledge and skills in areas such as reading comprehension strategies, writing instruction, and literacy integration across content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Local and state assessment scores will increase to close the gap within 10% of district scores in STAAR Content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team: SLCs are strategically scheduled Agendas are intentional and targeted</p> <p>Teachers: Actively participate in PD's and model expectations Consistently implement strategies Provide useful feedback</p> <p>APs: Follow-up with implementation Keeping up with the referral queue Time management Provide useful feedback Monitor Feedback</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Payroll - 6100 Payroll- Title I Funds - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Implement a school-wide literacy initiative, such as accelerated reading (AR) that incorporates evidence-based instructional practices, such as explicit reading instruction, guided reading, and close reading strategies, to improve students' reading proficiency.  <b>Strategy's Expected Result/Impact:</b> Students will increase their reading levels and comprehension. <b>Staff Responsible for Monitoring:</b> Leadership Team: Complete walkthroughs Provide feedback in a timely manner Develop an observation calendar to evenly distribute classroom visits Student academic and behavioral growth: Formative and Summative assessments Monitor Eduphoria  Teacher Leaders: Creating / delivering PD  Teachers: Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and the teacher Establishes a learning environment where students are engaged in the curriculum Joins colleagues in collaborative efforts that enhance student learning and welfare Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning Monitor Eduphoria  All Staff: Prioritize Instruction  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Teachers will be provided with the opportunity to plan by department outside of school hours once every 4 weeks to plan ahead and allow CLC time for modeling lessons, targeted PD opportunities based on walkthrough data and teacher input, weekly data dives on power DOLs.  <b>Strategy's Expected Result/Impact:</b> Data practices will allow teachers to collaborate in order to make appropriate adjustments to instruction in order to close student achievement gaps. <b>Staff Responsible for Monitoring:</b> Teachers: Actively participate in departmental planning sessions, collaboratively discussing and designing instructional		Formative			Summative
		Nov	Feb	Apr	June

<p>strategies, lesson plans, and assessments</p> <p>Use the dedicated time to align curriculum, share resources, and exchange best practices</p> <p>Engage in targeted professional development sessions and implement new instructional approaches based on data and feedback</p> <p>Participate in weekly data dives to analyze student performance, identify areas of improvement, and adjust instructional practices accordingly</p> <p>Department Chairs/Team Leaders:</p> <p>Facilitate departmental planning sessions, ensuring a productive and collaborative environment</p> <p>Coordinate resources, materials, and support needed for effective planning</p> <p>Provide guidance and support to teachers, ensuring alignment with school goals and instructional expectations</p> <p>Facilitate professional development opportunities based on identified needs and data analysis</p> <p>Foster a culture of continuous improvement and collaboration within the department</p> <p>Administrators:</p> <p>Support and promote the importance of departmental planning by providing dedicated time and resources for teachers</p> <p>Recognize and value the efforts of teachers in collaborative planning and data analysis</p> <p>Provide guidance and support to department chairs/team leaders in facilitating effective planning sessions</p> <p>Use walkthrough data and teacher input to inform targeted professional development opportunities</p> <p>Monitor the implementation and impact of the strategies discussed during planning sessions and provide feedback and support as needed</p> <p>Instructional Coaches:</p> <p>Collaborate with teachers during planning sessions to provide guidance, support, and feedback on instructional strategies</p> <p>Share research-based best practices and resources to enhance lesson design and delivery</p> <p>Offer targeted professional development opportunities aligned with identified needs</p> <p>Support teachers in analyzing data and utilizing it to drive instruction</p> <p>Collaborate with administrators and department chairs/team leaders to ensure a cohesive approach to planning and professional development</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Payroll for teachers - 6100 Payroll- Title I Funds - \$5,000</p>				
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Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Foster a culture of reading throughout the school by creating engaging and inviting reading environments, organizing book clubs, or reading challenges(Accelerated Reading), and hosting literacy-themed events (literacy nights).</p> <p><b>Strategy's Expected Result/Impact:</b> Creating a culture of reading will encourage parents and community members to actively participate in literacy events and support their children's reading habits. This increased involvement will strengthen the school-home partnership and reinforce the importance of reading in students' lives.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers:  Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities  Students collaborate positively with each other and the teacher  Establishes a learning environment where students are engaged in the curriculum  Joins colleagues in collaborative efforts that enhance student learning and welfare  Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning</p> <p>All Staff:  Progress monitoring systems  Building relationships with parents and families</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Develop and implement an effective, targeted intervention program that prioritizes student growth via mandatory after school tutorials, WIN intervention classes, Math Lab, and reading classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet HB1416 requirements, close gaps within 10% of district scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administration:  Establish the purpose and objectives of the intervention program  Communicate to all stakeholders  Ensure that necessary resources, such as funding, materials are available.  Monitor data and assess effectiveness</p> <p>Counselors:  Assist with identification of students who will benefit from intervention(academic, behavior, and attendance data)  Collaborate with teachers, admin. and parents to individualize plans as needed  Track student progress</p> <p>Instructional Coaches:  Work closely with teachers and provide guidance, PD, to enhance instructional strategies  Model effective teaching  Assist teachers with analyzing student data and assessment results to identify areas of growth and adjust accordingly  Assist with maintenance of student success plan  Foster collaboration</p> <p>Teachers:  Design and implement targeted interventions  Develop lessons that are targeted, intentional and aligned  Progress Monitor</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplies for data tracking and student success - 6300 Supplies and Materials- Title I Funds - \$11,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**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 in grade 7 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 23.2% in 2019 to 70% by 2028.





**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> STAAR Content areas expectations and effective instructional practices will be implemented with quality and fidelity as supervised by administration through observations, feedback, and PD. A CLC model that is led by campus leaders with structured agendas to include data dives, reteach/content planning and modeling, and professional development for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to plan and model lessons more collaboratively. Lesson alignment will be addressed. Data practices will allow teachers to collaborate in order to make appropriate adjustments to instruction in order to close student achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administration:            Provide leadership and oversight in implementing STAAR content areas expectations and effective instructional practices            Conduct regular observations of classroom instruction to ensure fidelity and quality            Provide timely and constructive feedback to teachers based on observations            Facilitate professional development opportunities focused on STAAR content areas and instructional strategies            Collaborate with campus leaders to develop structured agendas for CLC meetings and support the implementation of data dives, reteach/content planning, and modeling sessions</p> <p>Campus Leaders:            Lead the CLC model and facilitate structured agendas for meetings. Coordinate and organize data dives, reteach/content planning, and modeling sessions            Support teachers in analyzing student data and identifying areas for improvement            Provide resources and support to ensure effective reteaching and content planning based on data analysis            Collaborate with administration to align CLC activities with school goals and initiatives</p> <p>Teachers:            Actively participate in CLC meetings and engage in data dives, reteach/content planning, and modeling sessions            Collaborate with colleagues to analyze student data and identify instructional strategies to address areas of improvement            Implement effective instructional practices aligned with STAAR content areas expectations            Seek feedback from administrators and campus leaders to improve instructional delivery            Participate in professional development opportunities provided by administration and contribute to the sharing of best practices within the CLC</p>	Formative			Summative
	Nov	Feb	Apr	June

<p>Instructional Coaches:</p> <p>Support teachers in implementing STAAR content areas expectations and effective instructional practices</p> <p>Collaborate with teachers during data dives, reteach/content planning, and modeling sessions</p> <p>Provide guidance, resources, and feedback to enhance instructional strategies</p> <p>Offer targeted professional development opportunities aligned with STAAR content areas and instructional needs</p> <p>Collaborate with administration and campus leaders to align coaching efforts with CLC activities and goals</p> <p><b>Title I:</b></p> <p>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b></p> <p>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b></p> <p>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>				
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers, not just English Language Arts teachers, will integrate writing activities into their subject areas. This approach encourages students to apply writing skills across disciplines, strengthening their overall writing proficiency and understanding of writing as a tool for communication and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the gap within 10% of district scores in STAAR content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers:            CLC process implemented with fidelity            Lesson internalization            Implement systems in place            The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement            Consistently exhibits professional practices and responsibilities            Bell-to-bell instruction            Implement district curriculum            Best intervention practices            Implement PD practices            Establishes a learning environment where students are engaged in the curriculum            Joins colleagues in collaborative efforts that enhance student learning and welfare</p> <p>Leadership Team:            Set the tone for teacher/staff by in            Help them understand the why and soliciting teacher, student, parent input            SLCs are strategically scheduled            Agendas are intentional and targeted</p> <p><b>Title I:</b>            2.4, 2.5, 2.6            - <b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools            - <b>ESF Levers:</b>            Lever 5: Effective Instruction            - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will engage in ongoing professional development focused on effective writing instruction strategies, formative assessment practices, and analyzing student writing to inform instruction. Professional development opportunities will be tailored to address specific areas of growth and build teachers' capacity to support student writing proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide teachers with opportunities to deepen their knowledge and skills in areas such as reading comprehension strategies, writing instruction, and literacy integration across content areas.provide teachers with opportunities to deepen their knowledge and skills in areas such as reading comprehension strategies, writing instruction, and literacy integration across content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team: SLCs are strategically scheduled Agendas are intentional and targeted</p> <p>Teachers: Actively participate in PD's and model expectations Consistently implement strategies Provide useful feedback</p> <p>APs: Follow-up with implementation</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				



**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 ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 52% in 2024 to 60% by 2028.





**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement sheltered instruction strategies in content-area classrooms to make academic content accessible for ELL students. Use visual aids, graphic organizers, and hands-on activities to support comprehension and engagement. Modify instructional materials and language to match students' English proficiency levels, while still maintaining the rigor of the content.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of ELL students demonstrating English language acquisition, as measured by earning the yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase by at least 10% annually over the next three years.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team:  SLCs are strategically scheduled  Agendas are intentional and targeted  Professional development to address best practices for closing academic gaps and engaging students</p> <p>Teachers:  Actively participate in PD's and model expectations  Consistently implement strategies  Provide useful feedback</p> <p>Administration:  Follow-up with implementation  Leadership Team  Complete walkthroughs  Provide feedback in a timely manner  Develop an observation calendar to evenly distribute classroom visits  Create / distribute surveys for teachers to complete</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplies for classrooms - 6300 Supplies and Materials- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Incorporate culturally responsive teaching practices that honor and value the cultural backgrounds and experiences of ELL students. Use authentic texts and materials that reflect the diversity of students' cultural backgrounds. Foster a supportive and inclusive classroom environment that encourages participation and validates students' identities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased engagement and motivation in their academic pursuits, leading to improved academic achievement and overall success.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers:  Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities  Students collaborate positively with each other and the teacher  Establishes a learning environment where students are engaged in the curriculum  Joins colleagues in collaborative efforts that enhance student learning and welfare  Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning</p> <p>Leadership Team:  SLCs are strategically scheduled  Agendas are intentional and targeted</p> <p>Administration:  Complete walkthroughs  Provide feedback in a timely manner  Develop an observation calendar to evenly distribute classroom visits  Create / distribute surveys for teachers to complete</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide targeted and structured English language development instruction to ELL students based on their proficiency levels. Utilize research-based instructional strategies such as language immersion, language scaffolding, and explicit vocabulary instruction to support English language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students will demonstrate growth in their English language proficiency, as measured by the yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS). Students will show improvement in listening, speaking, reading, and writing skills, and they will be able to effectively comprehend and communicate in English across various academic subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Administration/Leadership:  Leadership and vision  Instructional Support  Targeted professional development  Collaborate with ESL coordinators, teachers, and other staff members to provide support and guidance in implementation  Walkthroughs and timely feedback</p> <p>Teachers:  Develop and implement lesson plans that address the specific language needs of ELL students.  Teachers collaborate with ESL coordinators, other content area teachers, and support staff to share best practices, discuss student progress  Embrace cultural diversity and create a culturally responsive learning environment.  Communicate regularly with parents or guardians of ELL students, keeping them informed about their child's progress, providing strategies for language support at home,</p> <p>ESL Coordinator:  Collaborates with teachers and instructional leaders to develop or select appropriate English language development curriculum and instructional materials.  Provides professional development opportunities for teachers and staff to enhance their knowledge and skills in working with ELL students.  Coordinator collaborates with teachers, administrators, and other support staff to ensure that ELL students receive appropriate accommodations, modifications, and support services.</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Establish strong partnerships with families of ELL students to create a supportive home-school connection. Provide resources and workshops to help families support English language acquisition at home. Engage community organizations and cultural institutions to provide additional support and enrichment opportunities for ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> To create a supportive home-school connection and provide additional resources and opportunities for English language acquisition</p> <p><b>Staff Responsible for Monitoring:</b> Principal: Provides leadership in promoting a culture of collaboration and partnership between the school, families, and community organizations. Establish a supportive and inclusive school environment that values the diverse backgrounds and languages of ELL students and their families Allocates resources, such as funding, personnel, and time, to support family engagement initiatives and community partnerships. Provides support and guidance to teachers, counselors, and other staff members in Implement a culturally responsive practices and building strong partnerships with families.</p> <p>Teachers: Establish open and regular communication channels with families of ELL students Engage families in their child's education by inviting them to participate in classroom activities, parent-teacher conferences, and school events Provide targeted and structured English language development instruction to ELL students based on their proficiency levels Utilize research-based instructional strategies, offer small-group or one-on-one instruction, and differentiate instruction to meet individual language needs</p> <p>Counselors: Establish connections with families of ELL students and provide information and resources related to academic and social-emotional support Promote cultural understanding and sensitivity within the school community Provide professional development opportunities for staff to enhance their cultural competence and support the unique needs of ELL students and their families Identify and provide appropriate support services for ELL students and their families.</p> <p><b>Title I:</b> 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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 scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 25% in 2024 to 45% by 2028.

**High Priority**

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p><b>Strategy 1:</b> Instructional coaches and teacher leaders will facilitate CLCs focused on literacy instruction, where teachers can collaborate, share best practices, and analyze student data to inform their instructional decisions. Day 1/2 Driven By Data (Bambrick) Practices Day 3/4 Reteach and Content planning/modeling Day 5 Professional development to address best practices for closing academic gaps and engaging students (SLC).</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to plan and model lessons utilizing anchor charts, lesson Alignment will be addressed, data Practices will allow teachers find and fix student academic gaps- in addition to using the aggressive monitoring skills.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team: SLCs are strategically scheduled Agendas are intentional and targeted</p> <p>Teachers: Actively participate in PD's and model expectations Consistently implement strategies Provide useful feedback</p> <p>Assistant Principals: Follow-up with implementation Keeping up with the referral queue Time management Provide useful feedback Monitor Feedback</p> <p><b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish and promote science enrichment programs, clubs, and extracurricular activities to engage students outside of the regular classroom setting. Encourage participation in science fairs, competitions, and community science events to foster a deeper understanding and appreciation for scientific concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Local and state assessment scores will increase to close the gap within 10% of district scores in STAAR content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration:  Collaborate with teachers, instructional coaches, and other stakeholders to develop science enrichment programs.  help allocate resources, such as funding, materials, and facilities, to support the implementation of science enrichment programs  Provide guidance and support to teachers and instructional coaches involved in the science enrichment programs  Offer professional development opportunities, facilitate collaboration among staff members, and provide ongoing feedback to ensure the success of the programs  Monitor program outcomes, collect data on student participation and achievement, and use this information to make informed decisions regarding program improvements or adjustment</p> <p>Instructional coaches:  offer training sessions and workshops for teachers involved in the science enrichment programs.  Provide guidance on implementing engaging and effective instructional practices, offer feedback on lesson plans and instructional materials, and support teachers in addressing individual student needs.</p> <p>Teachers:  Deliver engaging and enriching science lessons  Plan and implement hands-on activities, experiments, and projects that foster students' scientific understanding and inquiry skills  Provide differentiated learning experiences, accommodate for various learning styles, and offer additional support or challenges as necessary.  Collaborate with instructional coaches, assistant principals, and other teachers i</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Analyze student performance data regularly to identify areas of strength and areas in need of improvement. Use data to inform instructional decisions, identify trends, and implement targeted interventions for students who require additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase % of meets and masters on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers:            Collect student performance data through assessments, assignments, and observations            Ensure accurate and reliable data collection to inform instructional decisions effectively            Data informed instruction, analyze the collected data to identify trends, patterns, and areas of strength and weakness in student performance            implement targeted interventions for students who require additional support based on the data analysis</p> <p>Administration:            Establish systems and processes for data collection, management, and analysis            Provide professional development and training opportunities for teachers to enhance their data analysis skills and knowledge            regularly review student performance data with teachers and instructional teams            Facilitate collaborative discussions to interpret the data, identify trends, and collectively develop strategies for improvement</p> <p>Counselors:            Collaborate with teachers and administrators to interpret student performance data in the context of students' social-emotional well-being and academic progress</p> <p><b>Title I:</b>            2.5            - <b>TEA Priorities:</b>            Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools            - <b>ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments            - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Funding Sources:</b> software for STAAR testing - 6300 Supplies and Materials- Title I Funds - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				



**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 mathematical proficiency, as measured by Meets Grade Level performance by the end of grade will increase from 40% to 80% by 2028 for 6th grade, from 14% to 40% by 2028 for 7th grade , and from 54% to 75% by 2028 for 8th grade.

**Evaluation Data Sources:** STAAR spring administration testing data file

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p><b>Strategy 1:</b> STAAR content area expectations and effective instructional practices will be implemented with quality and fidelity as supervised by administrators through observation, feedback and PD. In addition, a CLC model that is lead by teacher leaders, administration, and leadership will be utilized to allow for collaboration, effective planning, review data to drive instruction to not only plan effectively for classroom instruction but for targeted WIN intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to plan and model lessons more collaboratively. Lesson alignment will be addressed. Data practices will allow teachers to find and fix student academic gaps-in addition to using the aggressive monitoring skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal: Provide leadership and support for the implementation of the strategy. Establish a collaborative culture among staff to promote effective lesson planning and modeling. Allocate necessary resources and professional development opportunities to enhance teachers' collaborative planning skills. Monitor and evaluate the implementation of the strategy and provide feedback to teachers and instructional coaches. Foster a positive and supportive learning environment where teachers feel comfortable sharing their lessons and seeking assistance</p> <p>Assistant Principal: Support the principal in implementing the strategy. Collaborate with teachers and instructional coaches to ensure lesson alignment and address any gaps. Provide guidance and support to teachers in their collaborative planning efforts. Assist in monitoring and analyzing data to identify student academic gaps and develop strategies for improvement. Conduct classroom observations to provide feedback and support to teachers in lesson modeling and delivery.</p> <p>Teacher: Actively participate in collaborative planning sessions with colleagues. Plan and model lessons collaboratively, ensuring alignment with standards and addressing student academic gaps. Use data practices to identify student needs and adjust instructional strategies accordingly. Implement aggressive monitoring techniques to track student progress and address any gaps in learning. Seek assistance and support from instructional coaches, counselors, and administrators when needed.</p> <p>Counselors: Collaborate with teachers and instructional coaches to identify students who may require additional academic or emotional support.</p>				

<p>Provide guidance and resources to teachers on addressing student academic and behavioral issues. Offer counseling services and interventions to students experiencing academic challenges. Collaborate with teachers and parents to develop strategies for improving student performance and addressing individual needs.</p> <p>Instructional Coaches: Support teachers in collaborative lesson planning and modeling. Provide professional development and resources on effective lesson alignment and data analysis practices. Offer guidance and feedback to teachers on instructional strategies and techniques. Collaborate with teachers and administrators to develop interventions and strategies for addressing student academic gaps. Assist teachers in utilizing aggressive monitoring techniques to track student progress and make data-driven instructional decisions.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>				
<b>Strategy 2 Details</b>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Recognize and celebrate students' progress and achievements in mathematics. Showcase student work, organize competitions, and highlight success stories to motivate and inspire students to continue their mathematical growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Local and state assessment scores will increase to close the gap within 10% of district scores in STAAR content areas. Supportive and enriching environment that promotes mathematical proficiency among students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal: Provide leadership in creating a school culture that values and celebrates students' progress and achievements in mathematics. Support and encourage teachers to recognize and celebrate students' mathematical accomplishments. Allocate resources to organize competitions, events, or showcases that highlight students' work in mathematics. Communicate with parents and the community about students' successes and the importance of mathematics education. Collaborate with teachers and staff to develop recognition programs and incentives that promote student engagement and motivation in mathematics.</p> <p>Assistant Principals: Support the principal in creating a positive and celebratory culture around students' progress in mathematics. Assist in organizing and coordinating events, competitions, or showcases to highlight students' achievements. Collaborate with teachers and staff to develop recognition programs and incentives that acknowledge students' growth in mathematics. Encourage teachers to provide positive feedback and recognition to students for their mathematical accomplishments. Communicate with parents and the community about the importance of celebrating students' successes in mathematics.</p> <p>Instructional Coaches: Collaborate with teachers to develop strategies and activities that recognize and celebrate students' progress in</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<p>mathematics.</p> <p>Provide professional development and support to teachers in implementing recognition programs or events.</p> <p>Share best practices and ideas for showcasing students' work or achievements in mathematics.</p> <p>Assist in organizing or coordinating mathematics competitions or challenges that recognize students' skills and growth.</p> <p>Collaborate with the principal, assistant principals, and teachers to ensure consistent recognition efforts across the school.</p> <p>Counselors:</p> <p>Support students' social-emotional well-being related to their mathematical achievements.</p> <p>Provide counseling or guidance to students who may face challenges or have concerns about their progress in mathematics.</p> <p>Collaborate with teachers and staff to identify students who have made significant progress or achievements in mathematics.</p> <p>Assist in organizing recognition ceremonies or events to celebrate students' growth and accomplishments in mathematics.</p> <p>Communicate with parents and families about students' successes in mathematics and the impact on their overall well-being.</p> <p>Teachers:</p> <p>Recognize and celebrate students' progress and achievements in mathematics through positive feedback and reinforcement.</p> <p>Showcase students' work, projects, or accomplishments in the classroom or school-wide displays.</p> <p>Organize mathematics competitions, challenges, or exhibitions to showcase students' skills and growth.</p> <p>Collaborate with colleagues to develop recognition programs or initiatives that highlight students' success in mathematics.</p> <p>Communicate with parents about students' progress and achievements in mathematics and involve them in celebrating their child's successes.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>				
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilization and Incorporation of technology-based resources, such as educational apps, online simulations, to enhance student engagement and understanding of mathematical concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased % of meets and masters on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers:  Identify and select appropriate technology-based resources that align with the curriculum and support the learning goals.  Integrate technology tools into their instructional practices to enhance student engagement and understanding of mathematical concepts.  Facilitate the use of technology resources during math lessons, providing guidance and support to students as they explore and interact with the technology.  Monitor and assess student progress and understanding through technology-based assessments and activities.  Provide ongoing feedback and support to students to ensure effective use of technology for learning mathematics</p> <p>Instructional Coaches:  Provide professional development and training to teachers on the effective use of technology resources in mathematics instruction.  Collaborate with teachers to identify and implement technology tools that best meet the needs of students and align with instructional goals.  Model and demonstrate effective use of technology resources in mathematics lessons.  Support teachers in analyzing student data and adjusting instructional practices to maximize the impact of technology on student learning.  Provide ongoing coaching and feedback to teachers to enhance their proficiency in integrating technology in mathematics instruction.</p> <p>Administration:  Provide support and resources to ensure access to technology tools and infrastructure necessary for the implementation of the strategy.  Establish a culture of technology integration by promoting the importance and benefits of using technology in mathematics instruction.  Allocate funds and resources for the acquisition and maintenance of technology resources.  Collaborate with instructional coaches and teachers to set goals and expectations for the effective use of technology in mathematics instruction.  Monitor and evaluate the implementation of the strategy and provide necessary support and guidance to teachers and instructional coaches.  Recognize and celebrate successful implementation of technology-based resources to enhance student engagement and understanding in mathematics.</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ongoing professional development opportunities for teachers to enhance their content knowledge and instructional strategies in mathematics. Offer training on effective differentiation techniques, data analysis, and incorporating technology into mathematics instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show improved understanding and proficiency in mathematical concepts and skills. Teachers will feel confident and empowered in their ability to deliver high-quality mathematics instruction, leading to improved student outcomes and increased student engagement and success in the subject.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers:            Actively participate in professional development opportunities related to mathematics content knowledge, instructional strategies, differentiation techniques, data analysis, and technology integration.            Apply the knowledge and skills gained from professional development in daily instruction to enhance student learning and achievement in mathematics.            Collaborate with colleagues and share best practices and strategies learned from professional development.</p> <p>Principal:            Support and prioritize ongoing professional development opportunities for teachers in mathematics.            Allocate resources and time for teachers to participate in relevant training sessions and workshops.            Encourage and promote a culture of continuous learning and professional growth among the staff.            Provide feedback and support to teachers as they implement new strategies and techniques learned from professional development.</p> <p>Assistant Principals:            Assist in coordinating and organizing professional development opportunities for teachers in mathematics.            Collaborate with the principal and instructional coaches to identify training needs and select appropriate professional development programs.            Support and encourage teachers' participation in professional development activities.            Provide feedback and guidance to teachers as they implement new strategies in their mathematics instruction.</p> <p>Instructional Coaches:            Facilitate professional development sessions on effective differentiation techniques, data analysis, and technology integration in mathematics instruction.            Provide ongoing coaching and support to teachers as they implement new strategies and techniques.            Collaborate with teachers to develop and implement action plans for improvement based on professional development goals.            Model effective instructional practices and provide demonstration lessons to support teacher growth and development.</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**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 student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), ] will decrease from 42% in 2024 to 30% by 2028.

**Evaluation Data Sources:** Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details		Reviews			
<p><b>Strategy 1:</b> Establish a school-wide PBIS framework that focuses on promoting positive behaviors, teaching appropriate social skills, and providing consistent consequences for misbehavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a positive school climate and reduces the likelihood of student management incidents. O'Banion will decrease discipline by 25%</p> <p><b>Staff Responsible for Monitoring:</b> Principal: Provides leadership and support for implementing the PBIS framework Establishes clear expectations and guidelines for behavior Allocates resources and supports professional development for staff Monitors the effectiveness of the PBIS implementation and makes necessary adjustments</p> <p>Assistant Principals: Collaborate with teachers and staff to implement the PBIS framework consistently Provide guidance and support to teachers in addressing student behavior Monitor and collect data on behavior incidents and progress towards PBIS goals Conduct follow-up discussions and interventions for students who require additional support</p> <p>Teachers: Implement the PBIS framework in their classrooms, teaching and reinforcing appropriate social skills Consistently apply the established consequences for misbehavior Use positive reinforcement strategies to acknowledge and reward students' positive behaviors Collect data on student behavior and contribute to the overall PBIS data collection process</p> <p>Counselors: Provide support in teaching social-emotional skills and addressing students' behavioral and emotional needs Collaborate with teachers and administrators to identify students who may benefit from additional interventions or support Conduct individual or group counseling sessions to address specific behavior concerns Help develop and implement targeted interventions for students who require extra support</p> <p>Support Staff: Collaborate with teachers and administrators to reinforce the PBIS framework throughout the school environment Monitor common areas and provide consistent reinforcement of expected behaviors Assist in the implementation of restorative practices and conflict resolution strategies Support the collection of behavior data and contribute to the overall evaluation of the PBIS program</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> Provide professional development and ongoing support for teachers to enhance their classroom management skills. This includes effective behavior management strategies, proactive instructional practices, and creating a positive and</p>		Formative			Summative



engaging learning environment.

**Strategy's Expected Result/Impact:** Students are more likely to be engaged and less likely to engage in disruptive behaviors, the number of discipline referrals will be reduced by 25% this year.

**Staff Responsible for Monitoring:** Principal:

- Identify the need for professional development in classroom management and supports its implementation
- Allocate resources and time for teachers to participate in professional development opportunities
- Provide guidance and feedback to teachers on their classroom management practices
- Support the creation of a positive and engaging learning environment throughout the school

Assistant Principals:

- Collaborate with the principal in identifying professional development needs related to classroom management
- Assist in organizing and coordinating professional development sessions for teachers
- Provide guidance and support to teachers in implementing effective behavior management strategies
- Conduct classroom observations and provide feedback to teachers on their classroom management practices

Instructional Coaches:

- Provide targeted support and coaching to teachers on classroom management strategies
- Model effective behavior management techniques and instructional practices
- Collaborate with teachers to develop personalized classroom management plans
- Assist in analyzing data on student behavior and providing insights for improvement

Teachers:

- Actively engage in professional development opportunities related to classroom management
- Implement evidence-based behavior management strategies and instructional practices
- Foster a positive and inclusive classroom environment that promotes student engagement and motivation
- Collaborate with colleagues to share best practices and seek support when needed

Counselors:

- Provide guidance and support to teachers in addressing challenging student behaviors
- Offer counseling services to students who may need additional support with behavior management
- Collaborate with teachers and administrators to develop behavior intervention plans for students with specific needs
- Help create a positive and supportive school climate that enhances classroom management

Support Staff:

- Reinforce consistent behavior expectations and procedures throughout the school
- Collaborate with teachers and administrators to address behavior concerns and implement appropriate interventions
- Assist in creating a safe and inclusive learning environment for all students
- Communicate and collaborate with teachers on specific student behavior issues

**Title I:**  
2.4, 2.6

**- TEA Priorities:**  
Recruit, support, retain teachers and principals, Improve low-performing schools

<p>- <b>ESF Levers:</b></p> <p>Lever 1: Strong School Leadership and Planning, <b>Strategy 2 Details</b>  Lever 3: Positive School Culture</p>	
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Social-Emotional Learning (SEL) Programs, Integrate SEL programs into the curriculum to support students' social and emotional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school climate and reduced incidents of misbehavior.Staff moral will increase 10 percentage points compared to 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Principal:            Support the implementation of social-emotional learning (SEL) programs and their integration into the curriculum            Allocate resources and time for professional development related to SEL for teachers and staff            Provide leadership and guidance in creating a positive and supportive school climate            Monitor the progress and effectiveness of SEL programs and provides necessary support</p> <p>Assistant Principals:            Collaborate with the principal to ensure the successful implementation of SEL programs            Support teachers in integrating SEL into their instructional practices            Monitor the implementation of SEL programs and provide feedback and support to teachers            Work with counselors and other support staff to address specific student needs related to social and emotional development</p> <p>Instructional Coaches:            Provide training and support to teachers on integrating SEL into their instructional practices            Model effective SEL strategies and techniques during classroom observations and coaching sessions            Collaborate with teachers to develop lesson plans and activities that incorporate SEL principles            Support teachers in assessing and monitoring student progress in social and emotional development</p> <p>Teachers:            Incorporate SEL principles and practices into daily instruction and classroom routines            Create a safe and inclusive classroom environment that promotes positive social interactions and emotional well-being            Implement SEL curriculum and activities that target specific social and emotional skills            Collaborate with colleagues to share best practices and resources related to SEL</p> <p>Counselors:            Provide guidance and support to teachers in implementing SEL programs and activities            Conduct individual and group counseling sessions to address social and emotional needs of students            Collaborate with teachers and administrators to develop intervention plans for students who require additional support            Assist in assessing and monitoring student progress in social and emotional development</p> <p>Support Staff:            Reinforce and model positive social and emotional behaviors in interactions with students            Support teachers in creating a supportive and respectful school climate            Collaborate with teachers and administrators to address social and emotional challenges faced by students            Provide assistance and resources for implementing SEL activities and interventions</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement restorative practices as an alternative to traditional disciplinary measures, focusing on repairing harm, building relationships, and fostering a sense of community. Utilizing dialogue, reflection, and problem-solving to address conflicts and behaviors, and reducing the need for exclusionary consequences.</p> <p><b>Strategy's Expected Result/Impact:</b> create a more equitable, inclusive, and supportive environment for all members of the school community, resulting in reduced number of discipline infractions and referrals. We will decrease by 25% 2023-2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal:  Set the tone and vision for creating an equitable and inclusive school environment  Provide leadership and support in establishing policies, practices, and initiatives that promote equity, inclusivity, and support for all students, staff, and families  Ensure that resources and professional development opportunities are provided to address equity gaps and foster a sense of belonging.</p> <p>Teachers:  Implement inclusive and equitable practices in their classrooms  Create a welcoming and inclusive classroom environment where every student feels valued, respected, and supported  Strive to understand the diverse needs and backgrounds of their students and employ instructional strategies that address different learning styles and abilities  Promote a sense of belonging and encourage student voice and agency</p> <p>Counselors:  Support students' social-emotional well-being and advocate for their academic and personal success  Provide guidance and counseling services to students, including individual and group counseling, social-emotional skill development, and support for navigating challenges  Work collaboratively with students, families, and school staff to ensure a safe and inclusive environment that promotes well-being and addresses barriers to success</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**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:** O'Banion MS will develop an inclusive and positive culture for students, families, and staff committed to high expectations and excellence that will reflect: two-thirds of our students actively participating in extra-curricular activities and an increase in parental involvement by 50% compared to last year.

**Evaluation Data Sources:** Climate Survey, Parent Survey, Student attendance, teacher attendance

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement a school-wide stakeholder calendar of events which will include student-led parent conferences, monthly student performance parent/guardian meetings, parent seminars, and community meetings/celebrations/outreach. <b>Strategy's Expected Result/Impact:</b> Parental responses will increase by 50% on the family engagement survey. <b>Staff Responsible for Monitoring:</b> Principal: Provide leadership and support in the development and implementation of the stakeholder calendar of events Allocate resources and ensure the necessary infrastructure is in place to facilitate the events Communicate the importance of stakeholder engagement to the entire school community and encourage participation  Teachers: Collaborate with administrators in planning and organizing the events Prepare students for their roles in student-led parent conferences and other presentations Facilitate and participate in parent seminars, providing valuable insights and expertise on various topics Share student performance data and progress with parents/guardians during the monthly meetings Actively engage with parents/guardians and community members during the events, fostering positive relationships and effective communication  Students: Take an active role in organizing and leading student-led parent conferences, showcasing their achievements and progress Participate in community meetings, celebrations, and outreach activities, representing the school and engaging with stakeholders Serve as ambassadors for the school, sharing their experiences and accomplishments with parents/guardians and the community  Parents/Guardians: Attend the various events on the stakeholder calendar, such as parent conferences, monthly meetings, seminars, and community gatherings Actively participate in discussions and activities, providing feedback and support for their child's education Collaborate with teachers and administrators to address any concerns or challenges and work together to enhance student learning and success  Community Partners: Collaborate with the school to organize and support community meetings, celebrations, and outreach events Share resources, expertise, and opportunities with the school and its stakeholders Engage in discussions and activities that promote community involvement and support student achievement		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 6th grade Bison camp will bring teachers, students, and families together to learn policies and procedures at OMS. This will be an opportunity for students to feel and build community with others and participate in AVID. <b>Strategy's Expected Result/Impact:</b> Students will understand expectations and make connections prior to the first day of school. <b>Staff Responsible for Monitoring:</b> Teachers: Plan and facilitate activities during the Bison camp to familiarize students with school policies and procedures.		Formative			Summative
		Nov	Feb	Apr	June

<p>Create engaging and interactive sessions that promote community building among students. Introduce AVID strategies and principles during the camp, highlighting the benefits and goals of the program. Collaborate with AVID teachers to integrate AVID methodologies into the camp activities. Provide ongoing support and guidance to students throughout the camp and subsequent school year.</p> <p>Counselors: Assist in organizing and coordinating the Bison camp, including logistics, scheduling, and communication with families. Facilitate icebreaker activities and team-building exercises to foster a sense of community among students. Offer individual or group counseling sessions to address any concerns or anxieties students may have about starting middle school. Provide information and resources about AVID and its benefits to students and families. Collaborate with teachers and administration to ensure a smooth and successful Bison camp experience.</p> <p>Administration: Support and oversee the planning and implementation of the Bison camp. Allocate necessary resources and ensure logistical arrangements for the camp. Communicate the importance of the Bison camp to teachers, students, and families, emphasizing its role in building community and introducing AVID. Provide guidance and support to teachers and counselors in developing engaging activities and sessions. Monitor the progress and outcomes of the Bison camp to evaluate its effectiveness and make any necessary adjustments.</p> <p>AVID Teachers: Collaborate with teachers and administration to integrate AVID principles and strategies into the Bison camp activities. Lead specific AVID-focused sessions during the camp, highlighting the skills and tools students will gain through AVID participation. Communicate the goals and expectations of the AVID program to students and families during the camp. Offer guidance and support to students interested in joining the AVID program and assist with the enrollment process. Continuously collaborate with teachers and administration to ensure alignment between the Bison camp activities and the AVID program.</p> <p><b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>				
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will collaborate with the High Schools to implement a transition program for all 8th graders. The AVID and AVID excel teachers will coordinate communication between parents/students and the high schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand expectations and make connections prior to the first day of school.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors:  Collaborate with AVID and AVID Excel teachers to develop and implement the transition program.  Provide guidance and support to students and parents in understanding the transition process to high school.  Assist students in selecting appropriate high school courses and programs, including AVID or AVID Excel if applicable.  Conduct individual or group counseling sessions to address any concerns or questions related to the transition.  Facilitate communication between parents, students, and high schools to ensure a smooth transition.</p> <p>Teachers (AVID and AVID Excel):  Coordinate communication between parents, students, and high schools regarding the transition program and AVID/AVID Excel enrollment.  Provide information and resources about AVID and AVID Excel programs to students and parents.  Support students in setting academic and personal goals for high school and encourage participation in AVID/AVID Excel.  Collaborate with high school AVID and AVID Excel teachers to ensure a seamless continuation of support for students.  Offer mentorship and guidance to students during the transition period.</p> <p>Administration:  Provide leadership and support for the implementation of the transition program.  Collaborate with counselors and AVID/AVID Excel teachers to develop a comprehensive plan for the transition process.  Allocate resources and time for transition-related activities, such as parent meetings, information sessions, or workshops.  Establish partnerships and communication channels with high schools to facilitate a smooth transition.  Monitor the progress and effectiveness of the transition program and make any necessary adjustments.</p> <p><b>Title I:</b>  2.5, 2.6, 4.2  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop jointly with, and distribute to parent/guardians and families a written PFE policy that describes how the school will inform families of the schools participation in the Title 1, Part A program, and strategies that the school will use to build the capacity of parents to support the campus academic goals. To meet the need of diverse language of our parents, families, and community members, additional language translation of the policy will be made available at no cost. <b>Strategy's Expected Result/Impact:</b> Parents will understand and be involved in campus decision making. <b>Staff Responsible for Monitoring:</b> CIT members  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop jointly with, and distribute to parents/guardians, 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/guardians, families and community members, additional language translation of the policy will be made available at no cost. <b>Strategy's Expected Result/Impact:</b> Parents/guardians will understand and be involved in campus decision making. <b>Staff Responsible for Monitoring:</b> All staff members.  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> We will implement a 3 tiered intervention plan to target students that are chronically missing school. Positive reinforcements and incentives will be given to classes and students that have high attendance rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced student engagement, achievement, and overall academic success resulting from consistent attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers: Monitor and record student attendance, identify students with chronic absenteeism, and provide support and encouragement to improve attendance.</p> <p>Counselors: Collaborate with teachers to identify underlying causes of absenteeism, conduct individualized interventions, and connect students and families with necessary resources.</p> <p>Administration: Establish clear attendance policies, communicate their importance to students and families, and provide support to teachers and counselors in implementing the intervention plan.</p> <p>Support staff( attendance): Work closely with students and families to address specific barriers to attendance, provide additional support, and develop individualized attendance plans.</p> <p><b>Title I:</b> 2.6, 4.1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers and parents will communicate, utilize a daily agenda planner regarding student expectations and performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthened trust and collaboration between the school and the community, promoting a sense of inclusivity and involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration: Establish and maintain various communication channels, such as online portals, email newsletters, and social media platforms, to reach and engage a diverse community.</p> <p>Teachers and staff members: Regularly update and share information through the designated communication platforms, ensuring that important announcements and updates reach all stakeholders.</p> <p>Counselors and support staff: Collaborate with administration to identify specific communication needs of diverse populations and provide translations or language support as necessary.</p> <p>Parent volunteers or community liaisons: Represent different cultural or language backgrounds, will assist in bridging communication gaps and facilitating effective information exchange.</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide opportunities for students to participate in clubs, sports, performing arts, community service, and other extracurricular activities and promote active participation by offering incentives, recognition, and rewards for student involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show a higher level of engagement and investment in their school experience through active participation in extracurricular activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal: Provide resources, support, and encouragement for the development and maintenance of a wide range of extracurricular activities Foster a positive and inclusive school culture that values student participation</p> <p>Teacher, sponsors and Coaches: Organize and supervise extracurricular activities, provide guidance and mentorship to participating students, and create a safe and supportive environment for their involvement</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

**Performance Objective 8: FEDERAL ACCOUNTABILITY (Targeted School of Improvement):** Due to one or more consistently under-performing student group in 2023 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Reading Academic Achievement from 39 (2024) to at least 53 (min target)

All Students: Mathematics Academic Achievement from 38 (2024) to at least 56 (min target)

All Students: Mathematics Growth from 60 (2024) to at least 73 (min target)

All Students: Student Success (D1 STAAR Component) from 35 (2024) to at least 57 (min target)

Hispanic Students: Reading Academic Achievement from 30 (2024) to at least 37 (min target)

Hispanic Students: Mathematics Academic Achievement from 35 (2024) to at least 40 (min target)

Hispanic Students: Mathematics Growth from 59 (2024) to at least 69 (min target)

Hispanic Students: Student Success (D1 STAAR Component) from 35 (2024) to at least 51 (min target)

White Students: Reading Academic Achievement from 48 (2024) to at least 66 (min target)

White Students: Mathematics Academic Achievement from 35 (2024) to at least 68 (min target)

White Students: Reading Growth from 69 (2024) to at least 78 (min target)

White Students: Mathematics Growth from 63 (2024) to at least 72 (min target)

White Students: Student Success (D1 STAAR Component) from 37 (2024) to at least 58 (min target)

ECDIS Students: Reading Academic Achievement from 39 (2024) to at least 43 (min target)

ECDIS Students: Mathematics Academic Achievement from 38 (2024) to at least 46 (min target)

ECDIS Students: Mathematics Growth from 60 (2024) to at least 68 (min target)

ECDIS Students: Student Success (D1 STAAR Component) from 34 (2024) to at least 38 (min target)

EL Students (C&M): Reading Academic Achievement from 28 (2024) to at least 29 (min target)

EL Students (C&M): Mathematics Academic Achievement from 35 (2024) to at least 40 (min target)

EL Students (C&M): Mathematics Growth from 67 (2024) to at least 68 (min target)

EL Students (C&M): Student Success (D1 STAAR Component) from 35 (2024) to at least 38 (min target)

Current SPED Students: Reading Academic Achievement from 10 (2024) to at least 19 (min target)

Current SPED Students: Mathematics Academic Achievement from 13 (2024) to at least 21 (min target)

Current SPED Students: Student Success (D1 STAAR Component) from 15 (2024) to at least 23 (min target)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> STAAR content area expectations and effective instructional practices will be implemented with quality and fidelity as supervised by administration through observations, feedback, and PD. A CLC model that is led by campus leaders, data driven instruction practices, reteach and content planning and modeling and PD.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on the STAAR assessments. Students will demonstrate mastery of the content and meet grade-level expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration: Observe classrooms, provide feedback to teachers, and ensure that the strategies are being implemented with fidelity Provide professional development opportunities to support teachers' growth and development.</p> <p>Campus leaders (department heads instructional coaches): lead the CLCs and guide teachers in data-driven instruction practices Facilitate collaboration among teachers, provide support in analyzing data, and assist in planning and modeling effective instructional strategies Serve as instructional leaders and mentors for teachers. Data-driven instruction practices by collecting, analyzing, and interpreting student data Work closely with teachers and campus leaders to identify trends, monitor progress, and inform instructional decision-making</p> <p>Teachers: Implement the STAAR content area expectations and effective instructional practices in their classrooms Actively participate in PLC meetings, analyze student data, and collaboratively plan instruction Receive feedback from administrators and campus leaders and utilize professional development opportunities to enhance their instructional practices Data-driven instruction practices</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement evidence-based instructional strategies, differentiated instruction, and personalized learning approaches to enhance student engagement and achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make measurable academic gains, showing improvement in their knowledge, skills, and understanding of the content areas targeted by the instructional strategies</p> <p><b>Staff Responsible for Monitoring:</b> Teachers: Implement evidence-based instructional strategies, differentiated instruction, and personalized learning approaches. Select appropriate instructional strategies based on student needs, designing differentiated learning experiences, and delivering personalized instruction to meet individual student goals.</p> <p>Instructional Coaches: provide support and guidance to teachers in implementing evidence-based instructional strategies. Collaborate with teachers to analyze student data, identify areas for improvement, and offer targeted professional development to enhance instructional practices.</p> <p>School Leaders/Administrators: Provide the necessary resources, support, and guidance to ensure the successful implementation of evidence-based instructional strategies. Set clear expectations, provide professional development opportunities, and establish a supportive environment that encourages and values innovative teaching practices.</p> <p>Special Education Teachers: Implementation of differentiated instruction and personalized learning approaches for students with special needs. Collaborate with general education teachers to modify curriculum and instructional strategies to meet the diverse needs of students with disabilities.</p> <p>Support staff: Provide additional assistance and support to students in implementing evidence-based instructional strategies. Work closely with individual students or small groups to reinforce concepts, provide guidance, and facilitate personalized learning experiences.</p> <p>Counselors: Support student engagement and achievement by providing academic and emotional support. Collaborate with teachers to identify students who may benefit from additional support or intervention and offer guidance on personalized learning plans and goal setting.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide targeted professional development opportunities for teachers, equipping them with the necessary knowledge and skills to address the specific needs of under-performing student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain a deeper understanding of effective instructional strategies, interventions, and differentiated instruction techniques that can support the academic growth of these students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators:  Identify the specific needs of under-performing student groups and determining the appropriate professional development opportunities  Provide support and resources for teachers to attend workshops, conferences, or training sessions that focus on addressing the needs of these students  Create a supportive environment that encourages teachers to implement new strategies and techniques in the classroom</p> <p>Instructional Coaches:  Work closely with teachers to provide targeted support and guidance in implementing effective instructional practices  Collaborate with teachers to analyze student data, identify areas for improvement, and design personalized professional development plans  Provide feedback, model instructional strategies, and offer ongoing support to teachers in their professional growth</p> <p>Teachers:  Actively engaged in the professional development opportunities provided to address the specific needs of under-performing student groups  Participate in workshops, trainings, and collaborative learning communities where they acquire new knowledge, skills, and strategies Apply their learning in the classroom, adapt instructional practices to meet student needs, and continuously reflect on their effectiveness</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Foster strong partnerships with parents and guardians of under-performing student groups through regular communication, workshops, and parent-teacher conferences</p> <p><b>Strategy's Expected Result/Impact:</b> Improved support at home, increased engagement in school activities, and a better understanding of their child's academic progress and needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators:  Foster strong partnerships with parents and guardians.  Provide support and resources to facilitate effective communication channels, organize workshops and parent-teacher conferences, and create a welcoming and inclusive school environment  Set expectations for staff members to prioritize and value parent engagement</p> <p>Teachers:  Build relationships with parents and guardians of under-performing student groups  Communicate regularly with parents, providing updates on student progress, discussing areas for improvement, and share strategies for supporting learning at home  Actively involve parents in their child's education, seek their input and feedback, and working collaboratively to address challenges and set goals</p> <p>Counselors:  Facilitate workshops or seminars for parents and guardians that focus on topics such as academic support, goal-setting, and resources for under-performing student groups  Provide guidance and resources to parents, helping them understand their role in supporting their child's academic success and connecting them with community resources when needed.</p> <p>Parent Liaison:  Establish and maintaining strong partnerships between the school and parents/guardians  Serve as a bridge between families and the school, providing information, resources, and support to ensure effective communication and engagement  Organize workshops, coordinate parent-teacher conferences, and facilitate opportunities for parents to actively participate in their child's education.</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 3: Positive School Culture  - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Establish a system for ongoing progress monitoring to track the effectiveness of interventions and instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Timely feedback and data-driven decision-making, leading to targeted adjustments and improvements in teaching practices. The ultimate goal is to ensure that students are making progress towards meeting academic targets and closing achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators:            Establish and oversee the system for ongoing progress monitoring            Provide support and resources to ensure that appropriate tools and assessments are in place, and that data is collected, analyzed, and utilized effectively            Collaborate with teachers and instructional coaches to interpret data, identify areas for improvement, and make informed decisions regarding instructional strategies and interventions.</p> <p>Teachers:            Implement the assessments and data collection methods outlined in the system, regularly analyze student performance data, and use the findings to inform their instructional practices            Collaborate with colleagues and administrators to discuss and interpret the data, identify trends or patterns, and make data-driven decisions to adjust their teaching strategies or provide targeted interventions for students who require additional support</p> <p>Instructional Coaches:            Provide support to teachers in implementing the system for ongoing progress monitoring effectively.            Collaborate with teachers to analyze data, identify areas of improvement, and co-plan strategies to address student needs            Provide professional development and training sessions on data analysis and interpretation, instructional strategies, and the use of assessment tools to support effective progress monitoring</p> <p><b>Title I:</b>            2.6            - <b>TEA Priorities:</b>            Improve low-performing schools            - <b>ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction            - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**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:** By the end of the 2023-2024 school year, 100% of students attending after-school tutorials will have access to snacks, ensuring they are well-nourished and able to maintain attention and participation during extended learning sessions.

**Evaluation Data Sources:** Students will experience improved focus and attention during extended learning periods due to increased energy levels from snacks. Providing snacks will encourage more students to attend after-school tutorials, reducing absenteeism and disengagement. With the additional support of snacks, students will be better equipped to grasp complex material during tutorials, leading to higher grades and test scores. By addressing basic nutritional needs, the program supports the overall well-being of students, helping them feel cared for and supported in their learning environment.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a daily snack distribution program for all students attending after-school tutorials. This program will ensure that students, particularly those from economically disadvantaged backgrounds, have access to nutritious snacks to support their ability to focus and engage in learning. Snacks will be provided at the beginning of each tutorial session. Teachers, paraprofessionals, and volunteers will manage snack preparation and distribution, and collaboration with families and local community organizations will be pursued to secure donations and ongoing support for the program.  <b>Strategy's Expected Result/Impact:</b> Track attendance during after-school tutorials to measure the correlation between snack distribution and increased student participation, particularly for students identified as economically disadvantaged. Review assessment results to determine the program's impact on the academic growth of participating students. Conduct surveys to gather student feedback regarding the effect of snack availability on their energy, focus, and overall learning experience during tutorials. Monitor student behavior and engagement during tutorials to evaluate how the snack program supports focus and academic effort. Maintain detailed records of snack usage and distribution to ensure consistent availability and proper resource management. By using these data resources, the school will assess the effectiveness of this program in addressing the needs of economically disadvantaged students and its impact on their academic success.  <b>Staff Responsible for Monitoring:</b> Teacher Actions: Identify Needs-Monitor students during tutorials and identify those who need extra support with snacks. Distribution-Assist in distributing snacks before tutorials begin to ensure students are ready for the session. Create a Positive Environment-Encourage students to see snack time as a brief break that rejuvenates them for focused learning. Feedback Loop-Regularly communicate with the principal and counselor about how snacks are impacting student engagement and performance.  Principal Actions: Budget & Resources-Allocate resources and budget funds to purchase snacks for students, ensuring that healthy options are available. Partnership Development-Work with local businesses or community organizations to secure snack donations or funding support.	Formative			Summative
	Nov	Feb	Apr	June

<p>Oversight-Monitor the effectiveness of the snack distribution program in relation to tutorial attendance and student performance.</p> <p>Communication-Provide regular updates to families and staff about the program's success and the importance of snack availability for students.</p> <p>Family Engagement Aide Actions:</p> <p>Communication with Families: Inform families about the snack distribution program and its benefits during tutorials.</p> <p>Feedback Collection-Gather feedback from families about the program to share with campus leadership for ongoing improvement.</p> <p>Counselor Actions:</p> <p>Student Check-Ins-Check in with students about their participation in tutorials and whether they feel supported by the snack program.</p> <p>Advocacy for Well-being-Advocate for the importance of nutrition and well-being in supporting student mental health and academic success during extended learning.</p> <p>Collaboration with Teachers-Collaborate with teachers to identify students who may benefit from additional support during tutorials.</p> <p>Support Needs Assessment-Work with the assistant principal to determine if the snack program needs adjustments based on student feedback and performance.</p> <p>Paraprofessionals Actions:</p> <p>Support Distribution-Assist in preparing and distributing snacks to ensure all students are served before tutorials begin.</p> <p>Monitor &amp; Report-Help monitor students during snack time and report any concerns related to nutrition, participation, or student engagement to teachers or campus leadership.</p> <p>Organize Inventory-Help track and organize snack supplies to ensure consistent availability throughout the tutorial sessions.</p> <p><b>TEA Priorities:</b></p> <p>Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3</p>				
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 9 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> There is a need for consistent parental and community partnerships for the campus to assist strengthen social and emotional skills for students. <b>Root Cause:</b> Parental and community activities established on the campus were not well attended due to the lack of parental and community involvement. The PTA was comprised almost entirely of O'Banion faculty members in the 2023-2024 school year.</p>

### Student Learning

**Problem Statement 1:** STAAR Scores lower than Interim scores, Students are consistently scoring lower on state assessments than on local benchmark assessments. **Root Cause:** Lack of focus on low scoring Teks when reviewing interim data in preparation for STAAR tests

**Problem Statement 3:** Focus Areas - Social Studies & Science **Root Cause:** For students who are Emergent Bilingual students, language barriers can make it difficult to grasp the content of social studies and science, leading to lower STAAR scores.

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	6	Foster a culture of reading throughout the school by creating engaging and inviting reading environments, organizing book clubs, or reading challenges(Accelerated Reading), and hosting literacy-themed events (literacy nights).

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional coaches and teacher leaders will facilitate CLCs focused on literacy instruction, where teachers can collaborate, share best practices, and analyze student data to inform their instructional decisions. Day 1/2 Driven By Data (Bambrick) Practices Day 3/4 Reteach and Content planning/modeling Day 5 Professional development to address best practices for closing academic gaps and engaging students (SLC).
1	1	4	Implement a school-wide literacy initiative, such as accelerated reading (AR) that incorporates evidence-based instructional practices, such as explicit reading instruction, guided reading, and close reading strategies, to improve students' reading proficiency.
1	1	6	Foster a culture of reading throughout the school by creating engaging and inviting reading environments, organizing book clubs, or reading challenges(Accelerated Reading), and hosting literacy-themed events (literacy nights).
1	1	7	Develop and implement an effective, targeted intervention program that prioritizes student growth via mandatory after school tutorials, WIN intervention classes, Math Lab, and reading classes.
1	2	1	STAAR Content areas expectations and effective instructional practices will be implemented with quality and fidelity as supervised by administration through observations, feedback, and PD. A CLC model that is led by campus leaders with structured agendas to include data dives, reteach/content planning and modeling, and professional development for teachers.
1	2	2	All teachers, not just English Language Arts teachers, will integrate writing activities into their subject areas. This approach encourages students to apply writing skills across disciplines, strengthening their overall writing proficiency and understanding of writing as a tool for communication and learning.
1	3	1	Implement sheltered instruction strategies in content-area classrooms to make academic content accessible for ELL students. Use visual aids, graphic organizers, and hands-on activities to support comprehension and engagement. Modify instructional materials and language to match students' English proficiency levels, while still maintaining the rigor of the content.
1	3	3	Provide targeted and structured English language development instruction to ELL students based on their proficiency levels.Utilize research-based instructional strategies such as language immersion, language scaffolding, and explicit vocabulary instruction to support English language acquisition.
1	4	3	Analyze student performance data regularly to identify areas of strength and areas in need of improvement. Use data to inform instructional decisions, identify trends, and implement targeted interventions for students who require additional support.
1	5	2	Recognize and celebrate students' progress and achievements in mathematics. Showcase student work, organize competitions, and highlight success stories to motivate and inspire students to continue their mathematical growth.
1	5	4	Ongoing professional development opportunities for teachers to enhance their content knowledge and instructional strategies in mathematics. Offer training on effective differentiation techniques, data analysis, and incorporating technology into mathematics instruction.
1	8	1	STAAR content area expectations and effective instructional practices will be implemented with quality and fidelity as supervised by administration through observations, feedback, and PD. A CLC model that is led by campus leaders, data driven instruction practices, reteach and content planning and modeling and PD.
1	8	2	Implement evidence-based instructional strategies, differentiated instruction, and personalized learning approaches to enhance student engagement and achievement.



Goal	Objective	Strategy	Description
1	8	3	Provide targeted professional development opportunities for teachers, equipping them with the necessary knowledge and skills to address the specific needs of under-performing student groups.
1	8	4	Foster strong partnerships with parents and guardians of under-performing student groups through regular communication, workshops, and parent-teacher conferences
1	8	5	Establish a system for ongoing progress monitoring to track the effectiveness of interventions and instructional strategies.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional coaches and teacher leaders will facilitate CLCs focused on literacy instruction, where teachers can collaborate, share best practices, and analyze student data to inform their instructional decisions. Day 1/2 Driven By Data (Bambrick) Practices Day 3/4 Reteach and Content planning/modeling Day 5 Professional development to address best practices for closing academic gaps and engaging students (SLC).
1	1	4	Implement a school-wide literacy initiative, such as accelerated reading (AR) that incorporates evidence-based instructional practices, such as explicit reading instruction, guided reading, and close reading strategies, to improve students' reading proficiency.
1	1	6	Foster a culture of reading throughout the school by creating engaging and inviting reading environments, organizing book clubs, or reading challenges(Accelerated Reading), and hosting literacy-themed events (literacy nights).
1	2	1	STAAR Content areas expectations and effective instructional practices will be implemented with quality and fidelity as supervised by administration through observations, feedback, and PD. A CLC model that is led by campus leaders with structured agendas to include data dives, reteach/content planning and modeling, and professional development for teachers.
1	2	2	All teachers, not just English Language Arts teachers, will integrate writing activities into their subject areas. This approach encourages students to apply writing skills across disciplines, strengthening their overall writing proficiency and understanding of writing as a tool for communication and learning.
1	3	1	Implement sheltered instruction strategies in content-area classrooms to make academic content accessible for ELL students. Use visual aids, graphic organizers, and hands-on activities to support comprehension and engagement. Modify instructional materials and language to match students' English proficiency levels, while still maintaining the rigor of the content.
1	4	3	Analyze student performance data regularly to identify areas of strength and areas in need of improvement. Use data to inform instructional decisions, identify trends, and implement targeted interventions for students who require additional support.
1	5	2	Recognize and celebrate students' progress and achievements in mathematics. Showcase student work, organize competitions, and highlight success stories to motivate and inspire students to continue their mathematical growth.

# State Compensatory

## Budget for O'Banion Middle School

**Total SCE Funds:** \$20,044.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

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# 2024-2025 Campus Improvement Team

Committee Role	Name	Position
EB LPAC	Nathan Dullnig	LPAC
Teacher	Rachel Martin	Teacher
Teacher	Megan Rodriguez	Teacher
SPED	Miranda Washington	SPED Teacher
Teacher	Mikayla Richardson	Teacher
Teacher	Jennifer Nicome	Teacher
District-level Professional	Kishawna Wiggins	Coordinator Recruitment
Business Representative	Edgar Bazan	Business Representative
Parent	Viviana Muratalla	Parent
Non-classroom Professional	Lavashia Graham	Counselor
Classroom Teacher	Kyle Gatlin	Teacher
Classroom Teacher	Bobby McGensey	Teacher
Instructional Coach Math	Viviana Muratalla	Instructional Coach
Instructional Coach ELAR	Jennifer Mireles	Instructional Coach
Paraprofessional	Amanda Barron	Principal Secretary
Administrator	Michelle Carson	Assistant Principal
Administrator	Abiezer Cristales	Assistant Principal
Administrator	Danielle Twitty	Assistant Principal
Administrator	Jennifer Garcia	Principal

# Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,163.00
+/- Difference					\$3,163.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,605.00
+/- Difference					\$12,605.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,222.00
+/- Difference					\$16,222.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll		\$2,000.00
1	1	3	Payroll		\$6,000.00
1	1	5	Payroll for teachers		\$5,000.00
Sub-Total					\$13,000.00
Budgeted Fund Source Amount					\$51,207.00
+/- Difference					\$38,207.00

6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$500.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$5,000.00
6200 Parent Involvement. Contracted Services/Reg -					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,200.00
+/- Difference					\$1,200.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Paper	63999	\$5,000.00
1	1	2	software purchases for instructional purposes		\$7,000.00
1	1	7	Supplies for data tracking and student success		\$11,000.00
1	3	1	Supplies for classrooms		\$2,500.00
1	4	3	software for STAAR testing		\$3,500.00
Sub-Total					\$29,000.00
Budgeted Fund Source Amount					\$29,999.00
+/- Difference					\$999.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$705.00
+/- Difference					\$705.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,200.00
+/- Difference					\$1,200.00
Grand Total Budgeted					\$131,801.00
Grand Total Spent					\$42,000.00
+/- Difference					\$89,801.00

# 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	<a href="https://garlandisd.net/about/coordinated-school-health">https://garlandisd.net/about/coordinated-school-health</a>		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - <a href="https://garlandisd.net/programs-services/dyslexia">https://garlandisd.net/programs-services/dyslexia</a>		Kimberly Caddell	6/10/2024