Garland Independent School District

O'Banion Middle School

2023-2024 Goals/Performance Objectives/Strategies

Accountability Rating: B

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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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 21% to 90% by 2025 for 6th grade , from 31% to 90% by 2025 for 7th grade , and from 39% to 90% by 2025 for 8th grade.

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

Strategy 1 Details	Reviews			
Strategy 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).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Leadership Team:
SLCs are strategically scheduled
Agendas are intentional and targeted

Teachers:
Actively participate in PD's and model expectations
Consistently implement strategies
Provide useful feedback

APs:
Follow-up with implementation
Keeping up with the referral queue
Time management
Provide useful feedback
Monitor Feedback

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**
Problem Statements: Demographics 2, 3 - Student Learning 1, 3
Funding Sources: - 6100 Payroll- Title I Funds - $1,000

Strategy 2 Details	Reviews			
Strategy 2: 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 reading, focusing on individualized instruction and support to address specific literacy needs. Students will be provided with intervention support to increase student achievement.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Local and state assessment scores will increase to close the gap within 10% of district scores in STAAR Content areas. **Staff Responsible for Monitoring:** Administrators /Counselors: Identify low-performing students for strategic scheduling. Teachers : Lesson internalization CLCs are implemented with fidelity Bell-to-bell instruction Implement district curriculum Implement PD practices **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Learning 1, 3 - Perceptions 2 **Funding Sources:** - 6100 Payroll- Title I Funds - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Local and state assessment scores will increase to close the gap within 10% of district scores in STAAR Content areas. **Staff Responsible for Monitoring:** Leadership Team: SLCs are strategically scheduled Agendas are intentional and targeted Teachers: Actively participate in PD's and model expectations Consistently implement strategies Provide useful feedback APs: Follow-up with implementation Keeping up with the referral queue Time management Provide useful feedback Monitor Feedback **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 3 **Funding Sources:** - 6100 Payroll- Title I Funds - $1,500				

Strategy 4 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will increase their reading levels and comprehension.

Staff Responsible for Monitoring: 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

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**
Problem Statements: Demographics 2, 3 - Student Learning 3

Strategy 5 Details	Reviews			
Strategy 5: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Data practices will allow teachers to collaborate in order to make appropriate adjustments to instruction in order to close student achievement gaps.

Staff Responsible for Monitoring: Teachers:

Actively participate in departmental planning sessions, collaboratively discussing and designing instructional strategies, lesson plans, and assessments

Use the dedicated time to align curriculum, share resources, and exchange best practices

Engage in targeted professional development sessions and implement new instructional approaches based on data and feedback

Participate in weekly data dives to analyze student performance, identify areas of improvement, and adjust instructional practices accordingly

Department Chairs/Team Leaders:

Facilitate departmental planning sessions, ensuring a productive and collaborative environment

Coordinate resources, materials, and support needed for effective planning

Provide guidance and support to teachers, ensuring alignment with school goals and instructional expectations

Facilitate professional development opportunities based on identified needs and data analysis

Foster a culture of continuous improvement and collaboration within the department

Administrators:

Support and promote the importance of departmental planning by providing dedicated time and resources for teachers

Recognize and value the efforts of teachers in collaborative planning and data analysis

Provide guidance and support to department chairs/team leaders in facilitating effective planning sessions

Use walkthrough data and teacher input to inform targeted professional development opportunities

Monitor the implementation and impact of the strategies discussed during planning sessions and provide feedback and support as needed

Instructional Coaches:

Collaborate with teachers during planning sessions to provide guidance, support, and feedback on instructional strategies

Share research-based best practices and resources to enhance lesson design and delivery

Offer targeted professional development opportunities aligned with identified needs

Support teachers in analyzing data and utilizing it to drive instruction

Collaborate with administrators and department chairs/team leaders to ensure a cohesive approach to planning and professional development

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 2

Strategy 6 Details	Reviews			
Strategy 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).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** 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 All Staff: Progress monitoring systems Building relationships with parents and families **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2, 3 - Student Learning 1, 3 - School Processes & Programs 4 - Perceptions 2				

Strategy 7 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 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.

   Strategy's Expected Result/Impact: Meet HB1416 requirements, close gaps within 10% of district scores.

   Staff Responsible for Monitoring: 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

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

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

Teachers:
Design and implement targeted interventions
Develop lessons that are targeted, intentional and aligned
Progress Monitor

   Title I:
2.4, 2.5, 2.6
    - TEA Priorities:
Improve low-performing schools
    - ESF Levers:
Lever 5: Effective Instruction
    - Targeted Support Strategy
   Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Our EB student group needs more classroom academic interventions and support from core teachers.   **Root Cause**: School wide implementation of student support strategies. Such as word walls, word banks, sentence stems,dictionary skills, use of technology to support comprehension.

Problem Statement 3: Students are not feeling a sense of belonging   **Root Cause**: Lessons are not culturally relevant, there is a gap in student-teacher relationships.

Student Learning

Problem Statement 1: "Based on data in all subjects the SPED students are scoring significantly lower than other students in sub-groups.   **Root Cause**: Root Cause: Lack of staff for a large portion of the year led to students not recieveing the support that they needed to be successful. Teachers did all they could but it was hard to manage without the additional support. "

Problem Statement 2: For 7th Grade Math, the Approaches category decreased according to the '23 Interim data. The Meets category remained at 10% and the Masters category remained at 1%. 7th Grade Math is the lowest performing for that subject.   **Root Cause**: Root Cause: Lack of teacher growth and development.

Problem Statement 3: For 8th Grade RLA, the Approaches category decreased by 23% according to the '23 Interim data. The Meets category decreased by 18% and the Masters category decreased 10%. 8th Grade RLA is the lowest performing for that subject   **Root Cause**: Root Cause: Lack of teacher growth and development.

School Processes & Programs

Problem Statement 2: Retention of new teachers   **Root Cause**: Root Cause: Lack of PD support, O'Banion will begin implementation of the New Teacher Academy

Problem Statement 4: Parent engagement decreased significantly.   **Root Cause**: Root Cause: Lack of community events on campus to include more opportunities for parent nights, parent information nights, etc.

Perceptions

Problem Statement 2: 7th and 8th grade carried the lowest attendance and highest truancy   **Root Cause**: Root Cause: Need more parent/community involvement initiatives, students do not feel sense of belonging, gap in teacher-student relationships, and cultural relevance.

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 2025. (SY20-21 interim goal = 34.3%)

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

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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.				

Staff Responsible for Monitoring: 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

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

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

Instructional Coaches:

Support teachers in implementing STAAR content areas expectations and effective instructional practices Collaborate with teachers during data dives, reteach/content planning, and modeling sessions Provide guidance, resources, and feedback to enhance instructional strategies Offer targeted professional development opportunities aligned with STAAR content areas and instructional needs Collaborate with administration and campus leaders to align coaching efforts with CLC activities and goals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2, 3 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 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.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Close the gap within 10% of district scores in STAAR content areas. **Staff Responsible for Monitoring:** 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 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 **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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.				
Staff Responsible for Monitoring: Leadership Team: SLCs are strategically scheduled Agendas are intentional and targeted Teachers: Actively participate in PD's and model expectations Consistently implement strategies Provide useful feedback APs: Follow-up with implementation **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 2				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our EB student group needs more classroom academic interventions and support from core teachers.   **Root Cause**: School wide implementation of student support strategies. Such as word walls, word banks, sentence stems,dictionary skills, use of technology to support comprehension.
Problem Statement 3: Students are not feeling a sense of belonging   **Root Cause**: Lessons are not culturally relevant, there is a gap in student-teacher relationships.

Student Learning
Problem Statement 1: "Based on data in all subjects the SPED students are scoring significantly lower than other students in sub-groups. **Root Cause**: Root Cause: Lack of staff for a large portion of the year led to students not recieveing the support that they needed to be successful. Teachers did all they could but it was hard to manage without the additional support. "
Problem Statement 2: For 7th Grade Math, the Approaches category decreased according to the '23 Interim data. The Meets category remained at 10% and the Masters category remained at 1%. 7th Grade Math is the lowest performing for that subject. **Root Cause**: Root Cause: Lack of teacher growth and development.
Problem Statement 3: For 8th Grade RLA, the Approaches category decreased by 23% according to the '23 Interim data. The Meets category decreased by 18% and the Masters category decreased 10%. 8th Grade RLA is the lowest performing for that subject **Root Cause**: Root Cause: Lack of teacher growth and development.
School Processes & Programs
Problem Statement 2: Retention of new teachers **Root Cause**: Root Cause: Lack of PD support, O'Banion will begin implementation of the New Teacher Academy
Perceptions
Problem Statement 2: 7th and 8th grade carried the lowest attendance and highest truancy **Root Cause**: Root Cause: Need more parent/community involvement initiatives, students do not feel sense of belonging, gap in teacher-student relationships, and cultural relevance.

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 22.7% in 2019 to 76% by 2025. (SY20-21 interim goal = 43.7%)

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

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Leadership Team: SLCs are strategically scheduled Agendas are intentional and targeted Professional development to address best practices for closing academic gaps and engaging students Teachers: Actively participate in PD's and model expectations Consistently implement strategies Provide useful feedback 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 **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2, 3				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: 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.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will demonstrate increased engagement and motivation in their academic pursuits, leading to improved academic achievement and overall success. **Staff Responsible for Monitoring:** 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 Leadership Team: SLCs are strategically scheduled Agendas are intentional and targeted 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 **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 2, 3 - Perceptions 2				

Strategy 3 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: 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

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,

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.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Problem Statements: Demographics 2, 3 - Student Learning 2, 3 - Perceptions 2

Strategy 4 Details	Reviews			
Strategy 4: 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.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: To create a supportive home-school connection and provide additional resources and opportunities for English language acquisition

Staff Responsible for Monitoring: 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.

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

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.

Title I:
2.5, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Demographics 2 - School Processes & Programs 4 - Perceptions 3

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need for consistent parental and community partnerships for the campus to assist with academic support and strengthen social and emotional skills for students. **Root Cause**: 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
Problem Statement 2: Our EB student group needs more classroom academic interventions and support from core teachers. **Root Cause**: School wide implementation of student support strategies. Such as word walls, word banks, sentence stems,dictionary skills, use of technology to support comprehension.
Problem Statement 3: Students are not feeling a sense of belonging **Root Cause**: Lessons are not culturally relevant, there is a gap in student-teacher relationships.

Student Learning
Problem Statement 2: For 7th Grade Math, the Approaches category decreased according to the '23 Interim data. The Meets category remained at 10% and the Masters category remained at 1%. 7th Grade Math is the lowest performing for that subject. **Root Cause**: Root Cause: Lack of teacher growth and development.
Problem Statement 3: For 8th Grade RLA, the Approaches category decreased by 23% according to the '23 Interim data. The Meets category decreased by 18% and the Masters category decreased 10%. 8th Grade RLA is the lowest performing for that subject **Root Cause**: Root Cause: Lack of teacher growth and development.

School Processes & Programs
Problem Statement 4: Parent engagement decreased significantly. **Root Cause**: Root Cause: Lack of community events on campus to include more opportunities for parent nights, parent information nights, etc.

Perceptions
Problem Statement 2: 7th and 8th grade carried the lowest attendance and highest truancy **Root Cause**: Root Cause: Need more parent/community involvement initiatives, students do not feel sense of belonging, gap in teacher-student relationships, and cultural relevance.
Problem Statement 3: There is a lack of climate data from faculty, staff and stakeholders over the past four years. **Root Cause**: Root Cause: Lack of a consistent surveys held throughout the school year being sent to all stakeholders and stakeholders participating in them

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 35.6% in 2019 to 80% by 2025.

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

Strategy 1 Details			Reviews			
Strategy 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).			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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.						
Staff Responsible for Monitoring: Leadership Team: SLCs are strategically scheduled Agendas are intentional and targeted Teachers: Actively participate in PD's and model expectations Consistently implement strategies Provide useful feedback Assistant Principals: Follow-up with implementation Keeping up with the referral queue Time management Provide useful feedback Monitor Feedback **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction						
Problem Statements: Demographics 2, 3 - Student Learning 1 - School Processes & Programs 2, 3 - Perceptions 2						

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Local and state assessment scores will increase to close the gap within 10% of district scores in STAAR content areas. **Staff Responsible for Monitoring:** 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 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. 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 **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - School Processes & Programs 4 - Perceptions 2				

Strategy 3 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will increase % of meets and masters on STAAR. **Staff Responsible for Monitoring:** 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 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 Counselors: Collaborate with teachers and administrators to interpret student performance data in the context of students' social-emotional well-being and academic progress **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2 - Perceptions 2 **Funding Sources:** - 6300 Supplies and Materials- Title I Funds - $5,950				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 4 Problem Statements:

Demographics

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

Problem Statement 2: Our EB student group needs more classroom academic interventions and support from core teachers.   **Root Cause**: School wide implementation of student support strategies. Such as word walls, word banks, sentence stems,dictionary skills, use of technology to support comprehension.

Problem Statement 3: Students are not feeling a sense of belonging   **Root Cause**: Lessons are not culturally relevant, there is a gap in student-teacher relationships.

Student Learning

Problem Statement 1: "Based on data in all subjects the SPED students are scoring significantly lower than other students in sub-groups.   **Root Cause**: Root Cause: Lack of staff for a large portion of the year led to students not recieveing the support that they needed to be successful. Teachers did all they could but it was hard to manage without the additional support. "

Problem Statement 2: For 7th Grade Math, the Approaches category decreased according to the '23 Interim data. The Meets category remained at 10% and the Masters category remained at 1%. 7th Grade Math is the lowest performing for that subject.   **Root Cause**: Root Cause: Lack of teacher growth and development.

School Processes & Programs

Problem Statement 2: Retention of new teachers   **Root Cause**: Root Cause: Lack of PD support, O'Banion will begin implementation of the New Teacher Academy

Problem Statement 3: Teacher recruitment is not timely or proactive   **Root Cause**: . Root Cause: district restructuring, needed improvement for recruitment and hiring systems.

Problem Statement 4: Parent engagement decreased significantly.   **Root Cause**: Root Cause: Lack of community events on campus to include more opportunities for parent nights, parent information nights, etc.

Perceptions

Problem Statement 2: 7th and 8th grade carried the lowest attendance and highest truancy   **Root Cause**: Root Cause: Need more parent/community involvement initiatives, students do not feel sense of belonging, gap in teacher-student relationships, and cultural relevance.

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 14% to 80% by 2025 for 6th grade, from 9% to 80% by 2025 for 7th grade , and from 38% to 80% by 2025 for 8th grade.

Evaluation Data Sources: STAAR spring administration testing data file

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** 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 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. 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. Counselors: Collaborate with teachers and instructional coaches to identify students who may require additional academic or emotional support.				

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.

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.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2

Strategy 2 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** 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. 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.				

Instructional Coaches:
Collaborate with teachers to develop strategies and activities that recognize and celebrate students' progress in mathematics.
Provide professional development and support to teachers in implementing recognition programs or events.
Share best practices and ideas for showcasing students' work or achievements in mathematics.
Assist in organizing or coordinating mathematics competitions or challenges that recognize students' skills and growth.
Collaborate with the principal, assistant principals, and teachers to ensure consistent recognition efforts across the school.

Counselors:
Support students' social-emotional well-being related to their mathematical achievements.
Provide counseling or guidance to students who may face challenges or have concerns about their progress in mathematics.
Collaborate with teachers and staff to identify students who have made significant progress or achievements in mathematics.
Assist in organizing recognition ceremonies or events to celebrate students' growth and accomplishments in mathematics.
Communicate with parents and families about students' successes in mathematics and the impact on their overall well-being.

Teachers:
Recognize and celebrate students' progress and achievements in mathematics through positive feedback and reinforcement.
Showcase students' work, projects, or accomplishments in the classroom or school-wide displays.
Organize mathematics competitions, challenges, or exhibitions to showcase students' skills and growth.
Collaborate with colleagues to develop recognition programs or initiatives that highlight students' success in mathematics.
Communicate with parents about students' progress and achievements in mathematics and involve them in celebrating their child's successes.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**
Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - Perceptions 1, 2

Strategy 3 Details	Reviews			
Strategy 3: Utilization and Incorporation of technology-based resources, such as educational apps, online simulations, to enhance student engagement and understanding of mathematical concepts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased % of meets and masters on STAAR. **Staff Responsible for Monitoring:** 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 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. 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. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 - Perceptions 2				

Strategy 4 Details	Reviews			
Strategy 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	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

incorporating technology into mathematics instruction.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: 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.

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.

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.

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.

Title I:
2.4, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is a need for consistent parental and community partnerships for the campus to assist with academic support and strengthen social and emotional skills for students. **Root Cause**: 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
Problem Statement 2: Our EB student group needs more classroom academic interventions and support from core teachers. **Root Cause**: School wide implementation of student support strategies. Such as word walls, word banks, sentence stems,dictionary skills, use of technology to support comprehension.
Problem Statement 3: Students are not feeling a sense of belonging **Root Cause**: Lessons are not culturally relevant, there is a gap in student-teacher relationships.

Student Learning
Problem Statement 1: "Based on data in all subjects the SPED students are scoring significantly lower than other students in sub-groups. **Root Cause**: Root Cause: Lack of staff for a large portion of the year led to students not recieveing the support that they needed to be successful. Teachers did all they could but it was hard to manage without the additional support. "
Problem Statement 2: For 7th Grade Math, the Approaches category decreased according to the '23 Interim data. The Meets category remained at 10% and the Masters category remained at 1%. 7th Grade Math is the lowest performing for that subject. **Root Cause**: Root Cause: Lack of teacher growth and development.
Problem Statement 3: For 8th Grade RLA, the Approaches category decreased by 23% according to the '23 Interim data. The Meets category decreased by 18% and the Masters category decreased 10%. 8th Grade RLA is the lowest performing for that subject **Root Cause**: Root Cause: Lack of teacher growth and development.

School Processes & Programs
Problem Statement 2: Retention of new teachers **Root Cause**: Root Cause: Lack of PD support, O'Banion will begin implementation of the New Teacher Academy

Perceptions
Problem Statement 1: Need time to perfect current initiatives before new ones are rolled out. Address any gaps before moving on **Root Cause**: Root Cause: Inconsistency in communication and participation.
Problem Statement 2: 7th and 8th grade carried the lowest attendance and highest truancy **Root Cause**: Root Cause: Need more parent/community involvement initiatives, students do not feel sense of belonging, gap in teacher-student relationships, and cultural relevance.

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

Performance Objective 6: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing will increase from 33.2% in 2019 to 70% in by 2025 and SAT School Day Mathematics will increase from 13.1% in 2019 to 50% by 2025. (SY20-21 EBRW interim goal = 35.1%; 20-21 math interim goal = 13.5%)

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

Strategy 1 Details	Reviews			
Strategy 1: Foster a culture of college readiness by creating a school-wide culture that values and promotes college readiness.	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Empower students with the knowledge, skills, and motivation to pursue and succeed in higher education. Student reading, writing, and mathematical abilities should be on or above grade level before exiting their 8th grade year.

Staff Responsible for Monitoring: Principal:
Establish a clear vision for college readiness and communicating the importance of higher education to the entire school community.
Provides leadership in implementing college readiness initiatives, supports teachers and staff in their efforts, and ensures that resources are allocated to promote college readiness activities.
Works collaboratively with teachers, counselors, and other staff members to develop and implement college readiness programs, engage external partners, and foster a college-going culture.

Teachers:
Align their instructional practices with college readiness standards, infuse college-focused content into their lessons, and provide rigorous and challenging coursework to prepare students for postsecondary education.
Guiding students through the college exploration process, providing information about college option, and supporting students in identifying their strengths and interests.
Provide academic support and interventions to ensure students are meeting college readiness benchmarks, offer targeted instruction, and address students' individual needs.

Counselors:
Provide guidance and support to students in their college and career planning, help students explore different pathways
Work closely with students to develop personalized academic plans that align with their college and career goals, monitor their progress, and provide guidance on course selection and academic rigor.
Address the social and emotional needs of students, providing counseling services, fostering a positive school climate, and addressing any barriers that may hinder students' college readiness.
Create and deliver CCMR lessons during WIN

Assistant Principals:
Support the principal in implementing college readiness initiatives, ensuring that strategies are effectively executed, and monitoring the progress of college readiness programs.
Collaborate with teachers, counselors, and other stakeholders to coordinate college readiness activities, align efforts across grade levels, and facilitate professional development opportunities related to college readiness.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
Problem Statements: Demographics 1, 3 - Student Learning 2, 3

Strategy 2 Details	Reviews			
Strategy 2: Promotion of CCMR through WIN where students will be provided with CCMR lessons up to four times a week through WIN enrichment class or one time a week during WIN intervention classes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Equip students with the knowledge, skills, and support necessary for successful college and career pathways, ultimately increasing their readiness for postsecondary education and future careers.

Staff Responsible for Monitoring: Principal:
Provide leadership and support for the implementation of the CCMR initiative.
Collaborate with teachers, assistant principals, and counselors to ensure the integration of CCMR lessons into the WIN program.
Communicate the importance of CCMR to staff, students, and parents.
Allocate resources and create a conducive environment for CCMR implementation.
Monitor and evaluate the effectiveness of the CCMR initiative.

Assistant Principal:
Work closely with the principal and teachers to coordinate the implementation of CCMR lessons through the WIN program.
Provide guidance and support to teachers in developing and delivering CCMR lessons.
Collaborate with counselors to align CCMR lessons with students' individual needs and goals.
Monitor student progress and provide feedback to teachers and counselors.
Assist in data collection and analysis to measure the impact of CCMR on student outcomes.

Counselor:
Collaborate with teachers and administrators to develop CCMR lessons that address students' academic and career goals.
Provide individualized guidance and support to students in developing their college and career plans.
Assist students in exploring college and career options, understanding financial aid, and navigating the college application process.
Monitor students' progress towards meeting CCMR benchmarks and provide interventions as needed.
Collaborate with teachers and parents to ensure students receive the necessary support and resources for CCMR success.

Teacher:
Deliver CCMR lessons during WIN enrichment or intervention classes.
Incorporate CCMR content into their subject areas, reinforcing the importance of college and career readiness.
Provide engaging and interactive activities that help students develop the knowledge and skills necessary for postsecondary success.
Collaborate with counselors to identify students who may need additional support or intervention.
Monitor students' progress and provide feedback on their CCMR growth.

Title I:
2.5
Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 4 - Perceptions 2

Strategy 3 Details	Reviews			
Strategy 3: Provide 8th-grade students with the opportunity to take the PSAT exam, a valuable experience and exposure to the PSAT, which can help students become familiar with the test format, content, and expectations	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Taking the PSAT in 8th grade will provide early insights into students' academic strengths and areas for improvement, allowing for targeted interventions and support. Enhance students' readiness for future college entrance exams and academic success. **Staff Responsible for Monitoring:** Principal: Allocate resources, ensure proper coordination, and communicate the importance of the PSAT to students, parents, and staff Counselors: Support with the facilitation and logistics of administering the PSAT Provide information and guidance to students and parents about the benefits of taking the exam and its implications for academic planning and college readiness Teachers: Promote the importance of the PSAT exam to their 8th-grade students Integrate relevant test-taking skills and strategies into their instruction, helping students prepare effectively for the exam Testing Coordinator (Assistant Principal): Responsible for the logistics of administering the PSAT exam Ensure proper test administration, coordinate testing schedules, and handle the distribution and collection of testing materials **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1, 4 - Student Learning 2, 3				

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

Performance Objective 6 Problem Statements:

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

Demographics
Problem Statement 2: Our EB student group needs more classroom academic interventions and support from core teachers.   **Root Cause**: School wide implementation of student support strategies. Such as word walls, word banks, sentence stems,dictionary skills, use of technology to support comprehension.
Problem Statement 3: Students are not feeling a sense of belonging   **Root Cause**: Lessons are not culturally relevant, there is a gap in student-teacher relationships.
Problem Statement 4: All students are not achieving grade level performance in core content areas   **Root Cause**: Root Cause: New teacher support, ongoing PD, planning and delivery of Relevant lessons, Cultural responsiveness, student-teacher relationships and teacher credibility.

Student Learning
Problem Statement 1: "Based on data in all subjects the SPED students are scoring significantly lower than other students in sub-groups.   **Root Cause**: Root Cause: Lack of staff for a large portion of the year led to students not recieveing the support that they needed to be successful. Teachers did all they could but it was hard to manage without the additional support. "
Problem Statement 2: For 7th Grade Math, the Approaches category decreased according to the '23 Interim data. The Meets category remained at 10% and the Masters category remained at 1%. 7th Grade Math is the lowest performing for that subject.   **Root Cause**: Root Cause: Lack of teacher growth and development.
Problem Statement 3: For 8th Grade RLA, the Approaches category decreased by 23% according to the '23 Interim data. The Meets category decreased by 18% and the Masters category decreased 10%. 8th Grade RLA is the lowest performing for that subject   **Root Cause**: Root Cause: Lack of teacher growth and development.

School Processes & Programs
Problem Statement 4: Parent engagement decreased significantly.   **Root Cause**: Root Cause: Lack of community events on campus to include more opportunities for parent nights, parent information nights, etc.

Perceptions
Problem Statement 2: 7th and 8th grade carried the lowest attendance and highest truancy   **Root Cause**: Root Cause: Need more parent/community involvement initiatives, students do not feel sense of belonging, gap in teacher-student relationships, and cultural relevance.

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

Performance Objective 7: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 42.9% in 2019 to 35% by 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: Establish a school-wide PBIS framework that focuses on promoting positive behaviors, teaching appropriate social skills, and providing consistent consequences for misbehavior.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 1: Establish a school-wide PBIS framework that focuses on promoting positive behaviors, teaching appropriate social skills, and providing consistent consequences for misbehavior.

Strategy's Expected Result/Impact: Create a positive school climate and reduces the likelihood of student management incidents. O'Banion will decrease discipline by 25%

Staff Responsible for Monitoring: 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

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

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

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

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

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
Problem Statements: Student Learning 1 - Perceptions 2, 3

Strategy 2 Details	Reviews

Strategy 2 Details	Reviews			
Strategy 2: 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 engaging learning environment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 3 - School Processes & Programs 2

Strategy 3 Details	Reviews			
Strategy 3: Provide Social-Emotional Learning (SEL) Programs, Integrate SEL programs into the curriculum to support students' social and emotional development.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Positive school climate and reduced incidents of misbehavior.Staff moral will increase 10 percentage points compared to 2023.

Staff Responsible for Monitoring: 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

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

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

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

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

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 **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1, 2, 3 - Perceptions 2				

Strategy 4 Details	Reviews			
Strategy 4: 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.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** 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. 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 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 **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 7 Problem Statements:

Demographics

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

Problem Statement 3: Students are not feeling a sense of belonging **Root Cause**: Lessons are not culturally relevant, there is a gap in student-teacher relationships.

Problem Statement 4: All students are not achieving grade level performance in core content areas **Root Cause**: Root Cause: New teacher support, ongoing PD, planning and delivery of Relevant lessons, Cultural responsiveness, student-teacher relationships and teacher credibility.

Student Learning

Problem Statement 1: "Based on data in all subjects the SPED students are scoring significantly lower than other students in sub-groups. **Root Cause**: Root Cause: Lack of staff for a large portion of the year led to students not recieveing the support that they needed to be successful. Teachers did all they could but it was hard to manage without the additional support. "

Problem Statement 2: For 7th Grade Math, the Approaches category decreased according to the '23 Interim data. The Meets category remained at 10% and the Masters category remained at 1%. 7th Grade Math is the lowest performing for that subject. **Root Cause**: Root Cause: Lack of teacher growth and development.

Problem Statement 3: For 8th Grade RLA, the Approaches category decreased by 23% according to the '23 Interim data. The Meets category decreased by 18% and the Masters category decreased 10%. 8th Grade RLA is the lowest performing for that subject **Root Cause**: Root Cause: Lack of teacher growth and development.

School Processes & Programs

Problem Statement 2: Retention of new teachers **Root Cause**: Root Cause: Lack of PD support, O'Banion will begin implementation of the New Teacher Academy

Perceptions

Problem Statement 2: 7th and 8th grade carried the lowest attendance and highest truancy **Root Cause**: Root Cause: Need more parent/community involvement initiatives, students do not feel sense of belonging, gap in teacher-student relationships, and cultural relevance.

Problem Statement 3: There is a lack of climate data from faculty, staff and stakeholders over the past four years. **Root Cause**: Root Cause: Lack of a consistent surveys held throughout the school year being sent to all stakeholders and stakeholders participating in them

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: 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			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 1: 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.

   Strategy's Expected Result/Impact: Parental responses will increase by 50% on the family engagement survey.

   Staff Responsible for Monitoring: 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

   Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 2
   Funding Sources: supplies - 6300 Parent Involvement. Supplies T1 - $2,000

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

   Strategy's Expected Result/Impact: Students will understand expectations and make connections prior to the first

day of school.

Staff Responsible for Monitoring: Teachers:
Plan and facilitate activities during the Bison camp to familiarize students with school policies and procedures.
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.

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.

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.

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.

Title I:
4.1
 - **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments
Problem Statements: Demographics 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 4 - Perceptions 2

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will understand expectations and make connections prior to the first day of school.

Staff Responsible for Monitoring: 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.

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.

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.

Title I:
2.5, 2.6, 4.2
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: Demographics 1, 3 - Perceptions 1, 2

Strategy 4 Details	Reviews			

Strategy 4: 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.
 	
    Strategy's Expected Result/Impact: Parents will understand and be involved in campus decision making.
    Staff Responsible for Monitoring: CIT members
 	
    Title I:
2.5, 2.6, 4.1, 4.2
  - **TEA Priorities:**
Improve low-performing schools
  - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 1
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			

Strategy 5: 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.
 	
    Strategy's Expected Result/Impact: Parents/guardians will understand and be involved in campus decision making.
    Staff Responsible for Monitoring: All staff members.
 	
    Title I:
4.1
  - **TEA Priorities:**
Improve low-performing schools
  - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 1
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: 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.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Enhanced student engagement, achievement, and overall academic success resulting from consistent attendance. **Staff Responsible for Monitoring:** Teachers: Monitor and record student attendance, identify students with chronic absenteeism, and provide support and encouragement to improve attendance. Counselors: Collaborate with teachers to identify underlying causes of absenteeism, conduct individualized interventions, and connect students and families with necessary resources. Administration: Establish clear attendance policies, communicate their importance to students and families, and provide support to teachers and counselors in implementing the intervention plan. Support staff(attendance): Work closely with students and families to address specific barriers to attendance, provide additional support, and develop individualized attendance plans. **Title I:** 2.6, 4.1 **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 4 - Perceptions 2				

Strategy 7 Details	Reviews			
Strategy 7: Teachers and parents will communicate, utilize a daily agenda planner regarding student expectations and performance.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Strengthened trust and collaboration between the school and the community, promoting a sense of inclusivity and involvement. **Staff Responsible for Monitoring:** Administration: Establish and maintain various communication channels, such as online portals, email newsletters, and social media platforms, to reach and engage a diverse community. Teachers and staff members: Regularly update and share information through the designated communication platforms, ensuring that important announcements and updates reach all stakeholders. Counselors and support staff: Collaborate with administration to identify specific communication needs of diverse populations and provide translations or language support as necessary. Parent volunteers or community liaisons: Represent different cultural or language backgrounds, will assist in bridging communication gaps and facilitating effective information exchange. **Title I:** 2.6 **Problem Statements:** Demographics 1				

Strategy 8 Details	Reviews			
Strategy 8: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will show a higher level of engagement and investment in their school experience through active participation in extracurricular activities. **Staff Responsible for Monitoring:** 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 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 **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 3 - Perceptions 2				

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

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: There is a need for consistent parental and community partnerships for the campus to assist with academic support and strengthen social and emotional skills for students. **Root Cause**: 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
Problem Statement 3: Students are not feeling a sense of belonging **Root Cause**: Lessons are not culturally relevant, there is a gap in student-teacher relationships.

Student Learning
Problem Statement 1: "Based on data in all subjects the SPED students are scoring significantly lower than other students in sub-groups. **Root Cause**: Root Cause: Lack of staff for a large portion of the year led to students not recieveing the support that they needed to be successful. Teachers did all they could but it was hard to manage without the additional support. "
Problem Statement 2: For 7th Grade Math, the Approaches category decreased according to the '23 Interim data. The Meets category remained at 10% and the Masters category remained at 1%. 7th Grade Math is the lowest performing for that subject. **Root Cause**: Root Cause: Lack of teacher growth and development.
Problem Statement 3: For 8th Grade RLA, the Approaches category decreased by 23% according to the '23 Interim data. The Meets category decreased by 18% and the Masters category decreased 10%. 8th Grade RLA is the lowest performing for that subject **Root Cause**: Root Cause: Lack of teacher growth and development.

School Processes & Programs
Problem Statement 2: Retention of new teachers   **Root Cause**: Root Cause: Lack of PD support, O'Banion will begin implementation of the New Teacher Academy
Problem Statement 4: Parent engagement decreased significantly.   **Root Cause**: Root Cause: Lack of community events on campus to include more opportunities for parent nights, parent information nights, etc.
Perceptions
Problem Statement 1: Need time to perfect current initiatives before new ones are rolled out. Address any gaps before moving on   **Root Cause**: Root Cause: Inconsistency in communication and participation.
Problem Statement 2: 7th and 8th grade carried the lowest attendance and highest truancy   **Root Cause**: Root Cause: Need more parent/community involvement initiatives, students do not feel sense of belonging, gap in teacher-student relationships, and cultural relevance.

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: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2019 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Reading Academic Achievement from 30 (2019) to at least 44 (min target)
All Students: Mathematics Academic Achievement from 33 (2019) to at least 46 (min target)
All Students: Mathematics Growth from 66 (2019) to at least 71 (min target)
All Students: Student Success (D1 STAAR Component) from 36 (2019) to at least 47 (min target)

Hispanic Students: Reading Academic Achievement from 30 (2019) to at least 37 (min target)
Hispanic Students: Mathematics Academic Achievement from 35 (2019) to at least 40 (min target)
Hispanic Students: Mathematics Growth from 67 (2019) to at least 69 (min target)
Hispanic Students: Student Success (D1 STAAR Component) from 36 (2019) to at least 41 (min target)

White Students: Reading Academic Achievement from 32 (2019) to at least 60 (min target)
White Students: Mathematics Academic Achievement from 38 (2019) to at least 59 (min target)
White Students: Reading Growth from 56 (2019) to at least 69 (min target)
White Students: Mathematics Growth from 67 (2019) to at least 74 (min target)
White Students: Student Success (D1 STAAR Component) from 40 (2019) to at least 58 (min target)

ECDIS Students: Reading Academic Achievement from 28 (2019) to at least 33 (min target)
ECDIS Students: Mathematics Academic Achievement from 32 (2019) to at least 36 (min target)
ECDIS Students: Mathematics Growth from 65 (2019) to at least 68 (min target)
ECDIS Students: Student Success (D1 STAAR Component) from 34 (2019) to at least 38 (min target)

EL Students (C&M): Reading Academic Achievement from 28 (2019) to at least 29 (min target)
EL Students (C&M): Mathematics Academic Achievement from 35 (2019) to at least 40 (min target)
EL Students (C&M): Mathematics Growth from 67 (2019) to at least 68 (min target)
EL Students (C&M): Student Success (D1 STAAR Component) from 35 (2019) to at least 37 (min target)

Current SPED Students: Reading Academic Achievement from 6 (2019) to at least 19 (min target)
Current SPED Students: Mathematics Academic Achievement from 12 (2019) to at least 23 (min target)
Current SPED Students: Student Success (D1 STAAR Component) from 13 (2019) to at least 23 (min target)

Strategy 1 Details	Reviews			

Strategy 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.

	Formative			Summative
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Improved student performance on the STAAR assessments. Students will demonstrate mastery of the content and meet grade-level expectations.

Staff Responsible for Monitoring: 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.

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

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

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Problem Statements: Demographics 2 - Student Learning 1, 2, 3

Strategy 2 Details	Reviews			

Strategy 2: Implement evidence-based instructional strategies, differentiated instruction, and personalized learning approaches to enhance student engagement and achievement.

	Formative			Summative
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will make measurable academic gains, showing improvement in their knowledge, skills, and understanding of the content areas targeted by the instructional strategies

Staff Responsible for Monitoring: 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.

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.

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.

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.

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.

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.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3
Funding Sources: - 6300 Supplies and Materials- Title I Funds - $4,000

Strategy 3 Details	Reviews			
Strategy 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.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will gain a deeper understanding of effective instructional strategies, interventions, and differentiated instruction techniques that can support the academic growth of these students. **Staff Responsible for Monitoring:** 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 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 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 **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2				

Strategy 4 Details	Reviews			
Strategy 4: Foster strong partnerships with parents and guardians of under-performing student groups through regular communication, workshops, and parent-teacher conferences	Formative			Summative
	Nov	**Feb**	**Apr**	**June**

Strategy 4: Foster strong partnerships with parents and guardians of under-performing student groups through regular communication, workshops, and parent-teacher conferences

Strategy's Expected Result/Impact: Improved support at home, increased engagement in school activities, and a better understanding of their child's academic progress and needs.

Staff Responsible for Monitoring: 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

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

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.

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.

Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy**
Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3

Strategy 5 Details	Reviews			
Strategy 5: Establish a system for ongoing progress monitoring to track the effectiveness of interventions and instructional strategies.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** 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. 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 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 **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2, 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: There is a need for consistent parental and community partnerships for the campus to assist with academic support and strengthen social and emotional skills for students. **Root Cause**: 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
Problem Statement 2: Our EB student group needs more classroom academic interventions and support from core teachers. **Root Cause**: School wide implementation of student support strategies. Such as word walls, word banks, sentence stems,dictionary skills, use of technology to support comprehension.
Problem Statement 3: Students are not feeling a sense of belonging **Root Cause**: Lessons are not culturally relevant, there is a gap in student-teacher relationships.

Student Learning
Problem Statement 1: "Based on data in all subjects the SPED students are scoring significantly lower than other students in sub-groups. **Root Cause**: Root Cause: Lack of staff for a large portion of the year led to students not recieveing the support that they needed to be successful. Teachers did all they could but it was hard to manage without the additional support. "
Problem Statement 2: For 7th Grade Math, the Approaches category decreased according to the '23 Interim data. The Meets category remained at 10% and the Masters category remained at 1%. 7th Grade Math is the lowest performing for that subject. **Root Cause**: Root Cause: Lack of teacher growth and development.
Problem Statement 3: For 8th Grade RLA, the Approaches category decreased by 23% according to the '23 Interim data. The Meets category decreased by 18% and the Masters category decreased 10%. 8th Grade RLA is the lowest performing for that subject **Root Cause**: Root Cause: Lack of teacher growth and development.

School Processes & Programs
Problem Statement 2: Retention of new teachers **Root Cause**: Root Cause: Lack of PD support, O'Banion will begin implementation of the New Teacher Academy