Garland Independent School District

Schrade Middle School

2023-2024 Goals/Performance Objectives/Strategies

Accountability Rating: D

Board Approval Date: October 4, 2023
Public Presentation Date: November 4, 2023

Mission Statement

Schrade Middle School believes that all students can be successful, our mission is to create a safe environment that fosters unique learning opportunities that will improve academic achievement for all students and supports the development of 21st century and social/emotional skills.

Vision

Our vision at Schrade is to promote 21st century citizens who uphold academic excellence, collaboration, mental fortitude and a safe environment for all.

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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 44 % to 54 % in 2023-2024 and to 90% in grades 6-8 by the 2025-2026 school year.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will collaborate daily with their content teams during CLCs to disaggregate data. During CLCs, teachers will utilize Lead4Ward resources to plan for instruction with attention to the performance of our All Students, African American, Asian, Economically Disadvantaged, Two of More Races, and White student groups performance relative to the Closing the Achievement Gaps Domain targets and the TEA Targeted Support and Improvement percentages.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Completed CLC agendas with minutes and DOL data, design engaging lesson plans, disaggregate BOY/MOY MAP, CBA, CFA, and semester exam data. Teachers will utilize data to inform the lesson planning process. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coaches, CST's and IDF's **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 1					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in planning days with their grade level content teams to plan for instruction.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will analyze MAP, CBA and interim assessment data identifying areas of reteach/intervention. Teacher will design mini-lessons and activities to spiral content. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coaches, CST's and IDF's **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 3					

Strategy 3 Details	Reviews			
Strategy 3: Teachers will attend professional development based on campus/department needs as well as individual growth opportunities. Provide weekly Master Minds (TEP): New Teacher Academy training after-school to support new and struggling teachers. Campus will provide a training environment that facilitates group discussion/activities via professional collaboration.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Improvement in the quality of Tier 1 instruction and increase overall student performance on MAP, CBAs, Interim Assessments and STAAR. Training session will also help strengthen skill with student behavior management, parent communication and district systems operations.

Staff Responsible for Monitoring: Administrators and Teachers

Title I:
2.4, 2.5, 2.6

Problem Statements: School Processes & Programs 1

Strategy 4 Details	Reviews			
Strategy 4: Teachers will provide targeted intervention opportunities for students who have been identified as having a need with attention to the performance of our All Students, African American, White, Asian, and Economically Disadvantaged student groups performance relative to the Closing the Achievement Gaps Domain targets.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Overall increase in student performance on MAP, CBA, Interim Assessments and STAAR.

Staff Responsible for Monitoring: Administrators and Teachers

Problem Statements: Student Learning 1, 3

Strategy 5 Details	Reviews			
Strategy 5: Teachers will evaluate and select instructional resources and materials to supplement the curriculum based on student data.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: To ensure the growth and success of all students, students will utilize digital software programs and other supplemental resources for intervention and enrichment.

Staff Responsible for Monitoring: Administrators and Teachers

Title I:
2.4, 2.5, 2.6

Problem Statements: Student Learning 1, 3

Strategy 6 Details	Reviews			
Strategy 6: An instructional coach and curriculum support teachers will support teachers in planning for instruction and assessment, analyzing data, and planning for interventions. The IC instructional support team will provide extended day professional development training after school.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Provide individualized and small group development for new or struggling teachers. Improve overall teacher performance as it aligns with T-TESS Domains 2 and 3. Improve the quality of Tier 1 instruction. Increase overall student achievement on MAP, CBAs, Interim Assessments and STAAR 2.0. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches and Teachers **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 1				

Strategy 7 Details	Reviews			
Strategy 7: Teachers will provide additional intervention opportunities for students during W.I.N. class as well as scheduling students in a literacy enrichment class.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: MOY and EOY MAP growth, CBAs, Interim Assessments and STAAR 2.0. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 4				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups. **Root Cause**: Our campus data highlights the need for students to be actively engaged learners to augment their growth in every subject area; therefore, they should be presented with dynamic, mobile, and authentic problems which require them to collaborate and grow through real-world hands-on performance tasks aligned with state standards, district priorities, and campus vision. Build relational capacity.
Problem Statement 3: Emergent Bilingual students consistently underperformed in all grade levels and all content areas as compared to other subgroups. **Root Cause**: Limited training and use of sheltered instruction strategies.

School Processes & Programs
Problem Statement 1: Inconsistent classroom management practices among staff impacted student behavior and achievement. **Root Cause**: 1. Discontinuation of the New Teacher Academy 2. PBIS team did not meet consistently to review behavior data, identify areas of concern, implement positive strategies nor nor reinforce campus buy-in via on-going training.

School Processes & Programs
Problem Statement 4: The WIN intervention classes lacked the intentional focus required to close the achievement gap.   **Root Cause**: New instructional structure lacked consistency in the content. The lack of academic accountability further diminished the effectiveness of the intervention support.

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 by 10% for the 2023-2024 school year and to 70% by the 2025-2026 school year.

Evaluation Data Sources: Interim Assessments and STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will collaborate daily with their content teams during CLCs to disaggregate data. During CLCs, teachers will utilize Lead4Ward resources to plan for instruction with attention to the performance of our All Students, African American, Asian, Economically Disadvantaged, Two of More Races, and White student groups performance relative to the Closing the Achievement Gaps Domain targets and the TEA Targeted Support and Improvement percentages.		**Formative**			**Summative**
		Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Completed CLC agendas with minutes and DOL data, design engaging lesson plans, disaggregate BOY/MOY MAP, CBA, CFA, and semester exam data. Teachers will utilize data to inform the lesson planning process.
    Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches, CST's and IDF's
 	
    Problem Statements: Student Learning 1, 3					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in planning days with their grade level content teams to plan for instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will analyze MAP, CBA and interim assessment data identifying areas of reteach/intervention. Teacher will design mini-lessons and activities to spiral content.		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches, CST's and IDF's **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 4					

Strategy 3 Details		Reviews			
Strategy 3: Teachers will attend professional development based on campus/department needs as well as individual growth opportunities. Provide weekly Master Minds: New Teacher Academy training after-school to support new and struggling teachers.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improvement in the quality of Tier 1 instruction and increase overall student performance on MAP, CBAs, Interim Assessments and STAAR. Training session will also help strengthen skill with student behavior management, parent communication and district systems operations. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1					

Strategy 4 Details		Reviews			
Strategy 4: Teachers will provide targeted intervention opportunities for students who have been identified as having a need with attention to the performance of our All Students, African American, White, Asian, and Economically Disadvantaged student groups performance relative to the Closing the Achievement Gaps Domain targets.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Overall increase in student performance on MAP, CBA, Interim Assessments and STAAR. **Staff Responsible for Monitoring:** Administrators and Teachers **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 4					

Strategy 5 Details		Reviews			
Strategy 5: Teachers will evaluate and select instructional resources and materials to supplement the curriculum based on student data.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: To ensure the growth and success of all students, students will utilize digital software programs and other supplemental resources for intervention and enrichment. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.4, 2.5, 2.6					

Strategy 6 Details	Reviews			
Strategy 6: An instructional coach and curriculum support teachers will support teachers in planning for instruction and assessment, analyzing data, and planning for interventions. The IC teacher will provide extended day professional development training after school.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Provide individualized and small group development for new or struggling teachers. Improve overall teacher performance as it aligns with T-TESS Domains 2 and 3. Improve the quality of Tier 1 instruction. Increase overall student achievement on MAP, CBAs, Interim Assessments and STAAR 2.0. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches and Teachers **Problem Statements:** School Processes & Programs 1				

Strategy 7 Details	Reviews			
Strategy 7: Teachers will provide additional intervention opportunities for students during W.I.N. class as well as scheduling students in a literacy enrichment class.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: MOY and EOY MAP growth, CBAs, Interim Assessments and STAAR 2.0. **Staff Responsible for Monitoring:** Administrators and Teachers **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 1				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups. **Root Cause**: Our campus data highlights the need for students to be actively engaged learners to augment their growth in every subject area; therefore, they should be presented with dynamic, mobile, and authentic problems which require them to collaborate and grow through real-world hands-on performance tasks aligned with state standards, district priorities, and campus vision. Build relational capacity.
Problem Statement 3: Emergent Bilingual students consistently underperformed in all grade levels and all content areas as compared to other subgroups. **Root Cause**: Limited training and use of sheltered instruction strategies.

School Processes & Programs
Problem Statement 1: Inconsistent classroom management practices among staff impacted student behavior and achievement. **Root Cause**: 1. Discontinuation of the New Teacher Academy 2. PBIS team did not meet consistently to review behavior data, identify areas of concern, implement positive strategies nor nor reinforce campus buy-in via on-going training.
Problem Statement 4: The WIN intervention classes lacked the intentional focus required to close the achievement gap. **Root Cause**: New instructional structure lacked consistency in the content. The lack of academic accountability further diminished the effectiveness of the intervention support.

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 EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 30% to 50% for the 2022-2023 school year and to 76% by the 2025-2026 school year.

Evaluation Data Sources: TELPAS

Strategy 1 Details			Reviews		
Strategy 1: Teachers will provide extended day TELPAS bootcamps.			**Formative**		**Summative**
Problem Statements: Student Learning 3		**Nov**	**Feb**	**Apr**	**June**
No Progress	0%	Accomplished	100%	Continue/Modify →	Discontinue ✗

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Emergent Bilingual students consistently underperformed in all grade levels and all content areas as compared to other subgroups.   **Root Cause**: Limited training and use of sheltered instruction strategies.

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 44 % to 54% for the 2023-2024 school year and to 80% by the 2025-2026 school year.

Evaluation Data Sources: STAAR 2.0

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate daily with their content teams during CLCs to disaggregate data. During CLCs, teachers will utilize Lead4Ward resources to plan for instruction with attention to the performance of our All Students, African American, Asian, Economically Disadvantaged, Two of More Races, and White student groups performance relative to the Closing the Achievement Gaps Domain targets and the TEA Targeted Support and Improvement percentages.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Completed CLC agendas with minutes and DOL data, design engaging lesson plans, disaggregate BOY/MOY MAP, CBA, CFA, and semester exam data. Teachers will utilize data to inform the lesson planning process. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coaches, CST's and IDF's **Problem Statements:** Student Learning 1, 3				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in planning days with their grade level content teams to plan for instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will analyze MAP, CBA and interim assessment data identifying areas of reteach/intervention. Teacher will design mini-lessons and activities to spiral content. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coaches, CST's and IDF's **Problem Statements:** Student Learning 1, 3				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will attend professional development based on campus/department needs as well as individual growth opportunities. Provide weekly Master Minds: New Teacher Academy training after-school to support new and struggling teachers.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improvement in the quality of Tier 1 instruction and increase overall student performance on MAP, CBAs, Interim Assessments and STAAR. Training session will also help strengthen skill with student behavior management, parent communication and district systems operations. **Staff Responsible for Monitoring:** Administrators and Teachers **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 1				

Strategy 4 Details	Reviews			

Strategy 4: Teachers will provide targeted intervention opportunities for students who have been identified as having a need with attention to the performance of our All Students, African American, White, Asian, and Economically Disadvantaged student groups performance relative to the Closing the Achievement Gaps Domain targets.
 	
    Strategy's Expected Result/Impact: Overall increase in student performance on MAP, CBA, Interim Assessments and STAAR.
    Staff Responsible for Monitoring: Administrators and Teachers
 	
    Problem Statements: Student Learning 1, 3 - School Processes & Programs 4
	Formative			**Summative**

	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			

Strategy 5: Teachers will evaluate and select instructional resources and materials to supplement the curriculum based on student data.
    Strategy's Expected Result/Impact: To ensure the growth and success of all students, students will utilize digital software programs and other supplemental resources for intervention and enrichment.
    Staff Responsible for Monitoring: Administrators and Teachers
 	
    Problem Statements: Student Learning 1, 3
	Formative			**Summative**

	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			

Strategy 6: An instructional coach and curriculum support teachers will support teachers in planning for instruction and assessment, analyzing data, and planning for interventions. The IC teacher will provide extended day professional development training after school.
    Strategy's Expected Result/Impact: Provide individualized and small group development for new or struggling teachers. Improve overall teacher performance as it aligns with T-TESS Domains 2 and 3. Improve the quality of Tier 1 instruction. Increase overall student achievement on MAP, CBAs, Interim Assessments and STAAR 2.0.
    Staff Responsible for Monitoring: Administrators, Instructional Coaches and Teachers
 	
    Problem Statements: School Processes & Programs 1, 2
	Formative			**Summative**

	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			

Strategy 7: Teachers will provide additional intervention opportunities for students during W.I.N. class as well as scheduling students in a literacy enrichment class.
    Strategy's Expected Result/Impact: MOY and EOY MAP growth, CBAs, Interim Assessments and STAAR 2.0.
    Staff Responsible for Monitoring: Administrators and Teachers
 	
    Problem Statements: Student Learning 1, 3 - School Processes & Programs 4
	Formative			**Summative**

	Nov	Feb	Apr	June

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups.   **Root Cause**: Our campus data highlights the need for students to be actively engaged learners to augment their growth in every subject area; therefore, they should be presented with dynamic, mobile, and authentic problems which require them to collaborate and grow through real-world hands-on performance tasks aligned with state standards, district priorities, and campus vision. Build relational capacity.
Problem Statement 3: Emergent Bilingual students consistently underperformed in all grade levels and all content areas as compared to other subgroups.   **Root Cause**: Limited training and use of sheltered instruction strategies.

School Processes & Programs
Problem Statement 1: Inconsistent classroom management practices among staff impacted student behavior and achievement.   **Root Cause**: 1. Discontinuation of the New Teacher Academy 2. PBIS team did not meet consistently to review behavior data, identify areas of concern, implement positive strategies nor nor reinforce campus buy-in via on-going training.
Problem Statement 2: PBIS structural systems for common area expectations were not consistently reinforced by all staff. Staff did not use common language scripts to reinforce desired behaviors.   **Root Cause**: Staff did not receive frequent and routine training throughout the school year as PBIS refreshers to address problems of practice.
Problem Statement 4: The WIN intervention classes lacked the intentional focus required to close the achievement gap.   **Root Cause**: New instructional structure lacked consistency in the content. The lack of academic accountability further diminished the effectiveness of the intervention support.

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 on STAAR will increase from 31% to 50% by the end of the 2023-2024 school year and to 90% for all grades 6-8 by the 2025-2026 school year.

Evaluation Data Sources: STAAR 2.0

Strategy 1 Details				Reviews			
Strategy 1: Teachers will collaborate daily with their content teams during CLCs to disaggregate data. During CLCs, teachers will utilize Lead4Ward resources to plan for instruction with attention to the performance of our All Students, African American, Asian, Economically Disadvantaged, Two of More Races, and White student groups performance relative to the Closing the Achievement Gaps Domain targets and the TEA Targeted Support and Improvement percentages.				**Formative**			**Summative**
				Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Completed CLC agendas with minutes and DOL data, design engaging lesson plans, disaggregate BOY/MOY MAP, CBA, CFA, and semester exam data. Teachers will utilize data to inform the lesson planning process. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coaches, CST's and IDF's **Problem Statements:** Student Learning 1, 3							

Strategy 2 Details				Reviews			
Strategy 2: Teachers will participate in planning days with their grade level content teams to plan for instruction.				**Formative**			**Summative**
				Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Teachers will analyze MAP, CBA and interim assessment data identifying areas of reteach/intervention. Teacher will design mini-lessons and activities to spiral content. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coaches, CST's and IDF's **Problem Statements:** Student Learning 1, 3							

Strategy 3 Details				Reviews			
Strategy 3: Teachers will attend professional development based on campus/department needs as well as individual growth opportunities. Provide weekly Master Minds: New Teacher Academy training after-school to support new and struggling teachers.				**Formative**			**Summative**
				Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improvement in the quality of Tier 1 instruction and increase overall student performance on MAP, CBAs, Interim Assessments and STAAR. Training session will also help strengthen skill with student behavior management, parent communication and district systems operations. **Staff Responsible for Monitoring:** Administrators and Teachers **Problem Statements:** Demographics 3 - Student Learning 1, 3 - School Processes & Programs 1							

Strategy 4 Details		Reviews		
Strategy 4: Teachers will provide targeted intervention opportunities for students who have been identified as having a need with attention to the performance of our All Students, African American, White, Asian, and Economically Disadvantaged student groups performance relative to the Closing the Achievement Gaps Domain targets.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Overall increase in student performance on MAP, CBA, Interim Assessments and STAAR. **Staff Responsible for Monitoring:** Administrators and Teachers **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 4				

Strategy 5 Details		Reviews		
Strategy 5: Teachers will evaluate and select instructional resources and materials to supplement the curriculum based on student data.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: To ensure the growth and success of all students, students will utilize digital software programs and other supplemental resources for intervention and enrichment. **Staff Responsible for Monitoring:** Administrators and Teachers **Problem Statements:** Demographics 2 - Student Learning 1, 3				

Strategy 6 Details		Reviews		
Strategy 6: An instructional coach and curriculum support teachers will support teachers in planning for instruction and assessment, analyzing data, and planning for interventions. The IC teacher will provide extended day professional development training after school.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Provide individualized and small group development for new or struggling teachers. Improve overall teacher performance as it aligns with T-TESS Domains 2 and 3. Improve the quality of Tier 1 instruction. Increase overall student achievement on MAP, CBAs, Interim Assessments and STAAR 2.0. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches and Teachers **Problem Statements:** Demographics 2 - School Processes & Programs 1, 2				

Strategy 7 Details		Reviews		
Strategy 7: Teachers will provide additional intervention opportunities for students during W.I.N. class as well as scheduling students in a literacy enrichment class.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: MOY and EOY MAP growth, CBAs, Interim Assessments and STAAR 2.0. **Staff Responsible for Monitoring:** Administrators and Teachers **Problem Statements:** Student Learning 1, 3				

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Discipline referrals for African American students (65.4%) are disproportionate to African American enrollment (35.1%). Although Black students account for 35.1% of the student enrollment, Black students accounted for 65.4% of the written referrals having received 1305 referrals out a total of 1995.   **Root Cause**: 1. Failure to consistently apply progressive discipline practices. 2. Teachers did not apply best practices in de-escalating student behavior. 3. Need for cultural responsiveness training for all staff members.
Problem Statement 3: Teacher retention of talented and diverse teachers with more than 3 years of experience at Schrade. 47% male - 53% female 58% white - 30 % black - 12% other. Retention of 20 from 21/22 to 22/23, and a further reduction to 11 for 23/24.   **Root Cause**: 1. Based on feedback from teachers during the CNA team meetings, a lack of respect and discipline in students resulting in more frequent negative interactions as well as a lack of communication/planning and follow through from district/administration. 2. New Teacher Academy was not available this year as way to support new teachers and teachers new to the campus or district.
Student Learning
Problem Statement 1: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups.   **Root Cause**: Our campus data highlights the need for students to be actively engaged learners to augment their growth in every subject area; therefore, they should be presented with dynamic, mobile, and authentic problems which require them to collaborate and grow through real-world hands-on performance tasks aligned with state standards, district priorities, and campus vision. Build relational capacity.
Problem Statement 3: Emergent Bilingual students consistently underperformed in all grade levels and all content areas as compared to other subgroups.   **Root Cause**: Limited training and use of sheltered instruction strategies.
School Processes & Programs
Problem Statement 1: Inconsistent classroom management practices among staff impacted student behavior and achievement.   **Root Cause**: 1. Discontinuation of the New Teacher Academy 2. PBIS team did not meet consistently to review behavior data, identify areas of concern, implement positive strategies nor nor reinforce campus buy-in via on-going training.
Problem Statement 2: PBIS structural systems for common area expectations were not consistently reinforced by all staff. Staff did not use common language scripts to reinforce desired behaviors.   **Root Cause**: Staff did not receive frequent and routine training throughout the school year as PBIS refreshers to address problems of practice.
Problem Statement 4: The WIN intervention classes lacked the intentional focus required to close the achievement gap.   **Root Cause**: New instructional structure lacked consistency in the content. The lack of academic accountability further diminished the effectiveness of the intervention support.

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 8th grade students demonstrating postsecondary readiness exam success, as measured through PSAT results will increase from 51.7% to 53.6% for reading and writing (70% by 2024-2025) and from 31.9% to 35.6% in math (50% by 2025-2026).

Strategy 1 Details			Reviews		
Strategy 1: 8th grade English, math, and reading teachers will include and/or utilize PSAT lessons leading up to October 24th, the day the PSAT is administered.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will gain exposure **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 3	**Nov**	**Feb**	**Apr**		**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups. **Root Cause**: Our campus data highlights the need for students to be actively engaged learners to augment their growth in every subject area; therefore, they should be presented with dynamic, mobile, and authentic problems which require them to collaborate and grow through real-world hands-on performance tasks aligned with state standards, district priorities, and campus vision. Build relational capacity.
Problem Statement 3: Emergent Bilingual students consistently underperformed in all grade levels and all content areas as compared to other subgroups. **Root Cause**: Limited training and use of sheltered instruction strategies.

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: By May 2024, there will be a 25% reduction in the number of disciplinary referrals as compared to the 1995 referrals written in 2022-2023. 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 by 25% from 72.8% to 47.8% for the 2023-2024 school year and to 35% by the 2025-2026 school year.

Strategy 1 Details	Reviews			
Strategy 1: Staff will implement Positive Behavior Interventions and Supports campus-wide along with CHAMPS in the classroom in order to provide structured systems and procedures for all students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in the number of disciplinary referrals resulting in a reduction of exclusionary consequences (ISS and OSS) allowing for increased instructional time. Develop campus-wide systems to effectively monitor student behavior in common areas, transitions and dismissal procedures. Improve overall campus climate and culture. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Demographics 1, 2, 3 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet monthly to review and revise Positive Behavior Interventions and Supports (PBIS) best practices for campus wide and classroom implementation.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in the number of disciplinary referrals resulting in a reduction of exclusionary consequences (ISS and OSS) allowing for increased instructional time. Develop campus-wide systems to effectively monitor student behavior in common areas, transitions and dismissal procedures. Improve overall campus climate and culture. **Staff Responsible for Monitoring:** Administrators, PBIS Team **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships with students, and working with students from a variety of backgrounds, including students in the special education program and economically disadvantaged students. Teachers will review discipline data and intervention strategies weekly during grade level planning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Build relational capacity among teachers to demonstrate improvement in classroom behavior management and establishing positive classroom culture. **Staff Responsible for Monitoring:** Administrators and Teachers **Problem Statements:** Demographics 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will attend professional development based on their individual needs and the needs of their students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in the number of disciplinary referrals resulting in a reduction of exclusionary consequences (ISS and OSS) allowing for increased instructional time. Develop campus-wide systems to effectively monitor student behavior in common areas, transitions and dismissal procedures. Improve overall campus climate and culture.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, PBIS Team and Teachers **Problem Statements:** School Processes & Programs 1, 2				

Strategy 5 Details	Reviews			
Strategy 5: Schrade will provide positive incentives and behavior supports to encourage and recognize student success.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To improve climate and culture by rewarding positive behavior and reducing the number of office referral and exclusionary consequences.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Counselors, Teachers **Problem Statements:** Demographics 1, 2				

Strategy 6 Details	Reviews			
Strategy 6: Schrade will utilize Leveled ISS for Tier 2 and Tier 3 infractions along with establishing student behavior contracts that include goal setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify common behavior trends and establish a shared plan collaboratively developed by all stakeholders	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, parents, counselors and teachers **Problem Statements:** Demographics 1, 2				

Strategy 7 Details	Reviews			
Strategy 7: Schrade will establish a mentorship program for students to connect each mentor with at least two at-risk students. This would include but is not limited to the continuation of Falcon Flair, Cocoa and Convos, etc. **Strategy's Expected Result/Impact:** Enhance self-esteem and self-confidence. Increase daily attendance. Improve student's attitude about school. Help develop healthy relationships and make better life choices. **Staff Responsible for Monitoring:** Administrators, Counselors, and Teachers **Problem Statements:** Demographics 1, 2 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: Provide professional development for teachers and staff the areas of Culturally Responsiveness, Restorative Practices and Social-Emotional Learning. **Strategy's Expected Result/Impact:** Build stronger relationships with students. Help students take responsibility for their actions while making them aware of the consequences associated negative behaviors. Teach students conflict resolutions. Show the importance of communication. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June

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

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: According to Review 360, the total number of reported referrals was 1995 representing only an 8% decrease from the previous school year. Sixth grade students accounted for 546 referrals or 27.4%. Seventh grade students accounted for 609 referrals or 30.5%. Eight grade students accounted for 840 referral or 42.1%. Females account for 45.3% and males account for 54.7% of reported incidents.   **Root Cause**: 1. Inconsistencies with the implementation campus-wide classroom rules/expectations and disciplinary consequences as applied across grade levels. 2. Lack of parental involvement 3. Inconsistent communication with parents addressing student behavior. 3. Increased need to focus on student social-emotional needs
Problem Statement 2: Discipline referrals for African American students (65.4%) are disproportionate to African American enrollment (35.1%). Although Black students account for 35.1% of the student enrollment, Black students accounted for 65.4% of the written referrals having received 1305 referrals out a total of 1995.   **Root Cause**: 1. Failure to consistently apply progressive discipline practices. 2. Teachers did not apply best practices in de-escalating student behavior. 3. Need for cultural responsiveness training for all staff members.
Problem Statement 3: Teacher retention of talented and diverse teachers with more than 3 years of experience at Schrade. 47% male - 53% female 58% white - 30 % black - 12% other. Retention of 20 from 21/22 to 22/23, and a further reduction to 11 for 23/24.   **Root Cause**: 1. Based on feedback from teachers during the CNA team meetings, a lack of respect and discipline in students resulting in more frequent negative interactions as well as a lack of communication/planning and follow through from district/administration. 2. New Teacher Academy was not available this year as way to support new teachers and teachers new to the campus or district.

School Processes & Programs
Problem Statement 1: Inconsistent classroom management practices among staff impacted student behavior and achievement.   **Root Cause**: 1. Discontinuation of the New Teacher Academy 2. PBIS team did not meet consistently to review behavior data, identify areas of concern, implement positive strategies nor nor reinforce campus buy-in via on-going training.
Problem Statement 2: PBIS structural systems for common area expectations were not consistently reinforced by all staff. Staff did not use common language scripts to reinforce desired behaviors.   **Root Cause**: Staff did not receive frequent and routine training throughout the school year as PBIS refreshers to address problems of practice.
Perceptions
Problem Statement 1: According to the2022-2023 Exclusionary Discipline Report, 801 out of 934 incidents/referrals were duplicated students (Grades 6th, 7th, and 8th).   **Root Cause**: 1. Inconsistent/ineffective consequences for student behavior 2. Inconsistencies in Schrade Middle School discipline management plan on implementation. 3. Varying expectations from class to class. 4. Inadequate use of responsive services and incentive programs 5. Need for more comprehensive SEL supports

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: Parent and family engagement opportunities will increase by 15% during the 2023-2024 school year.

    Evaluation Data Sources: Sign-In sheets and parent surveys

Strategy 1 Details		Reviews			
Strategy 1: Schrade will host parent informational meetings throughout the school year such as back-to-school meeting, Town Hall meetings, 6th grade orientation, 8th grade transition, parent academies, parent-teacher conferences, and welcome walks.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Provide regularly scheduled informational meetings to inform parents of student academic progress, campus policies and procedures and discuss campus problems of practice. Improve communication with parents and encourage parent to seek accurate information from school officials.
     Staff Responsible for Monitoring: Administrators, Counselors and Teachers
 	
     Problem Statements: Perceptions 1, 2					

Strategy 2 Details		Reviews			
Strategy 2: Establish the Falcon Family First Parent Committee to encourage parent volunteers to support with campus monitoring during arrival, lunches, hallway transitions and dismissal. Establish a campus Falcon Force parent volunteer group.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Improve family and community involvement
     Staff Responsible for Monitoring: Administrators, Counselors and Teachers
 	
     Title I:
 4.1
  - **ESF Levers:**
 Lever 3: Positive School Culture
 Problem Statements: Perceptions 2					

Strategy 3 Details		Reviews			
Strategy 3: Schrade staff will host family nights to increase parent and family engagement that will include Family Learning Night, AVID Night, Literacy Night, Math & Science Night, etc.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Perceptions 2					

Strategy 4 Details	Reviews			
Strategy 4: Schrade will provide support for students who are transitioning into middle school from elementary and into high school from middle school. **Strategy's Expected Result/Impact:** Successful transitions to middle school and high school. We will conduct new student orientation and High School transition meetings for 8th grade students **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers **Problem Statements:** Perceptions 2	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Schrade will provide in-person and virtual meeting options to collaborate with parents in the development of the student-parent compact. **Strategy's Expected Result/Impact:** Established shared responsibilities on behalf of the school and parents to increase academic achievement. Ensure two-way, meaningful communication between family members and school staff. **Staff Responsible for Monitoring:** Administrators **Title I:** 4.2 **Problem Statements:** Perceptions 2	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Host parent and community events such as Parent Game Night, Fall Festival: Halloween Trick or Trunk, Schrade Cares Thanksgiving donation, Family Paint Night, etc. **Strategy's Expected Result/Impact:** Help parents/guardians build positive connections with campus staff, parents and other community partners in the Rowlett area. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Perceptions 2	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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

Performance Objective 8 Problem Statements:

Perceptions

Problem Statement 1: According to the 2022-2023 Exclusionary Discipline Report, 801 out of 934 incidents/referrals were duplicated students (Grades 6th, 7th, and 8th).   **Root Cause**: 1. Inconsistent/ineffective consequences for student behavior 2. Inconsistencies in Schrade Middle School discipline management plan on implementation. 3. Varying expectations from class to class. 4. Inadequate use of responsive services and incentive programs 5. Need for more comprehensive SEL supports

Problem Statement 2: According to the Schrade Middle School Family Engagement Survey (2022-23), only 137 responses were recorded from the parent perspective (6th - 40%, 7th- 26%, and 8th -34%). The focus need is for student involvement, visibility (learning environment, parents, and community), and the availability of administration.   **Root Cause**: 1. Increased frequency for parent communication utilizing additional methods of communication 2. Inconsistent materials and trainings to help parents work with their children to improve student achievement 3. Inconsistent support to parents. (Example: Social Media reports findings before school communication).

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 2023 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

White Students: Mathematics Academic Achievement from 34 (2022) to at least 59 (min target)
White Students: Mathematics Growth from 62 (2022) to at least 74 (min target)
White Students: Student Success (D1 STAAR Component) from 53 (2022) to at least 58 (min target)

AA Students: Mathematics Academic Achievement from 14 (2022) to at least 31 (min target)
AA Students: Mathematics Growth from 59 (2022) to at least 67 (min target)
AA Students: Student Success (D1 STAAR Component) from 29 (2022) to at least 36 (min target)

Hispanic Students: Mathematics Academic Achievement from 22 (2022) to at least 40 (min target)
Hispanic Students: Mathematics Growth from 59 (2022) to at least 69 (min target)
Hispanic Students: Student Success (D1 STAAR Component) from 38 (2022) to at least 41 (min target)

Asian Students: Mathematics Academic Achievement from 46 (2022) to at least 82 (min target)
Asian Students: Mathematics Growth from 74 (2022) to at least 86 (min target)
Asian Students: Student Success (D1 STAAR Component) from 61 (2022) to at least 73 (min target)

Two or More Race Students: Reading Academic Achievement from 50 (2022) to at least 56 (min target)
Two or More Race Students: Mathematics Academic Achievement from 17 (2022) to at least 54 (min target)
Two or More Race Students: Mathematics Growth from 60 (2022) to at least 72 (min target)
Two or More Race Students: Student Success (D1 STAAR Component) from 36(2022) to at least 55 (min target)

Strategy 1 Details	Reviews			
Strategy 1: Students who failed to performed at Did Not Meet or low Approaches will be assigned to a specialized WIN intervention, Reading or Math Lab class	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Improve overall student growth through specialized small group instruction.
    Staff Responsible for Monitoring: Administrators, Counselors and Teachers
 	
    Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 3				

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

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 1: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups. **Root Cause**: Our campus data highlights the need for students to be actively engaged learners to augment their growth in every subject area; therefore, they should be presented with dynamic, mobile, and authentic problems which require them to collaborate and grow through real-world hands-on performance tasks aligned with state standards, district priorities, and campus vision. Build relational capacity.
Problem Statement 3: Emergent Bilingual students consistently underperformed in all grade levels and all content areas as compared to other subgroups. **Root Cause**: Limited training and use of sheltered instruction strategies.

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

Performance Objective 10: Campus Average Daily Attendance will average 96% for the 2023-2024 school year.

Strategy 1 Details	Reviews			
Strategy 1: Schrade will provide positive incentives and behavior support to encourage daily attendance for all students. Provide grade level incentive activities and rewards.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase student attendance by cultivating an environment in which students enjoy coming to school.
    Staff Responsible for Monitoring: Administrators, Attendance Clerk and Teachers
 	
    Title I:
2.6
    Problem Statements: Demographics 1 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Establish an attendance outreach committee to host a parent-teacher alliance meeting that focuses on the importance regular attendance. This committee will also conduct home visits outside of contractual hours.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Provide parents and students with a plan for campus re-entry including on-campus services as well as district/community support resources.
    Staff Responsible for Monitoring: Administrators, Counselors, Teachers, and Data Clerk
 	
    Problem Statements: Perceptions 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Extended day sessions (after-school and Saturday School) will be provided for credit/cycle recovery to recapture loss instructional time.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Problem Statements: Student Learning 1, 3 - School Processes & Programs 2, 4 - Perceptions 1				

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

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: According to Review 360, the total number of reported referrals was 1995 representing only an 8% decrease from the previous school year. Sixth grade students accounted for 546 referrals or 27.4%. Seventh grade students accounted for 609 referrals or 30.5%. Eight grade students accounted for 840 referral or 42.1%. Females account for 45.3% and males account for 54.7% of reported incidents.   **Root Cause**: 1. Inconsistencies with the implementation campus-wide classroom rules/expectations and disciplinary consequences as applied across grade levels. 2. Lack of parental involvement 3. Inconsistent communication with parents addressing student behavior. 3. Increased need to focus on student social-emotional needs

Student Learning
Problem Statement 1: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups.   **Root Cause**: Our campus data highlights the need for students to be actively engaged learners to augment their growth in every subject area; therefore, they should be presented with dynamic, mobile, and authentic problems which require them to collaborate and grow through real-world hands-on performance tasks aligned with state standards, district priorities, and campus vision. Build relational capacity.
Problem Statement 3: Emergent Bilingual students consistently underperformed in all grade levels and all content areas as compared to other subgroups.   **Root Cause**: Limited training and use of sheltered instruction strategies.

School Processes & Programs
Problem Statement 1: Inconsistent classroom management practices among staff impacted student behavior and achievement.   **Root Cause**: 1. Discontinuation of the New Teacher Academy 2. PBIS team did not meet consistently to review behavior data, identify areas of concern, implement positive strategies nor nor reinforce campus buy-in via on-going training.
Problem Statement 2: PBIS structural systems for common area expectations were not consistently reinforced by all staff. Staff did not use common language scripts to reinforce desired behaviors.   **Root Cause**: Staff did not receive frequent and routine training throughout the school year as PBIS refreshers to address problems of practice.
Problem Statement 4: The WIN intervention classes lacked the intentional focus required to close the achievement gap.   **Root Cause**: New instructional structure lacked consistency in the content. The lack of academic accountability further diminished the effectiveness of the intervention support.

Perceptions
Problem Statement 1: According to the2022-2023 Exclusionary Discipline Report, 801 out of 934 incidents/referrals were duplicated students (Grades 6th, 7th, and 8th).   **Root Cause**: 1. Inconsistent/ineffective consequences for student behavior 2. Inconsistencies in Schrade Middle School discipline management plan on implementation. 3. Varying expectations from class to class. 4. Inadequate use of responsive services and incentive programs 5. Need for more comprehensive SEL supports
Problem Statement 2: According to the Schrade Middle School Family Engagement Survey (2022-23), only 137 responses were recorded from the parent perspective (6th - 40%, 7th- 26%, and 8th -34%). The focus need is for student involvement, visibility (learning environment, parents, and community), and the availability of administration.   **Root Cause**: 1. Increased frequency for parent communication utilizing additional methods of communication 2. Inconsistent materials and trainings to help parents work with their children to improve student achievement 3. Inconsistent support to parents. (Example: Social Media reports findings before school communication).