

Garland Independent School District
Webb Middle School
2024-2025 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: October 15, 2024
Public Presentation Date: October 15, 2024

Mission Statement

As a result of Webb Middle School's commitment to empowering students, ALL students will develop critical thinking, decision-making, and real-world problem-solving skills. They will engage in practical, hands-on learning experiences that prepare them to be responsible citizens and effective contributors in real-world settings, ensuring they are equipped to achieve success in both college and career environments.

Vision

Reaching the future by driving excellence, one student at a time.

Core Beliefs

We are The GISSD Effect



We GROW Leaders

Foster Ownership	Takes responsibility for growth in self and others
Pursue Continuous Growth	Seeks out and incorporates feedback into one's practice; models being a learner and continuously seeks to grow & improve
Empower Others	Distributes leadership, giving people the opportunity to impact growth

We INSPIRE Innovation

Take Initiative	Anticipates and solves problems proactively, with resilience
Seek Innovation and Change	Actively embraces new ideas and creative solutions; leads others through change
Celebrate Achievement	Recognizes and celebrates others for achievements; uses recognition to reinforce positive efforts

We STRIVE for Excellence

Focus on Student Success	Takes personal accountability for student outcomes and advancing student success
Project Positive Presence	Exhibits poise, confidence, loyalty and integrity in all interactions
Live the Vision	Understands that "We are all Garland ISD" – every individual's actions contribute to reaching the future by driving excellence, one student at a time

We DEVELOP Relationships

Embrace Diversity	Values and celebrates all cultures; fosters an inclusive environment for all, honoring backgrounds and identities
Communicate Effectively	Communicates clearly, proactively, and transparently with all stakeholders
Act with Compassion	Shows empathy and care for all stakeholders, upholding high expectations for self, students, and staff

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Comprehensive Needs Assessment

Demographics

Demographics Summary

How do we describe our school? What is our story? Example details might include size, grade span, age, location, admission policies (magnet, open enrollment, neighborhood school), and other interesting or important descriptive information?

Cecil Winfred Webb was born and attended school in Paris, Texas. He was a Lieutenant in the Navy during World War II and served in the Pacific. He attended Trinity University and received a Masters Degree from East Texas State University. Cecil Webb Middle School was established in fall of 1975. The school was named after Cecil Winfred Webb who was a well established member of Garland ISD. He helped establish and shape the following schools: taught history at Garland High School, became the principal of Old Bussey Junior High School, the first principal of Sam Houston Junior High, and became the principal at Watson Elementary School. Since opening, Webb Middle School has had many additions and renovations to establish the building we know and love today. A new wing with twelve classrooms, a new band hall and gym were added in the fall of 1999. Due to destruction from a fire in the Fall of 2011, a new wing and renovated offices were added to the front of the building over the Summer of 2011. Our mission statement states that Webb Middle School believes that all students can be successful, our mission is to empower ALL students and staff to be responsible citizens who make productive decisions that will foster success in a global society. Webb offers many exceptional programs including: AVID, AVID Excel, orchestra, geometry for 8th grade students, journalism, Career and technical programs, BASE program, ALE programs football, track and cheer. We service approximately 438 ELL students which is about $\frac{1}{3}$ of our population, including Vietnamese and Spanish speaking students. We have two special programs for beginner ELL students and also a sheltered instruction class for certain students. Our Orchestra program is also one of our strengths in hopes of becoming a magnet program. Webb also offers many academic and social activities students can participate in after school to expand their skills and knowledge. These clubs continue to be at the forefront for students including student council, award winning pentathlon team, and anime club. Cecil Webb Middle School is located at 1610 Spring Creek Drive, in the North Garland part of Garland ISD.

Do our special programs align with the needs and desires of our students, parents and community? (e.g. Gifted/Talented, CTE, SCE, Bilingual/ESL, Special Education, Title, Fine Arts, Athletics) Do they align with the philosophy and beliefs of our teachers and administrators?

Webb Middle School believes that all students can be successful; our mission is to empower ALL students, teachers and staff to be responsible citizens who make productive decisions that will foster success in a global society. Our special programs are accessible to all students and align with the vision the district has for all of our campuses. Our all-inclusive approach ensures that there are systems in place that allow information be shared with the community and other stakeholders. Countless efforts are employed to allow all stakeholders to participate in the decision-making process to the maximum extent possible. Our teachers and administrators truly believe that all students can be successful, and therefore, put great effort into providing the resources needed to support and sustain our special programs. As a campus, we understand how

important our special programs are to the student we serve. We also understand the challenges that our students face in today's society. We are committed to the continued growth of our programs. We provide a variety of support tools, assistance options and resources to support the needs of our students, parents, staff and community members. Some available services include counseling, gifted and talented, translation, health, technology, dyslexia, special education, homeless and foster care. Each program is design for students to receive a high-quality education to prepare them for a successful future.

What are student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learning?

For the 2023-2024 school year, Webb Middle School had 935 incidents in Review 360. Based on the data by administrative actions, about 139 percent of the discipline referrals resulted in conference with a parent and/ or student. About 27 percent of the incidents resulted in a suspension for a full or partial day, and 0.2 percent of the incidents resulted in expulsions. Discipline issues are affecting the students and their learning tremendously. When students are not able to be in the classroom, they are unable to get the necessary learning needed to succeed.

What are the attendance/tardy, truancy and drop-out/retention rates? What trends are seen over the last 3-5 years? What strategies are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance? What does the student- level data reveal about excused absences, unexcused absences and tardiness?

Attendance rates have not fully covered since before the pandemic but there has been progress made in bringing students back to classes. From 2019-2020 student attendance was at 96.6% and when students went remote from 2020-2021 it was at 97.1% (though that number may be slightly artificial). Immediately following the return to school attendance was at 92.4% before rising to 93.6% from 2022-2023 and 94.3% from 2023-2024. Webb has competitions by grade level to promote high attendance.

African American Representation:

There is a consistent increase in the percentage of African American students from 2018-2019 to 2022-2023, showing a steady upward trend.

Asian Representation:

The percentage of Asian students remained relatively stable, with minor fluctuations over the years.

Hispanic Representation:

The percentage of Hispanic students has shown a slight decrease from 2018-2019 to 2022-2023, indicating a small downward trend.

American Indian Representation:

The percentage of American Indian students has remained consistent with minimal changes across the years.

Pacific Islander Representation:

The representation of Pacific Islander students is consistently low, with minimal variations over the years.

Two or More Races Representation:

The percentage of students identifying as Two or More Races has shown slight fluctuations but overall remains relatively stable.

White Representation:

The percentage of White students has also remained relatively stable, with minor changes observed over the years.

Overall Trend:

The demographic data reflects a shift in the student population composition over the years, with notable changes in the representation of African American and Hispanic students, while other demographics have shown more stable patterns.

Student Demographic Factors (9) PEIMS Snapshot Oct 2023									SPED Sections (Info Only) PEIMS snapshot Oct 2023				
% Free Lunch Eligible	% Econ. Disadv.	% Persistently Disadvantaged	% Directly Certified	% African American	% Hispanic	% EB	% Mobility	% Students w Disabilities	ABC	ALE	BA	ECSE	TOTAL SECTIONS

49.5	79.5	57.3	53.4	23.9	40.6	44.1	18.0	17.1	1	2	1	0	4
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School Factors (5) *PEIMS Snapshot Oct 2023 ^EOY 2024					Staffing Factors (10 + 2 Info Only) *PEIMS Snapshot Oct 2023 ^Summer 2024 ‡SY 2022-23											
% Immigrant*	% Asylee/Refugee*	% Homeless or Temp. Housing*	% Exclusionary Consequences*	% Student Chronic Absenteeism^	Principal Turnover^	1st Year Principal^	1st Year Principal at New Level^	Teacher Turnover*	Counselor to Student Ratio^	Assistant Principal to Student Ratio^	% NCT Teachers*	% Alt Cert/Intern Teachers*	% Teachers 0-2 Years*	Teacher Attendance^	% Teachers TIA Designated#	T-TESS Average (Domains 2 & 3) TIA-Eligible Courses‡

5.3	0.10	2.1	30.4	18.3	0	0	0	38.4	312	312	28.4	3.0	40.3	58.8	11.1	3.045
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Demographics Strengths

Student attendance increased to 93.9% from 93.6%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 35% of teachers on our campus are Alt. certified teachers. The majority of our teachers have less than 5 years of teaching. **Root Cause:** Webb is not highlighted as either a Magnet school or high achieving academically in one or more areas. Webb finds it difficult to attract high quality teachers, who choose Magnets over Webb.

Problem Statement 2 (Prioritized): Based on TAPR and TEA school Report Card, High number of ESL students, Economically Disadvantaged is higher than the GISD average, and State average; ESL is most in the district at 34.4% amongst middle schools; Econ. Disadvantaged is expected to rise for the 2024-2025 school year according to new district data. This gives Webb additional challenges with testing, LPACs and scheduling. **Root Cause:** ESL/EL population: Vietnamese community in attendance zone. Economically Disadvantage: Webb's appeal to economically stable families in Webb MS attendance zone choosing Magnet schools.

Problem Statement 3 (Prioritized): Student attendance rates have been consistently below our 96% goal. This issue negatively impacts academic performance, social development,

and overall school engagement, leading to a widening achievement gap among students. **Root Cause:** A primary root cause of low attendance is a combination of external socio-economic factors, such as unstable home environments, lack of access to transportation, and health-related challenges, These factors hinder students' ability to attend school consistently, leading to chronic absenteeism.

Problem Statement 4: Webb Attendance has increased but it is still lower than the daily district average. **Root Cause:** Parents were not provided information in the Bear Briefing each week about the attendance policy and procedures.

Problem Statement 5 (Prioritized): The campus discipline data needs to be lower than the district data. **Root Cause:** Student engagement leads to behavioral issues that result in escalated referrals for the Bear Pact.

Problem Statement 6 (Prioritized): Based on data from parents and teachers engagement survey, Teachers should introduce more resources to provide parents with support in helping their children succeed at home. **Root Cause:** Lack of parent and teacher communication to explain changes to instructional model.

Student Learning

Student Learning Summary

What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.

In 2023, 68% of 6th grade students were At Approaches Grade Level or Above on the Reading STAAR. This is a 9% increase from 2022. In 2023, 63% of 6th grade students were At Approaches Grade Level or Above on the Math STAAR. This is a 1% decrease from 2022. In 2023, 65% of 7th grade students were At Approaches Grade Level or Above on the Reading STAAR. This is a 5% decrease from 2022. In 2023, 49% of 6th grade students were At Approaches Grade Level or Above on the Reading STAAR. This is a 9% increase from 2022. In 2023, 81% of 8th grade students were At Approaches Grade Level or Above on the Reading STAAR. This is the same as 2022. In 2023, 73% of 8th grade students were At Approaches Grade Level or Above on the Math STAAR. This is a 2% increase from 2022. In 2023, 71% of 8th grade students were At Approaches Grade Level or Above on the Science STAAR. This is a 4% decrease from 2022. In 2023, 58% of 8th grade students were At Approaches Grade Level or Above on the Social Studies STAAR. This is a 5% decrease from 2022. In 2023, 100% of the students were At Approaches Grade Level or Above on the Algebra STAAR. This is the same as 2022. Overall, the campus was 68% At Approaches Grade Level or Above for all grades in all subjects. This is the same as 2022. Reading and Mathematics had increased percentages of those At Approaches Grade Level or Above while Science and Social Studies decreased from 2022. The campus experienced 59% School Progress Annual Growth.

What is the academic performance for each student group?

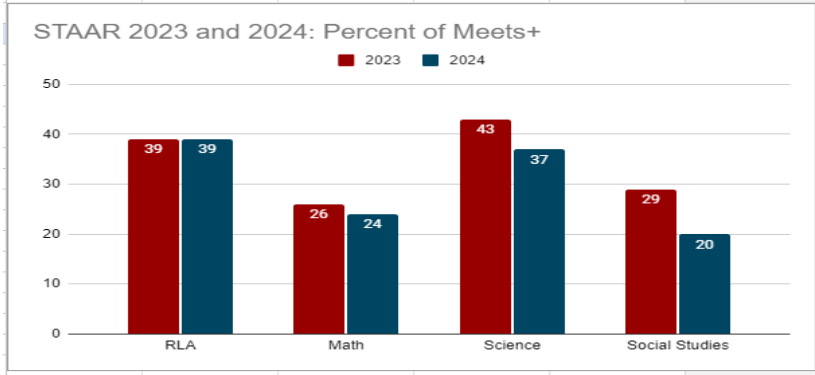
Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years.

According to the CIP report from this year, compared to other campuses, Webb underperformed primarily in Social Studies. Our average is 38% approaches, compared to the state average 57%. 7th grade math also underperformed at 22%, compared to the state average at 55%. Only 9% of African-American students were successful at math. Other demographics performed as follows: Hispanic 22%, White 38% and Asian was 33%. We are unaware of any distinctions, because we did not receive a rating from the TEA as of May, 2023.

Campus systemic approach to reteaching start with documenting student absences and facilitating communication between teachers, students, and parents. All staff members such as counselors and attendance coordinators play a crucial role in overseeing the management of student absences. School will support students who may fail due to excessive absenteeism will receive and have access to lecture notes, presentations, tutoring and assignment remotely. Students who are at-risk of failing due to absenteeism or academic struggle will require targeted intervention to address their specific needs. This would include: personalized tutoring, academic counseling or individual learning plans. We would implement collaborative efforts between teachers, administrators, counselors and support staff to ensure a coordinated approach to supporting at-risk students and addressing the causes of absenteeism.

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Rating
(057909049) - Webb Middle							
Student Achievement	71						
School Progress, Part A	65	79	79	70%	65.3	76	C
School Progress, Part B	79						
Closing the Gaps	68			100%	20.4		

	2023	2024
RLA	39	39
Math	26	24
Science	43	37
Social Studies	29	20



2023 Academic Achievement - Reading and Math
Identifying the 2 lowest Race/Ethnicity groups to be included in a Campus's Domain 3 for 2024 Accountability

Campus Name	WEBB MIDDLE	Campus Number	057909049
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	Af Amer	Hisp	White	Amer Ind	Asian	Pac Isl	2 or More Races
2023 Academic Achievement: % at or above Meets Grade Level							
RLA	#≥ Meets GL	64	117	42	1	112	10
	Total Tests	180	338	93	3	187	23
	% Meets GL	36	35	45	33	60	43
Math	#≥ Meets GL	43	105	30	0	123	6
	Total Tests	183	338	96	3	188	22
	% Meets GL	23	31	31	0	65	27

Combined Reading and Math	#≥ Meets GL	107	222	72		235	16
	Total Tests	363	676	189		375	45
	% Meets GL	29	33	38		63	36
Two Lowest Performing R/E Groups for 2024 Accountability	Af Amer	Hisp					

Student Learning Strengths

The recent increase in the percentage of students performing at or above the 'Approaches Grade Level' on the STAAR assessments in Reading and Mathematics demonstrates a significant improvement in academic achievement. This positive trend reflects the effectiveness of instructional strategies, targeted interventions, and a commitment to addressing students' learning needs, fostering a stronger foundation for continued academic growth.

Additionally learning strengths include

- 3 students received a perfect score on their EOC.
- 1 7th grade student received a perfect score on their 8th grade Math test.
- RLA 7th Grade above district in approaches & meets
- TELPAS above the district average
- 8th Grade SS above the district and statae in approahes and meets

<https://docs.google.com/spreadsheets/d/1eBwfseGTuDig-q6yLsyNmJl-vKW-YwKIKSEhbGJdhIg/edit?usp=sharing>

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to campus STAAR summary reports for mathematics, performance for African American students in 6th, 7th and 8th grades is significantly lower than other subgroups. in approaches meets and masters. Only 9% of African American students were successful on 7th grade mathematics compared to their Hispanic (23%), White (38%), and Asian (33%) peers. **Root Cause:** Instructional approach and delivery, relational capacity, Tier one instruction, aggressive monitoring and purposeful planning.

Problem Statement 2: 2) 7th grade mathematics performed at 22% compared to the state average of 55%. 3) Only 9% of African American students were successful on 7th grade mathematics compared to their Hispanic (23%), White (38%), and Asian (33%) peers. **Root Cause:** Instructional approach and delivery, relational capacity

Problem Statement 3 (Prioritized): According to campus STAAR summary reports for 0% of African American, Hispanic, and Special Education students achieved Meets on the grade 7 mathematics. **Root Cause:** Instructional approach and delivery, relational capacity

Problem Statement 4 (Prioritized): One weakness is our Hispanic performance on EBRW and Math PSAT. Only 16% of our Hispanic population met Benchmark. An additional weakness is our African American populations' performance. Only 9% met Benchmark in EBRW and Math PSAT combined. **Root Cause:** Instructional approach and delivery, relational capacity

Problem Statement 5: Based on 23-24 8th grade Science STAAR data, the percentage of students mastering 14% the grade-level standard decreased from 22-23 to 14.3%. **Root Cause:** Instructional approach and delivery, relational capacity, Tier one instruction, aggressive monitoring and purposeful planning, SCR

Problem Statement 6 (Prioritized): Based on data from parents and teachers engagement survey, Teachers should introduce more resources to provide parents with support in helping their children succeed at home. **Root Cause:** Lack of parent and teacher communication to explain changes to instructional model.

Problem Statement 7 (Prioritized): Based on 23-24 STAAR Reading data, Webb was below district average and dropped in approaches, meets and masters **Root Cause:** Attendance for staff, intervention, Tier 1 instruction.

Problem Statement 8 (Prioritized): Based on 23-24 STAAR US History data, Webb was below district average in masters and we were 6th in the district for campus comparison. **Root Cause:** Tier One instruction, instructional approach, intentional planning and lesson delivery

School Processes & Programs

School Processes & Programs Summary

What is the process for recruiting, selecting, assigning, inducting and retaining high-quality educators? Are high quality teachers placed in classrooms/subjects based on student need and teacher strength?

Recruiting and selecting - We use Frontline recruitment to handle the application process. Multiple college and professional job fairs as well as intra-district transfer fairs. For assigning, teachers are assigned to roles that need filled first. To induct and retain Webb has a first-year teacher Mentor program where they are matched with a veteran teacher in their department. Webb has many teacher appreciation giveaways throughout the year to help with morale. As far as where teachers are placed being based off need vs teacher strength, we do make sure out GT students are in classes with teacher who hold GT certifications. Moving teachers around year to year based on strength vs need, it looks like need based comes first.

What is the process for recruiting, selecting, assigning, inducting and retaining high-quality educators? Are high quality teachers placed in classrooms/subjects based on student need and teacher strength?

Professional Practices

How does our campus develop instructional leaders? Are their roles and responsibilities clear?

Webb has implemented department heads with leadership training. Admin and Department Heads meet monthly to discuss campus updates and issues. These meetings also consist of book studies, open interest forums from teachers, and opportunities to discuss campus updates for all departments. As a collective, it is not always clear as to what the leadership responsibilities are defined.

What is our process for developing a focused improvement plan that addresses the root causes of low performance? Are our stakeholders involved in this process? How do we track progress towards intended outcomes or performance objectives? Conduct a thorough analysis of the data to identify the root causes of low performance. This may involve reviewing student performance data, parent feedback, and teacher observations. Engage with stakeholders, including mentor teachers, parents, and students, to gather input and feedback on the identified problem. Based on the analysis of data and stakeholder input, develop a targeted improvement plan that addresses the root causes of low performance. Regularly review student performance data, parent feedback, and teacher observations to assess the effectiveness of the plan.

Schedule for Student Support Services (Counseling, Social Work, Library, etc.) Conduct a thorough analysis of the data to identify the root causes of low performance. This may involve reviewing student performance data, parent feedback, and teacher observations. Engage with stakeholders, including mentor teachers, parents, and students, to gather input and feedback on the identified problem. Based on the analysis of data and stakeholder input, develop a targeted improvement plan that addresses the root causes of low performance. Regularly review student performance data, parent feedback, and teacher observations to assess the effectiveness of the plan.

What programs are operating in a school? Are the programs aligned with our vision, mission, goals, and values? Do our programs focus on a safe environment and high expectations?

What is the process for recruiting, selecting, assigning, inducting and retaining high-quality educators? Are high quality teachers placed in classrooms/subjects based on student need and teacher strength?

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How are all students, especially those at risk given opportunities to meet challenging state academic standards with a well rounded program of curriculum and instruction? Consider data for increasing the amount and quality of learning time and providing enrichment and acceleration.

Better communication at the beginning of the year and give the parents materials or a place to access the current lesson. Give student's time to explore their interests within the lessons or any interests that connect to the lesson. Create small peer group with at-risk students and students who are successful. Continue to maintain high expectations and given time to make connections within the curriculum.

What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

At the beginning of the year the campus issued chromebooks to each student. It was incumbent upon the students to bring them to the class. However, after testing demonstrated a lack of chromebooks, all chromebooks were collected and each teacher received 25 to pass out. During the year many students didn't bring their chromebooks, or the devices weren't charged, this hampered instruction delivered by technology. It is recommended that each classroom be given a set of chromebooks and all the teacher is allowed to disseminate at will.

Procedures

What actions do we take to support powerful teaching and learning? Do we align curriculum and assessment to TEKS with a year-long scope and sequence?

What is the process for recruiting, selecting, assigning, inducting and retaining high-quality educators? Are high quality teachers placed in classrooms/subjects based on student need and teacher strength?

Students are engaged with a Do Now, The TEKS Objective, Agenda, Success Criteria and D.O.L written in thier classrooms for all to see to guide the teacher and let the students know the TEKS learning objective and how it will be accomplished.(data: Directive from the Administration). All teachers have access to the TEKS year long scope and sequence that is located per the teachers subject. So, for Scinece, the Scope and sequence in the a science teacher canvas under Middle School Scinece MS Science. In there are TEKS focused lessons. These lesson adhere to the guidance of the scope and sequence for the year. (Data: See published courses in canvase based on teacher subect).

Are our lesson plans and instruction objective and data driven? Do they include critical thinking, formative assessments, and interventions?

Lesson plans and instructional data are "data-driven" at Webb. Student performance data is used to inform and guide the content and methods of instruction. Using various formative assessments like STAAR, MAP, Interim STAAR, and TELPAS to help guide teachers in planning their lessons based on student needs identified by these assessments. For intervention purposes to provide additional support, Webb has implemented: Student pullouts (small group or individual sessions), Saturday school, and Extended day tutorials. The overall approach is using data from formative assessments throughout the year to identify areas where students need more support, and then adjusting instruction and providing interventions to address gaps and improve student performance.

Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

For instructional use Personalized Learning: Technology has enabled personalized learning experiences, allowing teachers to tailor instruction to individual students' needs and abilities. Online and Blended Learning: Many educational institutions offer online courses, hybrid programs, and blended learning experiences, which have increased accessibility and flexibility. Digital Resources: Educational resources, such as digital textbooks, online libraries, and multimedia content, have improved the quality and accessibility of learning materials. Administrative Programs: Data Analytics: Educational institutions use data analytics to track student performance, identify trends, and inform instructional decisions.

What are the procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary?

What is the process for recruiting, selecting, assigning, inducting and retaining high-quality educators? Are high quality teachers placed in classrooms/subjects based on student need and teacher strength?

The current transition procedures seem to work well. 6th and 8th transition at the same time to eliminate excess traffic in the halls. As a collective we discussed more time to transition for lunches as the halls are congested with dismissals. If we increase transition times during lunch there should be a more natural flow of traffic. Also, the restrooms outside the restroom should be shut down so that E hall is not congested during lunch transition.

What are the significant findings in classroom management? Explain procedures used to reduce overuse of discipline practices that remove students from the classroom.

The procedures that are well developed and put into place with intention will set the students up for success for the desired expectations in class. If the classroom procedures are utilized consistently, they will have a longer lasting effect. The best way to get the desired results is to demonstrate or model the behavior with the students. The first couple weeks of school will show the students what you expect day in and day out. Showing them that each day is a new day and they always come into class with a clean slate will bring more positivity into the class when it comes to disciplining them for the wrong behavior demonstrated. Doing your best not to humiliate or call them out in front of their peers is a better way to get the desired results. Challenging them or calling them out like this tends to have the student shut down. The attention of their peers at this age is more important to them, so when disciplining, do it in a way that doesn't embarrass them in front of their peers.

Nonverbal communication

Students - help establish classroom rules

Avoid punishing the entire class

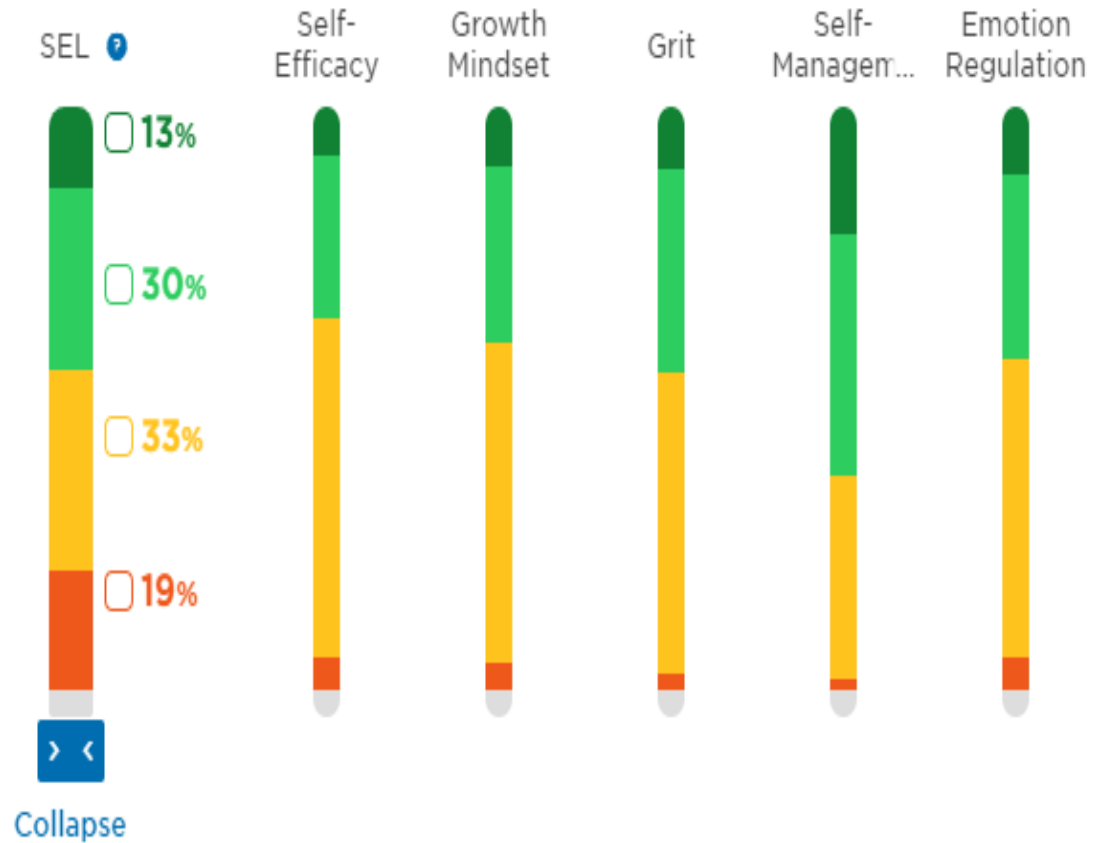
Document rules

School Processes & Programs Strengths

Strong Support of First Year Teachers, N		
Project Goal		
TEPS Program		
Leadership Development		

Viewing all **945 students**

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Summary

Topic Description	Results	Comparison
<p>Belonging</p> <p>How much faculty and staff feel that they are valued members of the school community.</p>	<p>70%</p> <p>▲ 7 since last survey</p>	<p>71% Garland ISD (TX)</p>
<p>Engagement</p> <p>How attentive and invested students are in class.</p>	<p>83%</p> <p>0 since last survey</p>	<p>77% Garland ISD (TX)</p>
<p>School Climate</p> <p>Perceptions of the overall social and learning climate of the school.</p>	<p>53%</p> <p>▲ 10 since last survey</p>	<p>63% Garland ISD (TX)</p>
<p>Staff-Leadership Relationships</p> <p>Perceptions of faculty and staff relationships with school leaders.</p>	<p>67%</p> <p>▲ 11 since last survey</p>	<p>79% Garland ISD (TX)</p>
<p>Well-being</p> <p>Faculty and staff perceptions of their own professional well-being.</p>	<p>79%</p> <p>▲ 11 since last survey</p>	<p>72% Garland ISD (TX)</p>

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on data from parents and teachers engagement survey, Teachers should introduce more resources to provide parents with support in helping their children succeed at home. **Root Cause:** Lack of parent and teacher communication to explain changes to instructional model.

Problem Statement 2 (Prioritized): The campus discipline data needs to be lower than the district data. **Root Cause:** Student engagement leads to behavioral issues that result in escalated referrals for the Bear Pact.

Perceptions

Perceptions Summary

How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.

Webb attendance as a school is on an upward trend. Student attendance increased 3.4% from 2021-2022 to 23-24. The lowest attendance rate was among American Indian students 88.9% , and the highest was among asian students (about 98.7%).

What is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the 7 race/ethnicity groups and 7 student groups?

Based on our demographic enrollment data (African American 23.88%, Hispanic 40.47%, white 12.21%, Asian 19.81%). Incidents for black students are at 40.7% and Hispanics are at 34.9% of our total incidents for 2023-24. Our number one discipline is conference with student, followed by full-day reassignment room, and then partial day reassignment room.

How do students describe their school and learning environment? Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time and providing a well-rounded education?

How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.

Students reported that they feel their teachers care about their learning and progress. Students have also reported they feel the school is ghetto, but they do feel safe. Students do feel that school is worth their time and they are receiving a well rounded education.

What is the dropout rate or graduation rate? Differentiate it by 7 race/ethnicity groups and 7 student groups. (Secondary Schools)

Drop Out Rate: .6 % African American , Economic Disadvantage: .2% , Campus as a whole: .1%

Staff Engagement

What is the staff turnover rate and how does it compare with previous years? Discuss staff mentoring results, staff perceptions of academic expectations, and average number of staff absences. Summarize any climate and culture survey reports.

Since Covid, there has been a significant teacher turnover rate. This has led to inexperienced teachers too. This turnover has been consistent over the past 3 years. Based on the limited responses to the surveys, 70 % of the staff feel like they belong and 53% are satisfied with the school climate. 67 % are satisfied with Staff-Leadership relationships. 83% of the staff are satisfied with the Engagement within the school. The majority of the teachers understand what expectations are for the school and academics. In summarization, there are issues to work on such as staff-leadership, well-being, and having more staff respond to the survey.

How do teachers describe their school? Are the processes and programs in place helping them find success with their students? Do they feel safe and have a sense of belongingness?

How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.

Teachers describe the school as place where they feel they belong , are valued and have a safe place to work. The school has processes and programs in place such as grade level content teams, new teacher mentor program, campus CLC and safety/security protocols to help teachers find success with their students. The data from the surveys in the research suggest belonging and well being have increased over the previous year to 70% and 79% respectively.

How are they supported by strong administration? Do they receive powerful professional development to develop their skills? Do teachers work together to support each other?

Yes we do! Yes, with our immediate departments and PLC, response from admin is sometimes not always consistent with expectations. Admin support is not a one size fit all, being able to understand the differences in each content. Lesson plans- are hard for all content to fit into one mold. Teachers asked for help with LP and did not get response.

Parent/Family/Guardian/Community Engagement

How are parent/family/guardian/community participation rates measured?

Expectations are gathered within student participation and the understanding that home communities are being met with updates from child to home. We as teachers access Review 360 as well as Talking Points in order to reach out and keep home-life up to date. I look for parent participation among community events and student activities/assemblies/etc. I ask my students for further engagement/conversations with their family after school.

How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.

How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.

How parents and the community view the climate and culture of our educational system is crucial. 46% of parents believe that materials and training are provided to improve students' achievement. 50% of parents feel that the school supports new ideas by parents, and 51% of parents appreciate the parent involvement policy that was given and explained. Lastly, 54% of parents are aware of the curriculum, showing their active participation in their child's education.

Are there any barriers that prevent participation by parents/guardians/community?

Barriers to prevent participation includes the student/families native language! It could be different than what is spoken at the school. Also, a lack of technology for the student's home could impair communication. Additionally, a lack of transportation from the student's family could impair their communication as well (since they cant make it up to the school).

How do parents and guardians learn and understand about their child's learning standards, learning expectations and progress?

The parents that responded seem to be concerned over the lack of communication or prompt, consistent, effective communication from teachers , but when we do call, text, email, and they dont respond.

How do parents and guardians describe their child's school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school?

How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.

Concerns with Health safety and procedures. Limited communication in MS. Parent teacher conference was limited with little notice. Some teachers do go over and beyond by providing updates. Would request that some teachers stop sending blank requests stating assignments have not been completed and only send these requests to families and students who are missing the assignment as it causes confusion and disruption within the family for those students who are doing well and are caught up!Lack of access for families into the building. Concerns from parents about fighting and bullying. Kids did notice extra security. Referrals for fighting has decreased from 22-23 to 23-24.

Perceptions Strengths

Strengths			
	Strong Parent Involvement		
	Teacher/Parent Relationships		
	Teacher/Student Relationships		
	Community Engagement		
	Teacher Incentives		

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers and administrators don't have accurate student contact information to reach out to parent when needed. **Root Cause:** Parents are not updating contact information in Skyward when it changes.

Problem Statement 2 (Prioritized): The current lack of timely classroom management support from the administration poses a significant challenge for teachers, leading to escalating classroom disruptions. Without swift intervention and enhanced administrative support, the situation is likely to worsen, hindering the educational environment and student learning outcomes. Effective training opportunities are crucial to equip teachers **Root Cause:** Increasing the response time from Administrations when positive reinforcements have been established, Submissions for review 360 have been entered, and not yet successful with behavior management.

Problem Statement 3: Valuable feedback can contribute to the overall improvement on campus. **Root Cause:** Families do not have time to complete the survey.

Priority Problem Statements

Problem Statement 1: One weakness is our Hispanic performance on EBRW and Math PSAT. Only 16% of our Hispanic population met Benchmark. An additional weakness is our African American populations' performance. Only 9% met Benchmark in EBRW and Math PSAT combined.

Root Cause 1: Instructional approach and delivery, relational capacity

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on TAPR and TEA school Report Card, High number of ESL students, Economically Disadvantages is higher than the GISD average, and State average; ESL is most in the district at 34.4% amongst middle schools; Econ. Disadvantages. is expected to raise for the 2024-2025 school year according to new district data. This gives Webb additional challenges with testing, LPACs and scheduling.

Root Cause 2: ESL/EL population: Vietnamese community in attendance zone. Economically Disadvantage: Webb's appeal to economically stable families in Webb MS attendance zone choosing Magnet schools.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The current lack of timely classroom management support from the administration poses a significant challenge for teachers, leading to escalating classroom disruptions. Without swift intervention and enhanced administrative support, the situation is likely to worsen, hindering the educational environment and student learning outcomes. Effective training opportunities are crucial to equip teachers

Root Cause 3: Increasing the response time from Administrations when positive reinforcements have been established, Submissions for review 360 have been entered, and not yet successful with behavior management.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Student attendance rates have been consistently below our 96% goal. This issue negatively impacts academic performance, social development, and overall school engagement, leading to a widening achievement gap among students.

Root Cause 4: A primary root cause of low attendance is a combination of external socio-economic factors, such as unstable home environments, lack of access to transportation, and health-related challenges, These factors hinder students' ability to attend school consistently, leading to chronic absenteeism.

Problem Statement 4 Areas: Demographics

Problem Statement 5: According to campus STAAR summary reports for 0% of African American, Hispanic, and Special Education students achieved Meets on the grade 7 mathematics.

Root Cause 5: Instructional approach and delivery, relational capacity

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Based on 23-24 STAAR Reading data, Webb was below district average and dropped in approaches, meets and masters

Root Cause 6: Attendance for staff, intervention, Tier 1 instruction.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Based on data from parents and teachers engagement survey, Teachers should introduce more resources to provide parents with support in helping their children succeed at home.

Root Cause 7: Lack of parent and teacher communication to explain changes to instructional model.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 8: The campus discipline data needs to be lower than the district data.

Root Cause 8: Student engagement leads to behavioral issues that result in escalated referrals for the Bear Pact.

Problem Statement 8 Areas: Demographics - School Processes & Programs

Problem Statement 9: According to campus STAAR summary reports for mathematics, performance for African American students in 6th, 7th and 8th grades is significantly lower than other subgroups. in approaches meets and masters. Only 9% of African American students were successful on 7th grade mathematics compared to their Hispanic (23%), White (38%), and Asian (33%) peers.

Root Cause 9: Instructional approach and delivery, relational capacity, Tier one instruction, aggressive monitoring and purposeful planning.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Based on 23-24 STAAR US History data, Webb was below district average in masters and we were 6th in the district for campus comparison.

Root Cause 10: Tier One instruction, instructional approach, intentional planning and lesson delivery

Problem Statement 10 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Revised/Approved: October 15, 2024

Goal 1: Cecil Webb Middle School in 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 grade 6-8 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase to 80% by 2025 for all subgroups. (SY2324 STAAR meets performance for 6th grade was 46%, 7th grade was 46%, and 8th grade was 67%). STAAR Reading performance from 2022-2023 to 2023-2024 is as follows. 6th grade increased from 34% to 46%, 7th grade increased from 33% to 46%, and 8th grade decreased from 51% to 22%.





High Priority

Evaluation Data Sources: Curriculum Based Assessments, District Benchmarks, STAAR, EOC, MAP, TIA

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Instructional Coach will work with teachers to plan lessons and analyze data to focus on targeted instructional strategies for at-risk students in need of intervention, including WIN targeted intervention students who did not meet performance in previous year STAAR and to meet State compliance.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of students who are identified as needing intervention. Improvement will be evaluated through MAP data, CBA data, STAAR Interim/STAAR/I Ready</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 7</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Teachers will identify students who are at risk for not passing STAAR tests based on previous years results and MAP to work in planning sessions to provide focused intervention for small group tutorials for at risk-students.</p> <p>Strategy's Expected Result/Impact: Closing the Gap through daily WIN class, CLC's and weekly data meetings using STAAR, MAP, and demonstration of learning DOL.</p> <p>Staff Responsible for Monitoring: Campus administrators, teachers, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Subs to pull small groups - 6100 Payroll- Title I Funds - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 4) Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.</p> <p>Strategy's Expected Result/Impact: Increase purposeful re-teach and interventions through TEK specific lessons based on weekly data meetings.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 7</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will provide targeted intervention before school to at risk students before-during-after regularly scheduled school hours using purchased and teacher created materials to address gaps in understanding. Teachers will need instructional materials for extended day purposes (Chromebooks, Folders, whiteboards, dry erase markers, binders, pencils, highlighters, calculators, supplemental materials, teacher created posters, etc.)</p> <p>Strategy's Expected Result/Impact: Teachers have received the instructional materials that they are using during tutorials, during class and after school& Increased student performance by targeting specific weaknesses in student learning.</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 9) Teachers will use online instructional materials provided by the campus or district purchased materials weekly to supplement gaps or weakness in district reading curriculum and address individual student needs.</p> <p>Strategy's Expected Result/Impact: Programs have been purchased and all core subjects are using the online platforms.</p> <p>Improved access to and use of instructional materials to cover necessary required state knowledge and skills</p> <p>Staff Responsible for Monitoring: Administration, Dept. Chairs, Instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Funding for Online Platforms - 6300 Supplies and Materials- Title I Funds - \$25,747</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Staff will be given the opportunity to participate in professional development at the district, regional or state to improve/understand the district/campus goal initiatives that will impact student growth.</p> <p>Strategy's Expected Result/Impact: Counselors just recently attended LSSA conference. Increased student performance by giving teachers increased knowledge about content skills and strategies.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 6 - School Processes & Programs 1</p> <p>Funding Sources: Math Workshop - 6100 Payroll- Title I Funds - \$1,600, District PD/Conferences - 6100 Payroll- Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Administrators and teachers will use the MAP learning continuum data for math to embed Tier 1 intervention support across all core content areas to accelerate learning.</p> <p>Strategy's Expected Result/Impact: MAP data was used to Tier students and change groups if needed. BOY, MOY, EOY student growth</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 7</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 6: Based on data from parents and teachers engagement survey, Teachers should introduce more resources to provide parents with support in helping their children succeed at home. **Root Cause:** Lack of parent and teacher communication to explain changes to instructional model.

Student Learning

Problem Statement 3: According to campus STAAR summary reports for 0% of African American, Hispanic, and Special Education students achieved Meets on the grade 7 mathematics. **Root Cause:** Instructional approach and delivery, relational capacity

Problem Statement 6: Based on data from parents and teachers engagement survey, Teachers should introduce more resources to provide parents with support in helping their children succeed at home. **Root Cause:** Lack of parent and teacher communication to explain changes to instructional model.

Problem Statement 7: Based on 23-24 STAAR Reading data, Webb was below district average and dropped in approaches, meets and masters **Root Cause:** Attendance for staff, intervention, Tier 1 instruction.

School Processes & Programs

Problem Statement 1: Based on data from parents and teachers engagement survey, Teachers should introduce more resources to provide parents with support in helping their children succeed at home. **Root Cause:** Lack of parent and teacher communication to explain changes to instructional model.





Goal 1: Cecil Webb Middle School in 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 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 37.5% in 2019 to 76% by 2025.

High Priority

Evaluation Data Sources: MAP, TELPAS Practice, Interim Assesments

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development) targeted and systematic in developing English language skills.</p> <p>Strategy's Expected Result/Impact: Increase in achievement utilizing purposeful planning and Ellevation strategies for the classroom.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coach, LPAC lead teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators and teachers will identify student English Language Proficiency levels using ELlevation and determine students' level of language support needed based on the Proficiency Language Descriptors (PLDs)</p> <p>Strategy's Expected Result/Impact: Administration, Dept. Chairs, LPAC Lead Teacher</p> <p>Staff Responsible for Monitoring: Teachers will provide students targeted language acquisition instruction to ensure EL students demonstrate one year's growth in their language development</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and teachers will ensure that each EL (English Learner) is provided with linguistic and instructional accommodations as determined by the LPAC. (i.e. Intial LPAC, Assessment LPAC, Monitoring Intervention LPAC, EOY LPAC)</p> <p>Strategy's Expected Result/Impact: Growth on Telpas</p> <p>Staff Responsible for Monitoring: Administrators, Instructional coaches, ESL Lead Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Based on TAPR and TEA school Report Card, High number of ESL students, Economically Disadvantages is higher than the GISD average, and State average; ESL is most in the district at 34.4% amongst middle schools; Econ. Disadvantages. is expected to raise for the 2024-2025 school year according to new district data. This gives Webb additional challenges with testing, LPACs and scheduling. **Root Cause:** ESL/EL population: Vietnamese community in attendance zone. Economically Disadvantage: Webb's appeal to economically stable families in Webb MS attendance zone choosing Magnet schools.

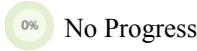
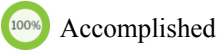
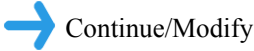

Goal 1: Cecil Webb Middle School in Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, from 43% in 2023 to 37% in 2024 and to 60% by 2025. Increase the meets percent on the 2025 Social Studies STAAR exam to 50% for Hispanic, African American, Asian and White students.

Evaluation Data Sources: Interim Assessments, District Benchmarks, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Science and social studies teachers will plan hands on lessons that extend the district curriculum. They will implement daily journal activities along with hands-on instructional activities to promote collaboration during small group instruction.</p> <p>Strategy's Expected Result/Impact: Increasing student engagement through purposeful planning.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coach, LPAC lead teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.</p> <p>Strategy's Expected Result/Impact: Increase purposeful re-teach and interventions through TEK specific lessons based on weekly data meetings.</p> <p>Staff Responsible for Monitoring: Campus administrators, Teachers and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 8: Based on 23-24 STAAR US History data, Webb was below district average in masters and we were 6th in the district for campus comparison. Root Cause: Tier One instruction, instructional approach, intentional planning and lesson delivery</p>

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


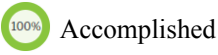
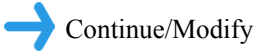

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC will remain at 100% by 2025 for all student groups. Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Mathematics for 6th grade will increase from 29% in 2024 to 60% in 2025. Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Mathematics for 7th grade will increase from 11% in 2024 to 30% in 2025. Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Mathematics for 8th grade will increase from 33% in 2024 to 50% in 2025.

High Priority

Evaluation Data Sources: MAP, Interim Assessments, District Benchmarks, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.</p> <p>Strategy's Expected Result/Impact: Increase purposeful re-teach and interventions through TEK specific lessons based on weekly data meetings.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators and teachers will use the MAP learning continuum data for math to embed Tier 1 intervention support across all core content areas to accelerate learning.</p> <p>Strategy's Expected Result/Impact: BOY, MOY, EOY student growth</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 3: According to campus STAAR summary reports for 0% of African American, Hispanic, and Special Education students achieved Meets on the grade 7 mathematics. Root Cause: Instructional approach and delivery, relational capacity</p>

Goal 1: Cecil Webb Middle School in 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 post-secondary readiness exam success, as measured by meeting college ready benchmarks through PSAT School Day Evidence-based Reading & Writing will increase from 49.5% in 2019 to 70% in by 2025 and PSAT School Day Mathematics will increase from 29.2% in 2019 to 50% by 2025.

Evaluation Data Sources: PSAT DATA

Strategy 1 Details	Reviews			
<p>Strategy 1: Counseling dept will host a career/college fair that will allow students to gain more knowledge on the advantages of taking more rigorous course work that will promote students to take more Pre-AP and AP level courses.</p> <p>Strategy's Expected Result/Impact: Increase in the number rigorous course selection.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

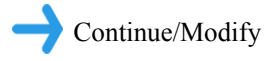
Student Learning
<p>Problem Statement 4: One weakness is our Hispanic performance on EBRW and Math PSAT. Only 16% of our Hispanic population met Benchmark. An additional weakness is our African American populations' performance. Only 9% met Benchmark in EBRW and Math PSAT combined. Root Cause: Instructional approach and delivery, relational capacity</p>

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

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 33% in 2023 to 32% in 2024.

Evaluation Data Sources: Review 360 discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff will review behavioral data and develop a school wide student management plan to address specific targeted behavior, a positive behavior support plan that promotes positive behavior in all aspects of the school setting and to determine interventions to be utilized to prevent misconduct.</p> <p>Strategy's Expected Result/Impact: Decrease in exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Campus administrators and PBIS team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 5 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Based on the 23-24 attendance data, Webb was higher than the district average but did not meet the state attendance average.</p> <p>Strategy's Expected Result/Impact: Parent calls, Parent Square, attendance tracking/monitoring</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June



Performance Objective 6 Problem Statements:

Demographics

Problem Statement 3: Student attendance rates have been consistently below our 96% goal. This issue negatively impacts academic performance, social development, and overall school engagement, leading to a widening achievement gap among students. **Root Cause:** A primary root cause of low attendance is a combination of external socio-economic factors, such as unstable home environments, lack of access to transportation, and health-related challenges, These factors hinder students' ability to attend school consistently, leading to chronic absenteeism.

Problem Statement 5: The campus discipline data needs to be lower than the district data. **Root Cause:** Student engagement leads to behavioral issues that result in escalated referrals for the Bear Pact.

School Processes & Programs

Problem Statement 2: The campus discipline data needs to be lower than the district data. **Root Cause:** Student engagement leads to behavioral issues that result in escalated referrals for the Bear Pact.

Perceptions

Problem Statement 2: The current lack of timely classroom management support from the administration poses a significant challenge for teachers, leading to escalating classroom disruptions. Without swift intervention and enhanced administrative support, the situation is likely to worsen, hindering the educational environment and student learning outcomes. Effective training opportunities are crucial to equip teachers **Root Cause:** Increasing the response time from Administrations when positive reinforcements have been established, Submissions for review 360 have been entered, and not yet successful with behavior management.

Goal 1: Cecil Webb Middle School in 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 June 2025, Webb will create a connected culture of community engagement and purposeful communication. Other on campus events that provided an opportunity to foster parental relationships included multicultural night, open house, and parent/teacher conferences.

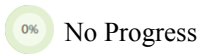
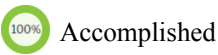
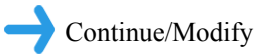

High Priority

Evaluation Data Sources: Opportunities for business & community to be involved with Webb.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly Newsletter to parents will be provided through Smore & Parent Square.</p> <p>Strategy's Expected Result/Impact: Inform parents of the things happening on campus, in the district, and within the community. Increase the number of parents participating in school events or feeling involved with the campus.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 6 - Student Learning 6 - School Processes & Programs 1</p> <p>Funding Sources: - 6100 Parent Inv. Payroll T1 - \$5,400</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Support transition to middle school for 5th graders moving to 6th grade and 8th going to 9th by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness</p> <p>Strategy's Expected Result/Impact: To support students going to high school and students entering middle school</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 6 - Student Learning 6 - School Processes & Programs 1</p> <p>Funding Sources: Payroll for Transition Planning & Working - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide PD opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families</p> <p>Strategy's Expected Result/Impact: Parents will participate in a survey and professional development sessions will be created for parents to participate and attend.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 6 - Student Learning 6 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Parents will have opportunities to learn about school performance data, state academic standards, current levels of student achievement, and strategies for supporting student learning at home.</p> <p>Strategy's Expected Result/Impact: Parental nights for families to address academic standards.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 6 - Student Learning 6 - School Processes & Programs 1</p> <p>Funding Sources: Talking Points & Paper, Classkick, Gimkit, Blooket - 6300 Parent Involvement. Supplies T1 - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 6: Based on data from parents and teachers engagement survey, Teachers should introduce more resources to provide parents with support in helping their children succeed at home. Root Cause: Lack of parent and teacher communication to explain changes to instructional model.</p>
Student Learning
<p>Problem Statement 6: Based on data from parents and teachers engagement survey, Teachers should introduce more resources to provide parents with support in helping their children succeed at home. Root Cause: Lack of parent and teacher communication to explain changes to instructional model.</p>
School Processes & Programs
<p>Problem Statement 1: Based on data from parents and teachers engagement survey, Teachers should introduce more resources to provide parents with support in helping their children succeed at home. Root Cause: Lack of parent and teacher communication to explain changes to instructional model.</p>

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

Performance Objective 8: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2022 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Reading from 46% in 2022 to 42% in 2023, with a goal of 70% for 2025

Reading STAAR 2022 to 2023 Subgroup Performance (Meets)

African American - 36% to 36%

White - 50% to 45%

Hispanic - 39% to 35%

Asian -67% to 60%

All Students: Math from 34% in 2022 to 37% in 2023, with a goal of 60% for 2025

Math STAAR 2022 to 2023 Subgroup Performance (Meets)





African American - 24% to 23%

White - 27% to 31%

Hispanic - 25% to 31%

Asian -67% to 65%

Evaluation Data Sources: BOY, MOY, EOY student growth, CBA Data, and Interim Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will identify students who are at risk for not passing STAAR tests based on previous years results and MAP to provide focused intervention for small group tutorials for at risk-students.</p> <p>Strategy's Expected Result/Impact: Campus administrators, teachers, Instructional Coach</p> <p>Staff Responsible for Monitoring: Closing the Gap through weekly data meetings using STAAR, MAP, and demonstration of learning DOL.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3, 8</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.</p> <p>Strategy's Expected Result/Impact: Campus administrators, instructional coach and teachers</p> <p>Staff Responsible for Monitoring: Increase purposeful re-teach and interventions through TEK specific lessons based on weekly data meetings.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 8 Problem Statements:

Student Learning

Problem Statement 1: According to campus STAAR summary reports for mathematics, performance for African American students in 6th, 7th and 8th grades is significantly lower than other subgroups. in approaches meets and masters. Only 9% of African American students were successful on 7th grade mathematics compared to their Hispanic (23%), White (38%), and Asian (33%) peers. **Root Cause:** Instructional approach and delivery, relational capacity, Tier one instruction, aggressive monitoring and purposeful planning.

Problem Statement 3: According to campus STAAR summary reports for 0% of African American, Hispanic, and Special Education students achieved Meets on the grade 7 mathematics. **Root Cause:** Instructional approach and delivery, relational capacity

Problem Statement 8: Based on 23-24 STAAR US History data, Webb was below district average in masters and we were 6th in the district for campus comparison. **Root Cause:** Tier One instruction, instructional approach, intentional planning and lesson delivery

Goal 1: Cecil Webb Middle School in 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: 23-24 Accountability Rating

Student Achievement - 71
School Progress Part A -65
School Progress Part B - 79
Closing the Gaps -68
Overall Score - 76 (C)

Please see Webb Middle School's State Accountability History listed below.

STATE ACCOUNTABILITY (D Domain Rating): Due to a 2019 accountability rating of D in the following domain(s), STAAR student performance in the corresponding areas need to increase to meet the domain performance targets:

Closing Gaps Domain performance will increase from a weighted score of 24 (scale score of 67/D) to at least a weighted score of 28 (scale score of 70/C).

For the 21-22 school year Webb Middle School scored an accountability rating of B.





Webb Middle School scored a "B," 83 out of 100, on its overall rating. Webb had an overall growth of 5 points from its last rating in the 2018-2019 school year and was able to move up a full rating.

Webb Middle School received a "C," 75 out of 100 for Domain 1: Student Achievement during the 2021-2022 school year. The "C" in Domain 1 scored by Webb means that at least 38% of students met grade level on the STAAR. According to current TEA data, Webb across all subjects Webb only has approximately 39% of students meeting Grade level.

Webb Middle School received a "B," 85 out of 100, for Domain 2: School Progress for the 2021-2022 school year which is up 2 pts from the previous year. The relative performance rating for Webb was higher when compared to similar schools with our same poverty levels.

Webb Middle School scored a "C," 78 out of 100, for Domain 3: Closing the Gaps for the 2021-2022 school year, which equates to 28% or more of student groups have met state goals. This shows "acceptable work" at closing gaps between groups. Based on all Demographic groups, Academic Growth and Growth status was only met in ELA/ Reading.

Evaluation Data Sources: Federal accountability data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.</p> <p>Strategy's Expected Result/Impact: Campus administrators, instructional coach</p> <p>Staff Responsible for Monitoring: Increase purposeful re-teach and interventions through TEK specific lessons based on weekly data meetings.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3, 7, 8</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 9 Problem Statements:

Student Learning
<p>Problem Statement 1: According to campus STAAR summary reports for mathematics, performance for African American students in 6th, 7th and 8th grades is significantly lower than other subgroups. in approaches meets and masters. Only 9% of African American students were successful on 7th grade mathematics compared to their Hispanic (23%), White (38%), and Asian (33%) peers. Root Cause: Instructional approach and delivery, relational capacity, Tier one instruction, aggressive monitoring and purposeful planning.</p>
<p>Problem Statement 3: According to campus STAAR summary reports for 0% of African American, Hispanic, and Special Education students achieved Meets on the grade 7 mathematics. Root Cause: Instructional approach and delivery, relational capacity</p>
<p>Problem Statement 7: Based on 23-24 STAAR Reading data, Webb was below district average and dropped in approaches, meets and masters Root Cause: Attendance for staff, intervention, Tier 1 instruction.</p>
<p>Problem Statement 8: Based on 23-24 STAAR US History data, Webb was below district average in masters and we were 6th in the district for campus comparison. Root Cause: Tier One instruction, instructional approach, intentional planning and lesson delivery</p>

RDA Strategies

Goal	Objective	Strategy	Description
1	1	3	4) Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.
1	1	4	Teachers will provide targeted intervention before school to at risk students before-during-after regularly scheduled school hours using purchased and teacher created materials to address gaps in understanding. Teachers will need instructional materials for extended day purposes (Chromebooks, Folders, whiteboards, dry erase markers, binders, pencils, highlighters, calculators, supplemental materials, teacher created posters, etc.)
1	2	1	1) Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development) targeted and systematic in developing English language skills.
1	2	2	Administrators and teachers will identify student English Language Proficiency levels using ELlevation and determine students' level of language support needed based on the Proficiency Language Descriptors (PLDs)
1	2	3	Administrators and teachers will ensure that each EL (English Learner) is provided with linguistic and instructional accommodations as determined by the LPAC. (i.e. Intial LPAC, Assessment LPAC, Monitoring Intervention LPAC, EOY LPAC)
1	8	2	Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Instructional Coach will work with teachers to plan lessons and analyze data to focus on targeted instructional strategies for at-risk students in need of intervention, including WIN targeted intervention students who did not meet performance in previous year STAAR and to meet State compliance.
1	1	2	2) Teachers will identify students who are at risk for not passing STAAR tests based on previous years results and MAP to work in planning sessions to provide focused intervention for small group tutorials for at risk-students.
1	1	3	4) Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.
1	1	4	Teachers will provide targeted intervention before school to at risk students before-during-after regularly scheduled school hours using purchased and teacher created materials to address gaps in understanding. Teachers will need instructional materials for extended day purposes (Chromebooks, Folders, whiteboards, dry erase markers, binders, pencils, highlighters, calculators, supplemental materials, teacher created posters, etc.)
1	1	5	9) Teachers will use online instructional materials provided by the campus or district purchased materials weekly to supplement gaps or weakness in district reading curriculum and address individual student needs.
1	1	6	Staff will be given the opportunity to participate in professional development at the district, regional or state to improve/ understand the district/campus goal initiatives that will impact student growth.
1	1	7	Administrators and teachers will use the MAP learning continuum data for math to embed Tier 1 intervention support across all core content areas to accelerate learning.
1	2	1	1) Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development) targeted and systematic in developing English language skills.
1	2	2	Administrators and teachers will identify student English Language Proficiency levels using ELlevation and determine students' level of language support needed based on the Proficiency Language Descriptors (PLDs)
1	2	3	Administrators and teachers will ensure that each EL (English Learner) is provided with linguistic and instructional accommodations as determined by the LPAC. (i.e. Intial LPAC, Assessment LPAC, Monitoring Intervention LPAC, EOY LPAC)
1	3	1	Science and social studies teachers will plan hands on lessons that extend the district curriculum. They will implement daily journal activities along with hands-on instructional activities to promote collaboration during small group instruction.
1	5	1	Counseling dept will host a career/college fair that will allow students to gain more knowledge on the advantages of taking more rigorous course work that will promote students to take more Pre-AP and AP level courses.
1	6	1	Campus staff will review behavioral data and develop a school wide student management plan to address specific targeted behavior, a positive behavior support plan that promotes positive behavior in all aspects of the school setting and to determine interventions to be utilized to prevent misconduct.
1	8	2	Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.

Goal	Objective	Strategy	Description
1	9	1	Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	2) Teachers will identify students who are at risk for not passing STAAR tests based on previous years results and MAP to work in planning sessions to provide focused intervention for small group tutorials for at risk-students.
1	1	3	4) Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.
1	1	4	Teachers will provide targeted intervention before school to at risk students before-during-after regularly scheduled school hours using purchased and teacher created materials to address gaps in understanding. Teachers will need instructional materials for extended day purposes (Chromebooks, Folders, whiteboards, dry erase markers, binders, pencils, highlighters, calculators, supplemental materials, teacher created posters, etc.)
1	1	6	Staff will be given the opportunity to participate in professional development at the district, regional or state to improve/ understand the district/campus goal initiatives that will impact student growth.
1	2	1	1) Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development) targeted and systematic in developing English language skills.
1	2	2	Administrators and teachers will identify student English Language Proficiency levels using ELlevation and determine students' level of language support needed based on the Proficiency Language Descriptors (PLDs)
1	2	3	Administrators and teachers will ensure that each EL (English Learner) is provided with linguistic and instructional accommodations as determined by the LPAC. (i.e. Intial LPAC, Assessment LPAC, Monitoring Intervention LPAC, EOY LPAC)
1	8	2	Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.
1	9	1	Teachers will implement data progress monitoring and tracking to aide in identifying learning gaps and provide data for interventions.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Starks	Instructional Coach	Title I	Title I
Jennifer Easterling	Instructional Coach	Title I	Title 1

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Subs to pull small groups		\$15,000.00
1	1	6	Math Workshop		\$1,600.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	District PD/Conferences		\$10,000.00
1	7	2	Payroll for Transition Planning & Working		\$3,000.00
Sub-Total					\$29,600.00
Budgeted Fund Source Amount					\$58,000.00
+/- Difference					\$28,400.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$5,400.00
Sub-Total					\$5,400.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$4,400.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6200 Parent Involvement. Contracted Services/Reg -					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies		\$15,000.00
1	1	5	Funding for Online Platforms		\$25,747.00
Sub-Total					\$40,747.00
Budgeted Fund Source Amount					\$39,446.00
+/- Difference					-\$1,301.00

6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	4	Talking Points & Paper, Classkick, Gimkit, Blooket		\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$1,406.00
+/- Difference					-\$8,594.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6600 Capital Outlay- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211-School Improvement Grant funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

211-School Transformation Grant funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$99,852.00
Grand Total Spent					\$85,747.00
+/- Difference					\$14,105.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024