

**Garland Independent School District**  
**Back Elementary School**  
**2023-2024 Goals/Performance Objectives/Strategies**



**Board Approval Date:** October 24, 2023  
**Public Presentation Date:** August 24, 2023

# Mission Statement

Back Elementary School provides a quality education for all students emphasizing high expectations and strong work habits within a safe environment for learning. Each student will be empowered for a lifetime of learning, responsible citizenship and productive employment in the modern world.

## Vision

**James M. Back Bulldogs**

*"The Sky's the Limit!"*

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# Goals







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

**Performance Objective 1:** Percent of students that demonstrate early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 60% (3), 42% (4), 55% (5) in 2022 to 90% by 2025 (SY2023 interim goal = 71.0%). Percent of students that demonstrate early literacy as measured by Meets Grade Level performance on STAAR Reading Spanish, will increase from 44% (3), 22% (4), 45% (5) in 2022 to 90% by 2025 (SY2023 interim goal = 65.0%).

**Evaluation Data Sources:** 2022 - 2023 STAAR DATA TESTING FILE DATA

| Strategy 1 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will disaggregate data from MAP (Measures of Academic Progress) and unit assessments during PLCs (professional learning communities) to determine appropriate concepts to spiral into future lessons and activities, with a focus on performance of each sub group.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet expected growth on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>Title I:</b><br/>2.4<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Substitutes for Teacher Planning - 6100 Payroll- Title I Funds - \$2,500</p> | Formative   |   |     | Summative |
|   | Nov   | Feb   | Apr | June      |
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| Strategy 2 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 2:</b> Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR, MAP, and CBA results for all students and specifically the subgroups of White and African American students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Subs - 6100 Payroll- Title I Funds - \$2,500</p>   | Formative   |   |     | Summative |
|  | Nov   | Feb   | Apr | June      |
|  |  |  |     |           |
| Strategy 3 Details   | Reviews   |   |     |           |
| <p><b>Strategy 3:</b> Teachers, interventionist, and administrators will utilize data from mCLASS and MAP to plan small group teacher-led differentiated instruction to specifically target and support individual student needs in Tier 1, Tier 2, and Tier 3 intervention support. Title I interventionist and teachers will monitor and support tier 3 students and analyze learning gaps and identify strategies to address those gaps through small group instruction .</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR, MAP, CBA, and mCLASS results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Interventionist</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Materials and Subs - 6100 Payroll- Title I Funds - \$2,500, Reading instructional materials - 6300 Supplies and Materials- Title I Funds - \$2,220.20</p> | Formative   |   |     | Summative |
|  | Nov   | Feb   | Apr | June      |
|  |  |  |     |           |

| Strategy 4 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 4:</b> All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students performing on the Meets level or higher on STAAR Reading and STAAR Reading Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, administrators, CST/ELST</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Subs for instructional planning - 6100 Payroll- Title I Funds - \$1,500</p> | Formative   |   |     | Summative |
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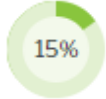

**Performance Objective 1 Problem Statements:**





| Student Learning  |
|---|
| <p><b>Problem Statement 2:</b> During the 2022-2023 school year, 44% of 3rd grade students, 22% of 4th grade students, and 45% of 5th grade students achieved at the Meets level on STAAR Reading. <b>Root Cause:</b> Lack of consistent weekly PLCs. Lack of consistent PLCs lead to lack of implementing Tier 1 curriculum resources with fidelity.</p> |

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

**Performance Objective 2:** Percent of Emergent Bilingual (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 56% in 2023 to 76% by 2026. (SY2023 interim goal = 66.0%)

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

| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will provide students targeted language acquisition instruction to ensure EL students demonstrate one year's growth in their language development while incorporating FlipGrid into instruction weekly and practicing for TELPAS using headsets with microphones.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher proficiency levels on Spring 2024 TELPAS Speaking domain and composite score.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, EB Aide</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Subs - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,500, TELPAS headphones - 6300 Supplies and Materials- Title I Funds - \$692.65</p> | Formative   |   |     | Summative |
|  | Nov   | Feb   | Apr | June      |
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| Strategy 2 Details   | Reviews   |   |     |           |
| <p><b>Strategy 2:</b> Teachers will implement Sheltered Instructional Strategies including enrichment extension activities to increase collaboration, note taking, inquiry processes, and listening and speaking skills to align to TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher proficiency levels on Spring 2023 TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Materials - 6300 Supplies and Materials- Title I Funds - \$500</p>   | Formative   |   |     | Summative |
|  | Nov   | Feb   | Apr | June      |
|  | N/A   | N/A   |     |           |





| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Provide Fall and Spring Parent Engagement programs for EB parents to ensure that families understand TELPAS learning standards and progress measure.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved TELPAS results</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b><br/>2.6, 4.2</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p>  | Formative |     |     | Summative |
|  | Nov       | Feb | Apr | June      |
|  | N/A       | N/A |     |           |
| <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> |           |     |     |           |



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

**Performance Objective 3:** Percent of students in grade 5 demonstrating scientific understanding, as measured by Meets Grade Level performance on STAAR Science, will increase from 28.6% in 2023 to 80% by 2026. (SY2023 interim goal = 62.0%)

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

| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will use common assessments (district and campus) and monitor progress through data meetings to drive instructional planning and interventions</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of student achievement by aligning teacher created exemplars and student work.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators. CST</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Science materials - 199 - PIC 23 SPED State Allotment Funds - \$1,333, Science materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$822</p>  | Formative   |   |     | Summative |
|  | Nov   | Feb   | Apr | June      |
|  |    |    |     |           |
| Strategy 2 Details   | Reviews   |   |     |           |
| <p><b>Strategy 2:</b> Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students performing at the Meets level or higher on STAAR Science.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, administrators, CST</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Science instructional materials - 199 - PIC 24 State Comp Ed Funds - \$1,000, Science instructional materials - 6300 Supplies and Materials- Title I Funds - \$764.40</p> | Formative   |   |     | Summative |
|  | Nov   | Feb   | Apr | June      |
|  |  |  |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**





**Student Learning**







**Problem Statement 3:** During the 2022-2023 school year, 29% of 5th grade students performed at the Meets level on STAAR Science. **Root Cause:** Insufficient Tier 1 science instruction due to lack of planning.

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

**Performance Objective 4:** Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade on Math STAAR, will increase from 68% (G3), 32% (G4), 43% (G5) in 2023 to 90% by 2025. (SY2223 interim goal = 65%).

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

| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will meet during the school year to promote student achievement by reviewing formative assessment and MAP Learning Continuum and creating a plan for differentiation, reteach, small group and next steps based on individual student needs to increase the meets and masters achievement level</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement increase in math meets and masters STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, ELST, CST</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>                            | Formative   |   |     | Summative |
|  | Nov   | Feb   | Apr | June      |
|  |    |    |     |           |
| Strategy 2 Details   | Reviews   |   |     |           |
| <p><b>Strategy 2:</b> Teachers will implement small group math lesson and stations across grade levels to reteach low performing objectives, utilize manipulatives as needed to make connections between concrete and abstract models and support individual student needs during math instructional block.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, ELST, CST</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Substitutes - 6100 Payroll- Title I Funds - \$1,751</p> | Formative   |   |     | Summative |
|  | Nov   | Feb   | Apr | June      |
|  |  |  |     |           |


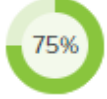


| Strategy 3 Details   | Reviews  |  |     |           |
|--|--|--|-----|-----------|
| <p><b>Strategy 3:</b> Grade level teachers will meet in targeted PLCs weekly throughout the school year to prepare effective lessons utilizing HQIM- Eureka (lesson internalization) and follow lesson structures of the curriculum to provide rigorous lesson assignments and high leverage instructional strategies and a well-rounded education of math objectives. (PLC Planning, Eureka, ST MATH)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR Math results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, ELST, CST</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Curriculum Resources / Supplies &amp; Materials - 199 - PIC 24 State Comp Ed Funds - \$1,500, Curriculum Resources / Supplies &amp; Materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,488</p> | Formative  |  |     | Summative |
|  | Nov  | Feb  | Apr | June      |
|  | <br>25% | <br>80% |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |  |  |     |           |









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

**Performance Objective 5:** Percent of discretionary exclusionary consequences\* will decrease from 51.9% in 2017 to 35% by 2026. (SY2023 interim goal = 42.0%)

\*defined as Exclusionary consequences- In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

**Evaluation Data Sources:** Review 360 behavior management data

| Strategy 1 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <p><b>Strategy 1:</b> PBIS Team will review behavioral data and develop common procedures and expectations for the campus and all staff members will be trained.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer students with exclusionary consequences.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Team Leaders, PBIS Team</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Materials for PBIS team - 6300 Supplies and Materials- Title I Funds - \$500, Student incentives for positive behavior - 199 - PIC 24 State Comp Ed Funds - \$1,071</p>   | Formative   |   |     | Summative |
|   | Nov   | Feb   | Apr | June      |
|   |    |    |     |           |
| Strategy 2 Details  | Reviews   |   |     |           |
| <p><b>Strategy 2:</b> Teachers will implement Social Emotional Learning curriculum to promote positive student interactions and social skills with a specific focus on African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease discipline incidents.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team, Administrators, Teachers</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> SEL classroom supports - 199 - PIC 24 State Comp Ed Funds - \$1,000, Leadership team book study - 6300 Supplies and Materials- Title I Funds - \$309.40</p> | Formative   |   |     | Summative |
|   | Nov   | Feb   | Apr | June      |
|   |  |  |     |           |


| Strategy 3 Details  | Reviews   |   |            |                  |
|---|---|---|------------|------------------|
| <p><b>Strategy 3:</b> Campus expectations and procedures will be clearly posted around campus to ensure pertinent information is communicated to all stakeholders on campus to decrease the number of exclusionary discipline incidents for African American students in order to meet culture relationship building.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease discipline incidents.<br/> <b>Staff Responsible for Monitoring:</b> PBIS Team, Administrators, Teachers</p> <p><b>ESF Levels:</b><br/> Lever 3: Positive School Culture</p>   | <b>Formative</b>  |   |            | <b>Summative</b> |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>Apr</b> | <b>June</b>      |
|   |  |  |            |                  |
| Strategy 4 Details  | Reviews   |   |            |                  |
| <p><b>Strategy 4:</b> Discipline data will be analyzed by staff monthly by (PBIS/CIT) Team who will recommend next steps for students in need of behavioral intervention discussed while teachers implement PBIS and CHAMPS structures and expectations to promote safe and positive student behavior and academic readiness. 22-23 Priorities include: guidelines for success, CHAMPS implementation, lesson plans for teaching expectations, student and staff incentives).</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in classroom incidents, improvement in campus culture<br/> <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, PBIS Committee</p> <p><b>ESF Levels:</b><br/> Lever 3: Positive School Culture</p> | <b>Formative</b>  |   |            | <b>Summative</b> |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>Apr</b> | <b>June</b>      |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |   |   |            |                  |







**Performance Objective 5 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> African American students accounted for 44.1% of all office referrals in 2022-2023 according to Review 360 data which is disproportionate to our African American population of 27.01%. <b>Root Cause:</b> Inconsistency in following campus behavior plan (Tier 1 behavior supports). Inconsistency in following behavior plan for students with Tier 2 or Tier 3 behavior plans.</p> |
| School Processes & Programs   |
| <p><b>Problem Statement 2:</b> The greatest classroom incidents were disobedience, failure to follow directions, and off task. <b>Root Cause:</b> There were not clear school wide classroom management expectations that were followed through.</p>  |

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

**Performance Objective 6:** Campus will provide Parent and Family Engagement activities, such as parent / teacher conferences, Spooktacular, heritage history focus months to enrich relationships between campus students, staff and parents. Campus will also provide input to a school /parent compact to parents at Fall Conferences.

| Strategy 1 Details   | Reviews   |   |     |           |
|--|-----------|---|-----|-----------|
| <p><b>Strategy 1:</b> Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. The school will communicate with parents through flyers for family nights such as literacy night, fine arts night, math night, and EB academic nights. The school will also create materials that parents can use to work with their students at home for reading, math and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent and Family Engagement<br/> <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b><br/>           4.1<br/> <b>- ESF Levers:</b><br/>           Lever 3: Positive School Culture</p> | Formative |   |     | Summative |
|  | Nov       | Feb   | Apr | June      |
|  | N/A       |  |     |           |
| Strategy 2 Details   | Reviews   |   |     |           |
| <p><b>Strategy 2:</b> Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. (Elementary only: Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent and Family Engagement<br/> <b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I:</b><br/>           4.2</p>   | Formative |   |     | Summative |
|  | Nov       | Feb   | Apr | June      |
|  | N/A       | N/A   |     |           |

| Strategy 3 Details   | Reviews  |  |            |                  |
|--|--|--|------------|------------------|
| <p><b>Strategy 3:</b> Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent and Family Engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>   | <b>Formative</b>   |  |            | <b>Summative</b> |
|  | <b>Nov</b>   | <b>Feb</b>   | <b>Apr</b> | <b>June</b>      |
|  | N/A  | N/A  |            |                  |
| Strategy 4 Details   | Reviews  |  |            |                  |
| <p><b>Strategy 4:</b> Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent and Family Engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>   | <b>Formative</b>   |  |            | <b>Summative</b> |
|  | <b>Nov</b>   | <b>Feb</b>   | <b>Apr</b> | <b>June</b>      |
|  | N/A  | N/A  |            |                  |
| Strategy 5 Details   | Reviews  |  |            |                  |
| <p><b>Strategy 5:</b> Staff will regularly communicate with families and improve communication with our Economically Disadvantaged families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased and more effective communication with Economically Disadvantaged families and families with a first language other than English.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers</p> <p><b>Title I:</b><br/>2.6, 4.2</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Communication platform to reach Eco. Dis. families and EB families - 6300 Parent Involvement. Supplies T1 - \$2,500</p> | <b>Formative</b>   |  |            | <b>Summative</b> |
|  | <b>Nov</b>   | <b>Feb</b>   | <b>Apr</b> | <b>June</b>      |
|  |  |  |            |                  |
| <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 6 Problem Statements:**

**Perceptions**

**Problem Statement 1:** 86% of parents agreed that they receive information in a language they can understand on the 22-23 Parent Engagement Survey. **Root Cause:** Staff do not have access to a program/service that provides translation services for languages outside of Spanish (i.e. Arabic, Urdu, Chinese, etc.).