

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

Mission Statement

Diverse Community, Shared Vision, Exceptional Education

Davis Mission:

Davis Elementary will provide a safe and engaging environment to build strong foundations in order to create independent, lifelong learners supported by home and community.

AVID Mission:

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Davis Dragons Motto:

Lifelong learning begins today!

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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management. 4







Goals







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

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 45% in 2023 to 65% by 2024. (SY2025 interim goal = 68.3 %)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Students will participate in small group , teacher-led instruction and stations utilizing , instructional supplies and material, software instructional programs to specifically target all core subjects math, reading, writing, and science. Teachers will support individual student needs with attention to the performance of All students including Asian, GT, and special education student groups.</p> <p>Strategy's Expected Result/Impact: 61% of 3rd-grade, 67% of 4th-grade, and 68% of 5th-grade students will perform at the Meets level on STAAR reading and 55% of Kindergarten, 60% of 1st-grade, and 64% of 2nd-grade students will meet their expected growth on MAP reading.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Interventionist ELST</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3, 6 - School Processes & Programs 4</p> <p>Funding Sources: Software- Reading Progress Learning for at risk (Flocabulary, Lexia, & IXL) - 6300 Supplies and Materials- Title I Funds - 63915 - \$14,320, Software- Progress Learning Math, Reading, and Science - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Teachers will disaggregate data from MAP, CBAs, Bi-Weekly Assessments, and Interims during PLC/WDM meetings, and designated planning days to determine how and which concepts are appropriate to target and spiral into future lessons and activities.</p> <p>Strategy's Expected Result/Impact: 61% of 3rd-grade, 67% of 4th-grade, and 68% of 5th-grade students will perform at the Meets level on STAAR reading and 55% of Kindergarten, 60% of 1st-grade, and 64% of 2nd-grade students will meet their expected growth on MAP reading.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Support Staff (ELST, Interventionist, Dyslexia)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3, 6 - School Processes & Programs 4</p> <p>Funding Sources: Substitutes for planning, modeling, coteaching, and small group - 6100 Payroll- Title I Funds - 61120 - \$46,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Host a campus-wide literacy night for staff and families to engage in literacy activities.</p> <p>Strategy's Expected Result/Impact: expose students to high-quality literacy content</p> <p>Staff Responsible for Monitoring: Administrators ELST librarian CST</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 4</p> <p>Funding Sources: At Home Reading Kits (Books) - 199 - PIC 24 State Comp Ed Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in campus, district, and regional professional development and co-teaching/modeling cycles to learn and further develop high-quality tier 1 instructional practices and best practices.</p> <p>Strategy's Expected Result/Impact: 58% of 3rd grade, 50% of 4th grade, and 52% of 5th grade students will perform at the meets level on STAAR reading and 50% of Kindergarten, 45% of 1st grade, and 50% of 2nd grade students will meet their expected growth on MAP reading.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Student Learning 1, 3, 6 - School Processes & Programs 4</p> <p>Funding Sources: AVID Institute Registration (\$900) - 6200 Contracted Services/Registration- Title I Fun - \$1,300, AVID Institute Participation Supplemental Pay (\$440) - 6100 Payroll- Title I Funds - \$700</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 1: 18.5% of 3rd grade students performed at Meets on STAAR Reading Spanish during the 2022-2023 school year. Root Cause: High incidence of non-certified teachers without prior educational experience</p>
<p>Problem Statement 3: 8% of 1st grade met projected growth goal in Reading for the 2022-2023 school year. Root Cause: Following the new high-quality instructional material (HQIM) based curriculum provided with little to no customization.</p>
<p>Problem Statement 6: 18.2% of students performed at Meets on 4th grade STAAR Reading during the 2022-23 school year. Root Cause: inconsistency in differentiated small group instruction</p>
School Processes & Programs
<p>Problem Statement 4: 8% of 1st grade met projected growth goal in Reading for the 2022-2023 school year. Root Cause: Following the new high-quality instructional material (HQIM) based curriculum provided with little to no customization.</p>

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

Performance Objective 2: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 34.2% in 2022 to 76% by 2025. (SY2023 interim goal = 55.6%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide linguistic and instructional accommodations as determined by the LPAC. (i.e. Initial LPAC, Assessment LPAC, Monitoring Intervention LPAC, EOY LPAC)</p> <p>Strategy's Expected Result/Impact: 45.9% of EB student demonstrate one year's growth on TELPAS.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3, 5, 6 - School Processes & Programs 3, 4</p> <p>Funding Sources: Instructional materials for BIL/ESL Classrooms - 199 - PIC 25 Bil./ESL State Allotment Funds - 63910 - \$400</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The English Language Proficiency Standards (ELPS) will be implemented into instruction daily to make content comprehensible and develop academic language ensuring EBs obtain the mastery of required academic content along with language development</p> <p>Strategy's Expected Result/Impact: 55% of EB students demonstrate one year's growth on TELPAS.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 6 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will teach academic vocabulary in content through real-life experiences, visuals, graphic organizers, and applications that include discussion, writing, and illustrating.</p> <p>Strategy's Expected Result/Impact: 45.9% of EB students demonstrate one year's growth on TELPAS</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	 55%	 60%		
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: 10.9% of student population is African American; however, 42.3% of discipline incidents are African American students. Root Cause: Our campus is in the beginning phases of balancing the implementation of social emotional learning with academic instruction.</p>
Student Learning
<p>Problem Statement 1: 18.5% of 3rd grade students performed at Meets on STAAR Reading Spanish during the 2022-2023 school year. Root Cause: High incidence of non-certified teachers without prior educational experience</p>
<p>Problem Statement 2: 33% or less K, 1st, 2nd, and 4th grade, 33% met projected growth goal on MAP Math for the 2022-2023 school year. Root Cause: Instructional pacing of tier negatively impacting small group instruction time.</p>
<p>Problem Statement 3: 8% of 1st grade met projected growth goal in Reading for the 2022-2023 school year. Root Cause: Following the new high-quality instructional material (HQIM) based curriculum provided with little to no customization.</p>
<p>Problem Statement 5: 10.9% of student population is African American; however, 42.3% of discipline incidents are African American students. Root Cause: Our campus is in the beginning phases of balancing the implementation of social emotional learning with academic instruction.</p>
<p>Problem Statement 6: 18.2% of students performed at Meets on 4th grade STAAR Reading during the 2022-23 school year. Root Cause: inconsistency in differentiated small group instruction</p>
School Processes & Programs
<p>Problem Statement 3: 10.9% of student population is African American; however, 42.3% of discipline incidents are African American students. Root Cause: Our campus is in the beginning phases of balancing the implementation of social emotional learning with academic instruction.</p>
<p>Problem Statement 4: 8% of 1st grade met projected growth goal in Reading for the 2022-2023 school year. Root Cause: Following the new high-quality instructional material (HQIM) based curriculum provided with little to no customization.</p>

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

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% in 2022 to 48% by 2024.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will disaggregate data from CBAs and Interim assessments during PLCs and weekly data meetings (WDM), designated planning days to determine appropriate concepts to target and spiral into future lessons and activities with attention on the performance of All, Asian, GT, Econ Dis., At-Risk, EB, and special education student groups.</p> <p>Strategy's Expected Result/Impact: 47.7% of students will perform at Meets Grade Level performance on STAAR science.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide hands-on experiences for students in grades K-5.</p> <p>Strategy's Expected Result/Impact: 47.7% of students will perform at Meets Grade Level performance on STAAR science.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Science Investigations Resources - 199 - PIC 24 State Comp Ed Funds - \$885</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 3 Problem Statements:





Student Learning

Problem Statement 4: 32% of 4th grade met projected growth goal on MAP Science for the 2022-2023 school year. **Root Cause:** Following master schedule with fidelity

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

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on Math STAAR will increase from 50% in 2023 to 68% by 2024.

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Students will participate in small group instruction, and instructional stations, facilitated by the classroom teacher and a substitute utilizing software programs and workbooks to specifically target and meet STAAR standards and support individual student needs with attention to the performance of All, Asian, GT, and special education student groups.</p> <p>Strategy's Expected Result/Impact: 64% of 3rd-grade, 69% of 4th-grade, and 66% of 5th-grade students will perform at the Meets level on STAAR math, 60% of Kindergarten and 67% of 1st-grade, and 40% will meet their expected growth on MAP Math; 61% of 2nd-grade students will be projected to perform at meets level on 3rd-grade STAAR Math.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will disaggregate data from MAP, Curriculum Based Assessments, and STAAR Interim data during PLCs, grade level team meetings, and designated planning days to determine appropriate concepts to target and spiral into future lessons and activities.</p> <p>Strategy's Expected Result/Impact: 64% of 3rd grade, 46% of 4th grade, and 45% of 5th grade students will perform at the meets level on STAAR math, 60% of Kindergarten and 50% of 1st grade, and 40% will meet their expected growth on MAP reading; 40% of 2nd grade students will be projected to perform at meets level on 3rd grade STAAR Math.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:





Student Learning









Problem Statement 2: 33% or less K, 1st, 2nd, and 4th grade, 33% met projected growth goal on MAP Math for the 2022-2023 school year. **Root Cause:** Instructional pacing of tier negatively impacting small group instruction time.

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

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center (AEC)] will decrease from 32.9% in 2021-2022 to 31.4% by 2023-2024.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus Behavior Support Team (PBIS Team) will meet at least twice a semester to analyze and assess progress toward the goals of the PBIS team and revise as needed. The PBIS will discuss how to maintain our current guidelines for success and the positive reinforcement system of Dojo Points throughout the campus.</p> <p>Strategy's Expected Result/Impact: The total amount of exclusionary consequences for Discipline Incidents will be below 25% of overall consequences.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Campus Behavior Support Team</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: Positive behavior system incentives for students - 199 - PIC 24 State Comp Ed Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom Teachers will incorporate SEL time and resources into daily schedules. The SEL implementation will include Welcoming Rituals, Optimistic Closures, Cool Down kits, and Energizers to specifically target and support student needs with attention to the discipline rate of our African American student group.</p> <p>Strategy's Expected Result/Impact: The total amount of exclusionary consequences for Discipline Incidents will be below 20%.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Campus Behavior Support Team</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The PBIS Team will review behavioral data and develop common procedures and expectations for the campus. Campus expectations and procedures will be clearly posted around campus to ensure pertinent information is communicated to all stakeholders on campus. Every grade level team will implement the positive reinforcement Dojo points system.</p> <p>Strategy's Expected Result/Impact: The total amount of exclusionary consequences for Discipline Incidents will be below 20%.</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: Visual PBIS signage - 199 - PIC 24 State Comp Ed Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Students with Autism, ADHD, and other behavioral challenges will utilize sensory cushions, wobble chairs, and other flexible sitting in small group settings to help them focus and concentrate in class.</p> <p>Strategy's Expected Result/Impact: Out of School Suspension (OSS) and In School Suspension (ISS) will decrease from 20.3% in 2021-2022 to 16% by EOY 2022-2023.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p> <p>Funding Sources: Furniture and Flexible Seating for self-contained SPED classes and Resources - 199 - PIC 23 SPED State Allotment Funds - 63999 - \$1,178</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: We will organize and invite students to participate in extracurricular activities and clubs beyond the school day based on their shared interests.</p> <p>Strategy's Expected Result/Impact: The total amount of exclusionary consequences for Discipline Incidents will be below 20%.</p> <p>Staff Responsible for Monitoring: Administrators Specials Teachers</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: Supplemental pay for paraprofessional staff - 6100 Parent Inv. Payroll T1 - \$2,251</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: 52.9% of in-school suspensions are made up of our special education population. **Root Cause:** minimal proactive social emotional supports

Problem Statement 2: 10.9% of student population is African American; however, 42.3% of discipline incidents are African American students. **Root Cause:** Our campus is in the beginning phases of balancing the implementation of social emotional learning with academic instruction.

Student Learning

Problem Statement 5: 10.9% of student population is African American; however, 42.3% of discipline incidents are African American students. **Root Cause:** Our campus is in the beginning phases of balancing the implementation of social emotional learning with academic instruction.

School Processes & Programs

Problem Statement 3: 10.9% of student population is African American; however, 42.3% of discipline incidents are African American students. **Root Cause:** Our campus is in the beginning phases of balancing the implementation of social emotional learning with academic instruction.





Perceptions





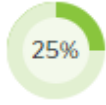
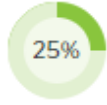
Problem Statement 2: 52.9% of in-school suspensions are made up of our special education population. **Root Cause:** minimal proactive social emotional supports









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

Performance Objective 6: Ensure a safe, secure, and nurturing school environment for families and students during the instructional day and during family engagement events.

Evaluation Data Sources: Family and student survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership team will evaluate and redesign campus procedures, including arrival, dismissal, common area usage, transitions, scheduling, equipment usage, parent communication, and staff assignments to maximize student, staff, and family safety.</p> <p>Strategy's Expected Result/Impact: Schoolwide systems will improve the effectiveness and efficiency of schoolwide safety procedures.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development 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: Increase family engagement in student achievement</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselor</p> <p>Title I: 4.1</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Host a campus-wide family fit night for staff and families to engage in activities focused on academics and social emotional health balance.</p> <p>Strategy's Expected Result/Impact: Increase family engagement to improve student achievement</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselor ELST CST</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2, 4, 5 - School Processes & Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Host two transitional activities for pre-k and kindergarten students to develop well-balanced home-school connections as students transition into our campus</p> <p>Strategy's Expected Result/Impact: Bridge gaps between grade level transitions</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Host two transitional activities for 5th-grade students to develop well-balanced home-school connections as they ascend to middle school from our campus</p> <p>Strategy's Expected Result/Impact: Bridge gaps between grade level transitions into middle school</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: 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 compact will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Clear expectations of how parents and teachers will work together to make sure all students reach or exceed grade-level standard</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: 52.9% of in-school suspensions are made up of our special education population. Root Cause: minimal proactive social emotional supports</p>
<p>Problem Statement 2: 10.9% of student population is African American; however, 42.3% of discipline incidents are African American students. Root Cause: Our campus is in the beginning phases of balancing the implementation of social emotional learning with academic instruction.</p>
Student Learning
<p>Problem Statement 2: 33% or less K, 1st, 2nd, and 4th grade, 33% met projected growth goal on MAP Math for the 2022-2023 school year. Root Cause: Instructional pacing of tier negatively impacting small group instruction time.</p>
<p>Problem Statement 4: 32% of 4th grade met projected growth goal on MAP Science for the 2022-2023 school year. Root Cause: Following master schedule with fidelity</p>
<p>Problem Statement 5: 10.9% of student population is African American; however, 42.3% of discipline incidents are African American students. Root Cause: Our campus is in the beginning phases of balancing the implementation of social emotional learning with academic instruction.</p>
School Processes & Programs
<p>Problem Statement 3: 10.9% of student population is African American; however, 42.3% of discipline incidents are African American students. Root Cause: Our campus is in the beginning phases of balancing the implementation of social emotional learning with academic instruction.</p>
Perceptions
<p>Problem Statement 2: 52.9% of in-school suspensions are made up of our special education population. Root Cause: minimal proactive social emotional supports</p>





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







Performance Objective 7: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2019 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

Asian Students: Reading Academic Achievement from 48 (2019) to at least 74 (min target)

Asian Students: Mathematics Academic Achievement from 58 (2019) to at least 82 (min target)

Asian Students: Student Success (D1 STAAR Component) from 55 (2019) to at least 73 (min target)

Strategy 1 Details	Reviews			
<p>Strategy 1: At least once a grading period, we will host MTSS meetings utilizing the learning continuum, mClass data, and/or CBA data to develop intervention plans for students who are not progressing, with increased attention to the Asian student group.</p> <p>Strategy's Expected Result/Impact: Asian Students: Reading Academic Achievement from 48 (2019) to at least 74 (min target) Asian Students: Mathematics Academic Achievement from 58 (2019) to at least 82 (min target)</p> <p>Staff Responsible for Monitoring: Classroom Teachers ELST CST Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement one new Sheltered Instruction strategy every grading period in every classroom to support instruction for all students, with increased attention to the Asian student group.</p> <p>Strategy's Expected Result/Impact: Asian Students: Student Success (D1 STAAR Component) from 55 (2019) to at least 73 (min target)</p> <p>Staff Responsible for Monitoring: Classroom Teachers ELST Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Include listening, speaking, reading, and writing tasks in daily instruction and all subjects to support language acquisition for all students, with increased attention to the Asian student group.</p> <p>Strategy's Expected Result/Impact: Asian Students: Reading Academic Achievement at least 74 (min target) Asian Students: Mathematics Academic Achievement at least 82 (min target) Asian Students: Student Success (D1 STAAR Component) at least 73 (min target)</p> <p>Staff Responsible for Monitoring: Classroom Teachers ELST CST Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
	 50%	 70%		
 No Progress  Accomplished  Continue/Modify  Discontinue				