

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



**Board Approval Date:** October 24, 2023  
**Public Presentation Date:** August 17, 2023

# Mission Statement

Hickman Elementary's mission is to empower all students by building self-esteem and fostering a holistic education in order for students to achieve success in a diverse changing world.

## Vision

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

## Value Statement

We value honor, integrity, compassion, kindness, manners, and positive attitude in a nurturing environment.

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# Goals

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

**Performance Objective 1:** Percent of students in grades 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 46% in 2023 to 50% in 2024.

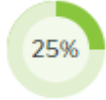
Targets for Approaches, Meets, and Masters:



Approaches- 80%

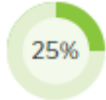




Meets- 50%

Masters- 30%

**Evaluation Data Sources:** STAAR 2024 spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional Planning and Weekly Data Meetings will be implemented in grades K-5 during PLCs with a focus on closing gaps of high leverage student expectations by creating commonly planned Tier 1 lessons and comparing student work to plan reteaches.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased mastery of TEK after re-teach according to data charts. Increase percent of students at the meets and masters performance levels.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team (admin &amp; coaches)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will assess students daily and use formal and informal data to create targeted lessons to reteach low performing TEKS. These strategies will apply to all students, with a particular focus on at risk, Asian, Continuously Enrolled/Non-Continuously Enrolled, African American, Emergent Bilingual, special education, and Econ.Dis. student populations. Students will also use software daily to reinforce core skills. Teachers will use this data to differentiate instruction during small group and stations. Teachers will collaborate to plan quality Tier 1 instruction, analyze data based on learning objectives based on classroom/ student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> K-2: 70% of students will read at EOY DRA correspondent grade level. 3-5: will meet district's meet goals according to STAAR data.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team (admin &amp; coaches)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 7</p> <p><b>Funding Sources:</b> Software- Achieve 3000, Progress Learning &amp; Manipulatives for hands-on - 6300 Supplies and Materials- Title I Funds - \$10,000, Subs for Planning Sessions for ELAR &amp; Math (small group instruction) using AESOP code 29 - 199 - PIC 24 State Comp Ed Funds - \$2,500, Supplies, manipulatives and subs for small groups for English Language Learners - 199 - PIC 25 Bil./ESL State Allotment Funds - \$4,284, Supplies and Materials for At Risk Students. - 199 - PIC 24 State Comp Ed Funds - \$1,975, Food Purchase for Students for STAAR Snacks and Tutoring - 199 - PIC 24 State Comp Ed Funds - \$1,540, Subs for Teacher Planning and collaboration - 6300 Supplies and Materials- Title I Funds - \$7,000, Subs for SPED Teachers to participate in planning and collaboration - 199 - PIC 23 SPED State Allotment Funds - \$666</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will continuously track their progression towards their MAP goals, CBA goals aligned to the school meets goal, and DRA levels.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% of students will meet their MAP growth goal and be on grade level (&gt;=55%) according to MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team (admin &amp; coaches)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 7</p> <p><b>Funding Sources:</b> Markers to highlight different goals for home and school use - 6300 Parent Involvement. Supplies T1 - \$700</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Hickman will adhere to the district's truancy prevention policies.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance Rate will increase to 97%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Lower grades showed the least growth in Reading EOY MAP with an average of 58% in the 22-23 school year. <b>Root Cause:</b> Lack of accountability system for reading improvement in lower grades.</p>
<p><b>Problem Statement 7:</b> 62% of 3rd grade Asian Students, 33% of 4th Grade Asian Students, and 56% of 5th Grade Asian Students scored at the Meets level on the 22-23 STAAR Reading Test. <b>Root Cause:</b> Lack of focus on this student group in PLCs.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Hickman's attendance rate for the 2022-2023 school year was 94.8%. <b>Root Cause:</b> Lack of communication about the importance of attendance to parents.</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 students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 26% in 2023 to 35% in 2024.


Targets for Approaches, Meets, and Masters:







Approaches- 50%

Meets- 35%

Masters- 20%

**Evaluation Data Sources:** STAAR 2024 Spring Administration Testing Data File.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> K-5 teachers will plan hands on , field based, framed and aligned Tier 1 Science lessons focusing on the performance of all students, with a special focus on the Asian population, including Emergent Bilingual Students, African American, White, and Hispanic, relative to closing the GAPs domain target. Instruction will be differentiated to support student understanding of the content.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will include daily Science lessons and teachers will deliver daily instruction in Science according to walk-through data.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> Funds for Field Based Learning - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 5th Grade Teachers will provide spiral reviews during class time to students that are underperforming according to CBAs, MAP, and DOLs data.</p> <p><b>Strategy's Expected Result/Impact:</b> 5th grade team will meet the Science meets goal of 35%</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 5th grade teachers will assess student learning on CBAs and analyze data to provide targeted instruction to reteach low performing TEKS using bell-ringers and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 5th grade Science STAAR Meets results will be at least 45.2%</p> <p><b>Staff Responsible for Monitoring:</b> 5th grade teachers Leadership Team</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 5:</b> 35.56% of fifth graders scored at the approaches level on Science STAAR. <b>Root Cause:</b> Lack of science instruction in grades PK-4, lack of hands on instruction in 5th grade.</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 3:** Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance on the STAAR Math assessment will increase from 46% in 2023 to 50% in 2024.

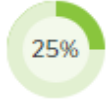
Targets for Approaches, Meets, and Masters:

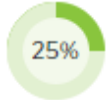





Approaches- 80%

Meets- 50%

Masters- 30%

**Evaluation Data Sources:** STAAR 2024 Spring Administration Testing Data F ile.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will assess students daily and use formal and informal data to create targeted lessons and stations to assess the quality of tier 1 instruction and to reteach low performing TEKs. These strategies will apply to all students, with a particular focus on at risk, Asian, Continuously Enrolled/Non-Continuously Enrolled, African American, special education, and Econ.Dis. student populations. Students will utilize STAAR preparation resources daily to reinforce skills. Teachers will use this data to differentiate instruction during small group and stations. Teachers will collaborate to plan, deliver quality Tier 1 instruction, and analyze data based on classroom/student needs. <b>Strategy's Expected Result/Impact:</b> K-2: 70% of students will meet their EOY growth goal on MAP. 3-5: will meet district's meet goals according to STAAR data. <b>Staff Responsible for Monitoring:</b> Leadership Team (admin &amp; coaches)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Supplies and Materials (Small Group Materials, curriculum and associates workbooks, Kamico, Greenwood Publishing Supplies) - 6300 Supplies and Materials- Title I Funds - \$20,500, Subs for Teacher Collaboration and Planning - 6300 Supplies and Materials- Title I Funds - \$10,000, Subs for SPED Teacher Collaboration and Planning - 199 - PIC 23 SPED State Allotment Funds - \$626</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data Meetings will be implemented in grades 3-5 during PLCs with a focus on closing gaps of high leverage student expectations. After CBAs, data will be analyzed in order to incorporate reteaches as a spiraling review of low performing TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased mastery of TEK after re-teach according to data charts. Increase percent of students at the meets and masters performance levels. Improve the quality of Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team (admin &amp; coaches)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will continuously track their progression towards their MAP goals, and CBA goals aligned to the school meets goal.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% of students will meet their MAP growth goal and be on grade level (&gt;=55%) according to MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team (admin &amp; coaches)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</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
<p><b>Problem Statement 3:</b> Hickman was below district average in all three categories (Approaches, Meets, Masters) on STAAR Math. <b>Root Cause:</b> Not teaching to the level of rigor prescribed by the Math TEKS.</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 4:** Percentage of Emergent Bilingual Students that meet their annual TELPAS growth goal will grow from 51% in 2023 to 60% in 2024.

**Evaluation Data Sources:** EOY TELPAS Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All emergent bilingual students in grades 2-5 will practice speaking using the TELPAS headphones weekly using Flipgrid.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students growing at least one year on the speaking domain.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Performance Objective 4 Problem Statements:**






Student Learning
<p><b>Problem Statement 6:</b> 51% of all Emergent Bilingual (EB) students showed one year's growth on TELPAS during the 22-23 school year. <b>Root Cause:</b> Lack of targeted practice with the English and Testing skills necessary to be successful on TELPAS.</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 5:** Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will not be higher than 8.1 % by the end of the 2023-2024 school year.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and students will implement morning meetings to improve classroom culture as well as implement PBIS strategies to increase focus on positive behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease overall discipline incidents and exclusionary consequences.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers &amp; Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Supplies and Materials from Lakeshore and School Specialty for PBIS implementation - 6300 Supplies and Materials- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will implement school-wide systems of Positive Behavior Interventions and Supports including evaluating behavior data to revise common area structures and rewarding positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease overall discipline incidents and exclusionary consequences.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p>All Staff</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will be provided with in class support and coaching on student behavior with an emphasis on keeping students in class while providing teachers with classroom management strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> The teacher turn over rate will decrease from 31% to 20% and at least 80% of staff will indicate that administration supports them with student discipline.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Perceptions 4</p> <p><b>Funding Sources:</b> Materials for Behavior Support, including subs. - 6300 Supplies and Materials- Title I Funds - \$8,966</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Performance Objective 5 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> During the 22-23 school year, PBIS campus-wide implementation has lacked follow up and consistency. <b>Root Cause:</b> Lack of a unified system to track rewards for students.</p>
Perceptions
<p><b>Problem Statement 4:</b> 31% of the staff is new to Hickman for the 23-24 School Year. <b>Root Cause:</b> Staff members not feeling supported with curriculum and discipline.</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:** By June 2024, the turnover rate at Hickman Elementary School will decrease from 31% in 2023 to less than 20% in 2024.

**Evaluation Data Sources:** Staff Turn Over Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Complete campus and district on-board processes and maintain open communication with all employees through various channels, such as face-to-face meetings, classroom observations, staff newsletters, campus events, and off site staff events.</p> <p><b>Strategy's Expected Result/Impact:</b> The turnover rate will decrease from 31% in 2023 to less than 20% in 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Performance Objective 6 Problem Statements:**









Perceptions
<p><b>Problem Statement 4:</b> 31% of the staff is new to Hickman for the 23-24 School Year. <b>Root Cause:</b> Staff members not feeling supported with curriculum and discipline.</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 7:** Percentage of families who believe that the school provides information on what students are learning and how to help their kids at home will increase from 74% to 90% by May 2024.

**Evaluation Data Sources:** Family Engagement Survey 2023-2024

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hickman Elementary will host 3 family events per year to increase Parent and Family Engagement. The first fall night will be our Math Trunk or Treat Night, where we will encourage mathematical learning at home through a Trunk or Treat. The other Fall night will be our Literacy Night, where we will have stations to teach parents how to use promote literacy at home. Our Spring Night will be our Fine Arts night where we will highlight the various arts on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Percentage of families who believe the school provides opportunities for their child to get extra support before or after school will increase from 85.6% to 90% by May 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> Snacks for Family Events - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$4,000, Paper, Markers, and other paper supplies for spring family involvement event. - 6300 Parent Involvement. Supplies T1 - \$2,251</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support school readiness for incoming PK/K students through School transition meetings for families of incoming students to provide information to families on PK/K readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of PK and K parents will indicate that they feel that they received information on how to help their kids at home.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers.</p> <p><b>Problem Statements:</b> Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support transition to middle school for 5th graders moving to 6th grade by holding a transition meeting in the spring for families in collaboration with Webb Middle School to provide information on how to help students transition to middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of fifth grade families will indicate that they received information on how to help their kids at home on the 2024 Family Engagement Survey</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Teaching Staff.</p> <p><b>Problem Statements:</b> Perceptions 3</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> Develop jointly a Parent and Family Engagement Policy and Engagement Compact that describes how the school school will inform parents of the school's participation in the Title 1 , Part A program, and strategies the school will use to build the capacity of parents to support campus academic goals.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of families will indicate that they know how to help their students at home on the 2024 Family Engagement Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 7 Problem Statements:**



Perceptions
<p><b>Problem Statement 3:</b> 75% of parents indicated that they knew how to get their kids help before school and after school. <b>Root Cause:</b> Lack of communication from the school for notifying parents about how to help their child at home.</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 8: FEDERAL ACCOUNTABILITY (Targeted School of Improvement):** Due to one or more consistently under-performing student group in 2023 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

- Asian Students: Reading Academic Achievement from 55% (2023) to at least 74% (min target)
- Asian Students: Mathematics Academic Achievement from 59% (2023) to at least 81% (min target)
- Asian Students: Student Success (D1 STAAR Component) from a 58 (2023) to at least a 73 (min target)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administration will create a campus tracker which will be updated after every CBA in order to track all student performance, with a special focus on the Asian population.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet the the targets for Asian population for meets grade level in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> After Reading and Math CBAs, data will be analyzed in order to incorporate reteaches as a spiraling review of low performing TEKS, with a special focus on re-teaching the Asian population.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet the he targets for the Asian populations for meets grade level in math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 8 Problem Statements:**

**Student Learning**

**Problem Statement 7:** 62% of 3rd grade Asian Students, 33% of 4th Grade Asian Students, and 56% of 5th Grade Asian Students scored at the Meets level on the 22-23 STAAR Reading Test. **Root Cause:** Lack of focus on this student group in PLCs.