

# Garland Independent School District

## Shorehaven Elementary School

### 2022-2023 Goals/Performance Objectives/Strategies



**Board Approval Date:** October 25, 2022  
**Public Presentation Date:** September 15, 2022

# Mission Statement

"Where Excellence Soars!"

Shorehaven Elementary School is a community of engaged learners. We are committed in helping students become critical thinkers, productive citizens and life-long learners.

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

## Vision

*Preparing each student to succeed and maximize their potential.*

## Core Beliefs

**Excellence** – We are a school that strives for excellence in academics.

**Learning** – Supporting a learning environment that continuously motivates all individuals to excel.

**Accountability** – Demonstrating a personal and institutional accountability for student learning.

**Respect** – Promoting a school community that appreciates the value of students, families, colleagues, and cultures.

# Table of Contents

"Where Excellence Soars!" 2

Goals 4

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 - 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase in grade 3 from 29.5% to 66.9% grade 4 from 44.0% to 68.5%, grade 5 from 32.6% to 57.1% in 2022 to 90% by 2026. (SY2223 interim goal = grade 3 66.9%, grade 4 68.5% grade 5 57.1%)





**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will consistently utilize dictionaries, academic vocabulary in reading, math, and science to enhance focus note-taking, visual aids, learning continuum to ensure mastery of TEKS, and incorporate AVID writing strategies, journals, whiteboards revising/ editing to increase students literacy and writing skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on District/ State assessments and benchmarks. Increase reading and math scores by meeting projected MAP growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Intervention teacher, early literacy teacher, ISTs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Substitutes for PD and Purposeful Planning. Subs to provide small group tutoring, Early Reading and math learning - 6100 Payroll- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Intervention teacher will provide instruction for TIER III students.  <b>Strategy's Expected Result/Impact:</b> *Intervention for students who need support.            *Closing achievement gaps  <b>Staff Responsible for Monitoring:</b> Administration            Interventionist            Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> Education Galaxy, Brain Pop, Flocabulary, iReady - 6300 Supplies and Materials- Title I Funds - \$12,203</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administrators and teachers will ensure that all special education and 504 students in general education classes are provided accommodations as determined by the ARD, SST, and/or 504 Committees.  <b>Strategy's Expected Result/Impact:</b> Increase proficiency in reading comprehension in all content areas and provided accommodations.  <b>Staff Responsible for Monitoring:</b> Administration Teachers Special Education teacher 504, SST, and 504 committees</p> <p><b>Title I:</b>            2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 7  <b>Funding Sources:</b> Student manipulatives, hands-on materials for specific content areas. - 199 - PIC 23 SPED State Allotment Funds - \$988</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide parents and families resources to enhance how they can help their student(s) with reading, math, and science learning/ studying at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement assistance to provide academic (math, reading, science) resources/materials for home use.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teacher, Parents</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>Funding Sources:</b> We will provide parent with math, reading and science resources for home. - 6300 Parent Involvement. Supplies T1 - \$2,798</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will provide parents and families with resources and strategies to help their child succeed in literacy, writing, math, and science to be CCMR (ex. kinder round-up, 5th grade transition to 6th, college t-shirt Thursdays, parent transition meetings, TELPAS Night, AVID parent nights, Parent University).</p> <p><b>Strategy's Expected Result/Impact:</b> Provide parents and families with resources for students success.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselor, and teachers</p> <p><b>Title I:</b> 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Interactive activities and materials to enhance academic skills in reading, math, and science for parents/guardians to use at home. - 6300 Parent Involvement. Supplies T1 - \$2,344, Payroll Parent University AVID evening activity - 6100 Parent Inv. Payroll T1 - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will write in all content areas, and utilize a variety of instructional strategies (academic vocabulary, writing process, organization of writing).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase writing skills and enhance writing for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	0%			
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Develop jointly with, and distribute to parents and families, a written Title I parent meeting (Parent Involvement/Compact Policy will be explained in various languages of need), to meet the need of diverse languages of our parents and families, additional language translation of the policy will be made available.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide parents and families with resources for student success.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselor, and teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	100%	100%	100%	
<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 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> According to 21-22 MAP data, our school needs targeted small group tutoring for all students. <b>Root Cause:</b> Need for intense tutoring.</p>
<p><b>Problem Statement 7:</b> Increase in Special Education Math &amp; Reading STAAR at meets in special education. <b>Root Cause:</b> Lack of fundamental skills</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> More face to face opportunities for parent engagement (awards ceremonies, musical performances, Avid nights, PTA nights etc.) <b>Root Cause:</b> Decrease in face to face activities in the past 2 years.</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 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 33.6% to 55.6% in 2022 to 76% by 2026. (SY2223 interim goal = 55.6%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide Sheltered Instruction during all content areas for language needs of our Emergent Bilinguals/ESL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in learning outcomes and years growth in TELPAS reading. Increased student performance on District/ State assessments and benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers Early Literacy Teacher IST</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 8 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Dictionaries, headphones, partitions, resources, BeGlad, Lexia - 199 - PIC 25 Bil../ESL State Allotment Funds - \$4,662</p>	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the use of supplemental educational programs for student support (ex. Summit K-12, Amira PD for campus).</p> <p><b>Strategy's Expected Result/Impact:</b> *Increase student participation *Student performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Support Staff</p> <p><b>Title I:</b> 2.4</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</b></p> <p><b>Problem Statements:</b> Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase the use and resources for special education bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Support Staff</p> <p><b>Title I:</b> 2.4</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 8:</b> Targeted small groups in math and reading content areas. <b>Root Cause:</b> Lack of intentionally targeting students for growth.
School Processes & Programs
<b>Problem Statement 3:</b> Continue need for bilingual resources (staff, curriculum, etc.) <b>Root Cause:</b> Lack of resources provided to teachers, in particular SPED.

**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 15.2% in 2022 to 35.0% by 2026. (SY2223 interim goal = 35.0%)


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will develop science vocabulary and skills through the use of interactive activities (science lab, interactive science journals, focus note-taking, visual aids, hands-on activities, video clips from Discovery Education), technology, critical writing, reading strategies and student collaboration with attention to all student group's performance relative to the Closing the Gaps with attention to all, eco. dis, and Hispanic student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase learning for all students in science and STAAR Science. Increase Meets and Masters level with data driven Instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Instructional Support</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will plan align, rigorous instruction by unpacking TEKS, creating Learning Objectives and Daily Learning Objectives (LOs/DOLs), and create Instructional Planning Calendar in all STAAR tested grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase learning for all students in science and STAAR Science. Increase students at Meets and Masters level. Data driven Instruction will guide lessons and small groups.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Instructional Support</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 4:** Percent of students 3-5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 3 from 29.5% to 57.4%, grade 4 from 28.0% to 55.9%, grade 5 from 47.8% to 51.4% on STAAR, will increase in 2022 to 90% by 2026. (SY2223 interim goal = 44.4%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The teacher will provide students with small group instruction, utilizing manipulatives, math stations, math vocabulary, math technology programs, AVID math journal, white boards, researched base strategies, and multiple opportunities to demonstrate progress with attention to our all, eco. dis, and Hispanic student groups performance relative to the Closing the Gap Domain Targets.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase results for all students in math. Increase math scores by meeting projected MAP growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 7, 8</p> <p><b>Funding Sources:</b> Interactive activities and materials to enhance math and reading skills - 199 - PIC 24 State Comp Ed Funds - \$4,965</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in data meetings/ Professional Development/ Conferences to better understand how to serve students in all content areas during PLCs , Internalization Planning and Weekly data Meetings (WDMs) weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> *Data *Student work *Classroom walkthroughs *Increased student performance</p>	Formative			Summative
	Nov	Feb	Apr	June

on District/ State assessments and benchmarks.

**Staff Responsible for Monitoring:** Administration, Teachers, and Instructional Support

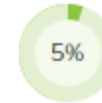
**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**



No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 4 Problem Statements:**

**Student Learning**







**Problem Statement 7:** Increase in Special Education Math & Reading STAAR at meets in special education. **Root Cause:** Lack of fundamental skills

**Problem Statement 8:** Targeted small groups in math and reading content areas. **Root Cause:** Lack of intentionally targeting students for growth.

**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 15.0% in 2022 to 13.5% by 2026. (SY2223 interim goal = 44.0%)

**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> Administrative team will analyze data monthly to monitor and assess our school-wide discipline plan PBIS system.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student behavior. Increase building relationship with students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Staff, Counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> 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 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus staff will clearly define school-wide expectations for students based on strategies discussed at staff development to promote positive relationships and Social and Emotional learning with students of different populations in a school environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease student incidents, and increase social and emotional.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Staff, Counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools</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>				

**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: 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:

All Students: Reading Academic Achievement from 35 (2019) to at least 44 (min target)

All Students: Mathematics Academic Achievement from 38 (2019) to at least 46 (min target)

All Students: Student Success (D1 STAAR Component) from 37 (2019) to at least 47 (min target)

Hispanic Students: Reading Academic Achievement from 34 (2019) to at least 37 (min target)

Hispanic Students: Mathematics Academic Achievement from 36 (2019) to at least 40 (min target)

Hispanic Students: Student Success (D1 STAAR Component) from 36 (2019) to at least 41 (min target)





ECDIS Students: Reading Academic Achievement from 31 (2019) to at least 33 (min target)

ECDIS Students: Mathematics Academic Achievement from 35 (2019) to at least 36 (min target)

ECDIS Students: Student Success (D1 STAAR Component) from 35 (2019) to at least 38 (min target)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide objective-driven daily lesson plans with formal and informal assessments with attention to the performance of our Hispanic, ECDIS, and All student groups performance relative to the Closing the Gaps Domain target for school improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have campus instructional planning with LOs/DOLs. Teachers will submit plans with evidence of content knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Campus support</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> During weekly data meetings, we will monitor, collect, and analyze work samples specifically targeted to students. Teachers will develop reteach lessons and track student progress to provide feedback with attention to the performance of our Hispanic, ECDIS, and All student groups performance relative to the Closing the Gaps Domain target for school improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Eco-dis., Hispanic, and All student groups on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Support Teachers, and Administration</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>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All students will consistently utilize dictionaries, academic vocabulary in reading, math, and science to enhance focus note-taking, visual aids, learning continuum to ensure mastery of TEKS, and incorporate AVID writing strategies, journals, whiteboards revising/ editing to increase students literacy and writing skills with attention to the performance of our Hispanic, ECDIS, and All student groups performance relative to the Closing the Gaps Domain target for school improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on District/ State assessments and benchmarks. Increase reading, math and science scores by meeting projected MAP growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Intervention teacher, early literacy teacher, ISTs</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will provide Sheltered Instruction during all content areas for language needs with attention to the performance of our Hispanic, ECDIS, and All student groups performance relative to the Closing the Gaps Domain target for school improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in learning outcomes and years growth in TELPAS reading. Increased student performance on District/ State assessments and benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers Early Literacy Teacher IST</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
<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>				







**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: 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:

Student Achievement Domain performance will increase from an average STAAR performance level score of 67 (scale score of 64/D) to at least an average STAAR performance level score of 41 (scale score of 70/C).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and administrators will attend PLC / WDM meetings to analyze/disaggregate data, identify gaps in learning to utilize MAP, and provide reteach lessons, and intervention support across all core content areas with attention to the performance of our Hispanic, ECDIS, and All student groups performance relative to the Student Achievement Domain target.</p> <p><b>Strategy's Expected Result/Impact:</b> Close achievement gaps in Hispanic, Eco-dis, and All student groups</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</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>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> During weekly/bi-weekly instructional planning, we will identify key concepts or skills in upcoming content to teach struggling learners during small group instruction, with attention to students in need with attention to the performance of our Hispanic, ECDIS, and All student groups performance relative to the Student Achievement Domain target</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Support Teachers, and Administration</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>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Student will develop science vocabulary and skills through the use of interactive activities (science lab, interactive science journals, focus note-taking, visual aids, hands-on activities, video clips from Discovery Education), technology, critical writing, reading strategies and student collaboration with attention to all student group's performance relative to the Closing the Gaps with attention to all, eco. dis, and Hispanic student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase learning for all students in science and STAAR Science. Increase students at Masters level. Data driven Instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Instructional Support</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The teacher will provide students with small group instruction, utilizing manipulatives, math stations, math vocabulary, math technology programs, AVID math journal, white boards, researched base strategies, and multiple opportunities to demonstrate progress with attention to our all, eco. dis, and Hispanic student groups performance relative to the Closing the Gap Domain Targets.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase results for all students in math. Increase math scores by meeting projected MAP growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				