

Garland Independent School District
Classical Center At Vial Elementary School
2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

We learn. We Care. We lead.

Vision

Inspire others to lead everywhere, every day.

Value Statement

We will:

- Be Responsible
- Be Respectful
- Be Kind
- Be eager to learn

and together be a part of the Vial Viking Community.

Table of Contents

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 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 graduation rates and decreasing student management incidences. | 4 |
| Goal 2: Magnet Funding Justification | 21 |

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 grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 63% to 70% by May 2024. (2024-2025 target is 90%.)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 54% to 60% by May 2024. (2024-2025 target is 90%.)

Percent of students in grade 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 73% to 80% by May 2024. (2024-2025 target is 90%.)

*** Awaiting scores from TEA to finalize objective and strategies.***





HB3 Goal

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

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----|-----|-----------|
| <p>Strategy 1: Teachers will internalize lessons to understand the Reading TEKS, learning objectives, instructional strategies, academic vocabulary, analyze Exit Tickets, prepare supplemental resources in collaboration with instructional coaches.</p> <p>Strategy's Expected Result/Impact: Increase in teacher understanding of reading curriculum. Increase student mastery of the Reading TEKS and participate in engaging activities. We will track students' progress using Curriculum Based Assessment (CBA) data and mCLASS reports.</p> <p>Staff Responsible for Monitoring: Administrators, classroom teachers, and Instructional Coaches (ELST and CST)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: SPED Subs for Instructional Planning for SPED teacher (3-half days) - 199 - PIC 23 SPED State Allotment Funds - \$240, 11 subs for Instructional Planning for Grading Cycles 2, 3, and 4 (half days and shared between teachers. Ex: K&3rd) - 6100 Payroll- Title I Funds - \$5,280, Education supplies/resources - 199 - PIC 23 SPED State Allotment Funds - \$356</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | This area is currently blank in the image | | | |

| Strategy 2 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 2: Implement and maintain an instructional schedule that provides 150 minutes of Language Arts instruction for (Kinder - 3rd grade) and 120 minutes (4th & 5th grade) that includes reading intervention and small group reading instruction for Kinder - 3rd grade using Amplify Literacy curriculum, mCLASS curriculum, and/or MAP Learning Continuum.</p> <p>Strategy's Expected Result/Impact: Instructional schedule that allows for in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p>Staff Responsible for Monitoring: Administrators, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The Title 1 Intervention Specialist will collaborate with teachers to identify students for reading intervention instruction for Tier 2 and Tier 3 according to MAP, mCLASS, and/or iReady.</p> <p>Strategy's Expected Result/Impact: Close reading gaps that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p>Staff Responsible for Monitoring: Title 1 Intervention Specialist, classroom teachers, and administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: 11 subs needed for BOY mCLASS testing. - 6100 Payroll- Title I Funds - \$3,040, 11 subs needed for MOY mCLASS testing. - 6100 Payroll- Title I Funds - \$3,040, 11 subs needed for EOY mCLASS testing. - 6100 Payroll- Title I Funds - \$3,040</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 4: The principal, assistant principal, instructional coaches, and teachers will facilitate Weekly Data Meetings to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, and creating reteach plans , that includes a focus on Emergent Bilingual and Special Education students.</p> <p>Strategy's Expected Result/Impact: Increase in teacher understanding of reading curriculum that allows for in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p>Staff Responsible for Monitoring: Administrators, ELST, CST, and teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Reading teachers will provide targeted STAAR intervention/review during the school day.</p> <p>Strategy's Expected Result/Impact: Increase performance in grades 3rd-5th for all STAAR subjects.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Subs needed during STAAR intervention (approximately 91 subs @ \$160). - 6100 Payroll- Title I Funds - \$4,085, Subs needed during STAAR intervention (approximately 13 subs @ \$160). - 199 - PIC 24 State Comp Ed Funds - \$2,070</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 6: Administrators and Instructional Coaches will conduct frequent coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students scoring at the Meets performance level on CBAs and STAAR. Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p>Staff Responsible for Monitoring: K-5th teachers, Instructional Coaches, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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 |
| | | | | |
| <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 graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of students in grade 3 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 48% to 60% by May 2024. (2024-2025 target is 90%.)

Percent of students in grade 4 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 60% to 70% by May 2024. (2024-2025 target is 90%.)

Percent of students in grade 5 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 65 to 75% by May 2024. (2024-2025 target is 90%.)

*** Awaiting scores from TEA to finalize objective and strategies.***





HB3 Goal

Evaluation Data Sources: STAAR spring administration testing data file

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----|-----|-----------|
| <p>Strategy 1: Teachers will internalize lessons to understand the Math TEKS, learning objectives, instructional strategies, academic vocabulary, analyze Exit Tickets, prepare supplemental resources in collaboration with instructional coaches.</p> <p>Strategy's Expected Result/Impact: Increase in teacher understanding of the math curriculum. Increase student mastery of the Math TEKS and participate in engaging activities. We will track students' progress using Curriculum Based Assessment (CBA) data and mCLASS reports.</p> <p>Staff Responsible for Monitoring: Administrators, classroom teachers, and Instructional Coaches (ELST and CST)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: 1 SPED sub for Instructional Planning for SPED teacher (3-half days) - 199 - PIC 23 SPED State Allotment Funds - \$240, 11 subs for Instructional Planning for Grading Cycles 2, 3, and 4 (half days and shared between teachers. Ex: K&3rd) - 6100 Payroll- Title I Funds - \$5,280</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | Empty review cells | | | |

| Strategy 2 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 2: The Title 1 Intervention Specialist will collaborate with teachers to identify students for math intervention instruction for Tier 2 and Tier 3 according to MAP Math and/or iReady data.</p> <p>Strategy's Expected Result/Impact: Close reading gaps that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p>Staff Responsible for Monitoring: Title 1 Intervention Specialist, classroom teachers, and administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Implement and maintain an instructional schedule that provides 120 minutes of Math instruction using Eureka Math curriculum.</p> <p>Strategy's Expected Result/Impact: Instructional schedule that maximizes in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p>Staff Responsible for Monitoring: Administrators, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 4: The principal, assistant principal, instructional coaches, and teachers will facilitate Weekly Data Meetings to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, and creating reteach plans.</p> <p>Strategy's Expected Result/Impact: Increase in teacher understanding of math curriculum that promotes in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p>Staff Responsible for Monitoring: Administrators, ELST, CST, and teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Administrators and Instructional Coaches will conduct frequent coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students scoring at the Meets performance level on CBAs and STAAR. Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).</p> <p>Staff Responsible for Monitoring: K-5th teachers, Instructional Coaches, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 6: Math teachers will provide targeted STAAR intervention/review during the school day.</p> <p>Strategy's Expected Result/Impact: Increase performance in grades 3rd-5th for all STAAR subjects.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Subs needed during STAAR intervention (approximately 91 subs @ \$160). - 6100 Payroll- Title I Funds - \$4,085, Subs needed during STAAR intervention (approximately 13 subs @ \$160). - 199 - PIC 24 State Comp Ed Funds - \$2,070</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> | | | | |

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 to 60% by May 2024.

*** Awaiting scores from TEA to finalize objective and strategies.***

HB3 Goal

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

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will internalize lessons to understand the Science TEKS, learning objectives, instructional strategies, academic vocabulary, analyze Exit Tickets, prepare supplemental resources in collaboration with instructional coaches and/or Science Instructional Design Facilitators (IDFs).</p> <p>Strategy's Expected Result/Impact: Increase in teacher understanding of the science curriculum. Increase student mastery of the Science TEKS and participate in engaging activities. We will track students' progress using Curriculum Based Assessment (CBA) data and mCLASS reports.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: 2 subs for Instructional Planning for Grading Cycles 2, 3, and 4 (half days and shared between teachers. Ex: K&3rd) - 6100 Payroll- Title I Funds - \$960</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 2: Science STAAR intervention/review for 5th grade teachers.</p> <p>Strategy's Expected Result/Impact: Increased performance in Science STAAR</p> <p>Staff Responsible for Monitoring: Science Teachers, Instructional Coaches, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Subs needed during STAAR intervention (approximately 2 subs @ \$160). - 199 - PIC 24 State Comp Ed Funds - \$320, Subs needed during STAAR intervention (approximately 18 subs @ \$160). - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,990</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> | | | | |

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 ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase to 57% by May 2024 (2024-2025 target is 76%).

*** Awaiting scores from TEA to finalize objective and strategies.***

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

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 1: The LPAC administrator and/or Multilingual Department will provide professional development that targets Sheltered Instruction.</p> <p>Strategy's Expected Result/Impact: Lesson plans, writing samples, exit tickets, classroom observations</p> <p>Staff Responsible for Monitoring: Administrators and classroom teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will utilize Sheltered Instruction focused (specifically emphasizing English language development), targeted (aligned to ELL student proficiency levels) and systematic (scaffolding instruction to meet student progress and ensure College/Career Readiness) in developing English language skills.</p> <p>Strategy's Expected Result/Impact: Improvement of Emergent Bilingual students performance in TELPAS.</p> <p>Staff Responsible for Monitoring: Administrators, ELST, CST, and teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |



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 student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease to 44% by May 2024.

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

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Positive Behavior Intervention Supports (PBIS) committee will create and implement campus behavior expectations for the classroom and all common areas (cafeteria, hallways, restroom, playground) that includes an incentive program and will meet quarterly to review behavior data.</p> <p>Strategy's Expected Result/Impact: Behavior incidents will reduce to 25% for simple assault incidents.</p> <p>Staff Responsible for Monitoring: PBIS committee, Teachers, paraprofessionals, custodial staff, cafeteria staff, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Incentives for positive behavior - 199 - PIC 24 State Comp Ed Funds - \$1,000, Incentives for positive behavior - 199 - PIC 25 Bil../ESL State Allotment Funds - \$1,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Counselor will provide Social Emotional (SEL) Learning lessons to every class at least once per grading cycle and provide teachers SEL lessons will meet the needs of their students.</p> <p>Strategy's Expected Result/Impact: Provide students opportunities to effectively communicate needs and build positive relationships with teachers and peers.</p> <p>Staff Responsible for Monitoring: Counselor and teachers.</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |



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 6: By April 2024, at least 50% of students are represented by parents during family engagement events.

Evaluation Data Sources: Surveys, sign-in sheets, and agendas

| Strategy 1 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: The principal and assistant principal will provide Title 1 meetings on different days and time to update parents about academic performance and the School-Parent compact policy.</p> <p>Strategy's Expected Result/Impact: Newsletters, apps, classroom observations</p> <p>Staff Responsible for Monitoring: Administrators and classroom teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies & Materials - 6300 Parent Involvement. Supplies T1 - \$2,229</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: The counselor will provide sessions before parent and family engagement nights to support parents of 5th grade students with transitioning from elementary to middle school.</p> <p>Strategy's Expected Result/Impact: Increase parent understanding of school of choice and subject of choice for middle school.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 3: The campus will host various family engagement events that provide academic support for reading and math. Strategy's Expected Result/Impact: Increase parent knowledge of how to support their students in reading and math. Staff Responsible for Monitoring: All professional staff.</p> <p>Title I: 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Develop jointly with, and distribute to parents, a written Parent-Family Engagement 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.</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: 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.</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |





| Strategy 6 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 6: Provide Parent-Teacher conferences in the Fall and Spring to provide parents with important information such as student strengths, areas for growth, academic progress (MAP, CBAs, mCLASS), and if intervention or tutoring is needed.</p> <p>Strategy's Expected Result/Impact: Learn academic and social-emotional progress for their child.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Communicate with parents in multiple ways to update parents about curriculum and school events.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in family engagement events and update parents about curriculum.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators.</p> <p>ESF Levers: Lever 3: Positive School Culture</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> | | | | |

Goal 2: Magnet Funding Justification

Performance Objective 1: Vial will continue to provide a high quality Fine Arts and Dual Language programs for all students in K-5.

Evaluation Data Sources: Newsletters, surveys, magnet tours

| Strategy 1 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Fine arts teachers will attend training and conferences to support their continuing professional development. Strategy's Expected Result/Impact: Quality productions and presentations in Fall and Spring. Staff Responsible for Monitoring: Administrators, classroom teachers</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Supplies & Materials - 199 - Magnet Funds - \$3,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Resources and equipment will be purchased to support the integration of technology, best-research practices, and high quality instruction in the Classical Dual Language magnet program. Strategy's Expected Result/Impact: Increase student understanding and performance in Reading and Math. Staff Responsible for Monitoring: Teachers, ELST, CST, and Administrators.</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Funding Sources: Achieve 3000 and other supplies for classroom enrichment - 199 - Magnet Funds - \$20,250</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 3: Resources and equipment will be purchased to support the integration of technology, best-research practices, and high quality instruction in the Classical magnet program.</p> <p>Strategy's Expected Result/Impact: Increase student understanding and performance in Drama, Piano, Art, and Music.</p> <p>Staff Responsible for Monitoring: Drama teacher, Piano teacher, Art teacher, Music teacher, and Administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies, resources, and professional development. - 199 - Magnet Funds - \$20,250</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Provide educational excursions (field trips) for students that are aligned with TEKS and district curriculum.</p> <p>Strategy's Expected Result/Impact: Students will be able to access and acquire the TEKS and participate in engaging activities.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Educational Excursions for students in each grade level - 199 - Magnet Funds - \$9,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Provide a variety of print media to be utilized for instructional activities.</p> <p>Strategy's Expected Result/Impact: Higher level of student engagement and increased academic achievement.</p> <p>Funding Sources: Color Copier and Poster Maker supplies - 199 - Magnet Funds - \$14,500</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Increase student engagement by incentivizing hard work and effort.</p> <p>Funding Sources: Incentives for students - 199 - Magnet Funds - \$3,000</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> | | | | |