

# Garland Independent School District

## Weaver Elementary School

### 2023-2024 Goals/Performance Objectives/Strategies



**Board Approval Date:** October 24, 2023  
**Public Presentation Date:** August 30, 2023

# Mission Statement

Every student - every day.

## Vision

Weaver Elementary staff members will create life-long learners by creating a safe and engaging school environment where all students feel supported by the teachers, administrators, parents, and community.

## Value Statement

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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



# Goals



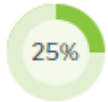

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.






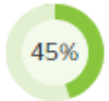
**Performance Objective 1:** \*\*\*\*\* Percent of students in grade 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 76% Approaches, 47% Meets, and 16% Masters in 2022 to 90% by 2025. (SY2023 interim goal = 85% Approaches, 58% Meets, and 25% Masters)






**HB3 Goal**

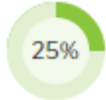

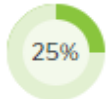

**Evaluation Data Sources:** STAAR Spring Administration

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize teacher-led, whole group and small group instruction with specific amounts of time to specifically target and support individual student needs for all students (including at-risk and gifted) with attention to the performance of African American, 504/dyslexia, and special education student group performance relative to Academic Achievement (% at Meets Grade Level) and Student Success (student Achievement Domain score).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as reflected on MAP, STAAR, and common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>Title I:</b> 2.4, 2.6</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 2</p> <p><b>Funding Sources:</b> small group reading materials - 6300 Supplies and Materials- Title I Funds - \$1,100, reading and social studies materials - 6300 Supplies and Materials- Title I Funds - \$929, cardstock and paper - 6300 Supplies and Materials- Title I Funds - \$1,080, instructional aide - 6100 Payroll- Title I Funds - \$27,079</p>	Formative			Summative
	Nov	Feb	Apr	June
				

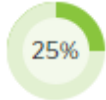

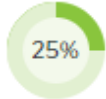

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments will be at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers in grades K-2 will assess students using MClass to make adjustments to groups and differentiate reading instruction based on needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement as reflected on MAP, STAAR, and common assessments, including increased levels on MCLASS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</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> Administrators and teachers will ensure that all students will be provided with 150 minutes of daily instruction in Reading Language Arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Author Visit - 6200 Contracted Services/Registration- Title I Fun - \$1,300</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will utilize Google Chromebooks as an instructional tool for blended instruction and digital classrooms. The library will also utilize Chromebooks to provide increased research opportunities to support reading in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>Title I:</b> 2.4, 2.6</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>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will provide daily explicit instruction from the curriculum in phonological awareness and phonics in grades PreK-2.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will attend AVID trainings and implement AVID strategies in the classroom which promote reading, higher level questioning, and increased student comprehension with attention to the performance of economically disadvantaged, African American, and special education students. Supplies for AVID binders will be ordered for the next school year so that implementation can take place the first week of school. Additional supplies will be purchased throughout the year for replacements and supplies for new student enrollment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as reflected on MAP, STAAR, and common assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> AVID binders - 6300 Supplies and Materials- Title I Funds - \$202</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Administration will develop a master schedule that ensures large blocks of time to provide uninterrupted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional time and increased scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teachers in grades k-2 will utilize mCLASS data to inform instruction. Teachers in grades 3-5 will utilize MAP data and unit assessments from Amplify to inform instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> 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>	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> High-quality instructional materials will be consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement on STAAR  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 2  <b>Funding Sources:</b> copy paper - 6300 Supplies and Materials- Title I Funds - \$2,000, copy paper &amp; lamination - 6300 Supplies and Materials- Title I Funds - \$2,000, copy paper - 6300 Supplies and Materials- Title I Funds - \$752</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement on STAAR  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Teachers will use the Amplify curriculum to focus on strong Tier 1 instruction, including lesson internalization and practice during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Teachers will teach all essential components of reading language arts daily: interactive read aloud with vocabulary instruction, foundational skills lessons (phonological awareness, phonics, word study), comprehension, writing workshop &amp; small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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;"> <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> Our school scored at 34% in meets reading in 3rd grade compared to the state at 51% <b>Root Cause:</b> Tier 1 instruction in 2nd grade is not as rigorous as it needs to be, especially with more exposure to non-fiction.</p> <p><b>Problem Statement 2:</b> 4th grade reading scored at 45% for meets compared to the state at 54% <b>Root Cause:</b> Students do not have foundational reading skills necessary to show adequate progress due to loss of instruction in 1st grade.</p>



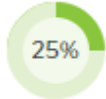

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.



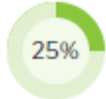

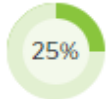
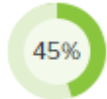
**Performance Objective 2:** \*\*\*\*\* Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance as measured by Meets Grade Level performance on STAAR math, will increase from 74% Approaches, 50% Meets, and 28% Masters in 2022 to 90% by 2025. (SY2023 interim goal = Approaches 90%, 80% Meets, 40% Masters)

**HB3 Goal**

**Evaluation Data Sources:** STAAR Spring Administration

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide high-quality, hands-on math instruction that supports the development and teaching of math concepts and problem-solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding of math concepts, increased scores on STAAR and MAP</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> cardstock and chart paper for math instruction and math stations - 6300 Supplies and Materials- Title I Funds - \$405, math instructional materials - 6300 Supplies and Materials- Title I Funds - \$868, math materials - 6300 Supplies and Materials- Title I Funds - \$917, ink and paper for poster maker - 6300 Supplies and Materials- Title I Funds - \$2,285</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will use math programs, including ST Math, (desktops Chromebooks) to support engaging, relevant, aligned math lessons. Students can work math lessons before school, at home, and intervention using their universal login.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement, STAAR scores, and MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize small group, teacher-led, instruction to specifically target and individual student needs for all students at-risk and gifted) with attention to performance of African American, 504/dyslexia, special education student group performance to Academic Achievement (% at Meets Level) and Student (student Domain score).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and achievement on STAAR and MAP</p> <p><b>Staff Responsible for Monitoring:</b> : Principal and Assistant Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will use STAAR-formatted materials to support abstract to concrete. The resources will provide multiple practice items for each TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> increased scores on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 45%		
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will show students multiple strategies, when appropriate, for problem solving and allow students to share multiple strategies when solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 45%		
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will use the Eureka curriculum and use lesson internalization to prepare and practice the content during PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased content knowledge for teachers</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 45%		



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

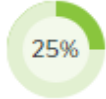



**Student Learning**

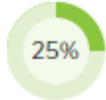

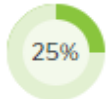





**Problem Statement 5:** Students in second grade are showing a decrease in MAP performance for Math from 1st grade **Root Cause:** Differentiated strategies are inconsistently provided for students in the same class, especially focusing on higher level instruction.

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

**Performance Objective 3: \*\*\*\*\*** Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 43% Approaches, 26% Meets, and 4% Masters to 80% by 2025. (SY2023 interim goal = 53% Approaches, 36% Meets, 10% Masters)

**Evaluation Data Sources:** STAAR spring administration

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administration and instructional specialist will ensure all science labs are fully stocked with all needed consumable science materials. Teachers will utilize an organizational system science lab materials to streamline the of live materials and ease the process lab set-up and use.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of the science lab and hands on experiences, improved STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> construction paper and play doh - 6300 Supplies and Materials- Title I Funds - \$426</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating; avoid teaching science in isolation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in STAAR scores and common assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will use STAAR-formatted resources to support abstract to concrete. The resources will provide multiple practice items for each TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in STAAR scores and common assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Science Computer Program - 6300 Supplies and Materials- Title I Funds - \$750, science materials - 6300 Supplies and Materials- Title I Funds - \$478</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will use their expanded science resources in the classroom and beyond to support engaging science instruction and allow students to learn in a print-rich environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased science STAAR scores and reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> science field trip - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> Our campus scored 14 points below the state for Science <b>Root Cause:</b> Science instruction across the building is not being taught with fidelity to the level of expectation in addition to meeting required instructional minutes.</p>










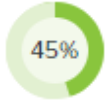
**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 4:** \*\*\*\*\* 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 53.0% in 2022 to 76% by 2025. (SY2021 interim goal = 58%; Weaver-57.8%)

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will incorporate the ELPS to address language development in listening, speaking, reading, and writing to ensure students meet expected growth on TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet expected year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</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>Problem Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> writing materials and programs to increase student written expression - 6300 Supplies and Materials- Title I Funds - \$306, lamination and writing materials - 6300 Supplies and Materials- Title I Funds - \$1,045 , AVID supplies - 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> Students will practice listening and speaking in online programs to ensure they are comfortable and prepared for TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased yearly progress on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</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>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administrators and teachers will ensure that each EB (Emerging Bilingual) is provided with linguistic and instructional accommodations as determined by the LPAC. (i.e. Initial LPAC, Assessment LPAC, Monitoring Intervention LPAC, EOY LPAC)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased yearly progress on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</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>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will provide a culturally responsive learning environment by understanding and relating to student with respect to the student's cultural perspective and incorporate the cultural and cognitive resources students naturally bring to the learning environment through family engagement events, including the annual TELPAS workshop for parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased yearly progress on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</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 4 Problem Statements:**

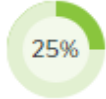
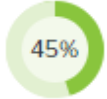



**Student Learning**







**Problem Statement 7:** Emergent Bilingual students are not showing growth for overall TELPAS composite score. **Root Cause:** Strategies for reaching all EBs are not consistently implemented in all classrooms for students with other languages to use to grow their English (i.e. Rosetta Stone is difficult to get approved at the district level)

**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 from 14.9% in 2022 to 13.4% by 2023. (district goal is 35% - particular focus on decreasing African American exclusionary consequences)

**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> Campus staff will review behavioral data and develop a school wide student management plan to address specific targeted behavior, with special attention to a positive behavior support plan that promotes positive behavior in all aspects of the school setting and to determine interventions to be utilized to prevent misconduct and for students currently on a behavior plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents</p> <p><b>Staff Responsible for Monitoring:</b> : Principal and assistant principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will explain clearly defined school wide expectations for behavior to students during first week of school and communicate the plan with parents through a variety of methods including behavior lessons provided by the district, modeling, and practicing the expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships with students, and working with students from different populations. Teachers will review discipline data and intervention strategies monthly during PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 45%		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administrative teams will analyze data monthly to monitor and assess progress of goals of each Student Management Plan and revise if needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assistant principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 55%		
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Discipline data will be communicated to staff quarterly and plans for students in need of behavioral intervention discussed.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 55%		

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Weaver will continue updating the sensory room that will include areas for cool down and resetting behaviors. Teachers will use strategies and tools in their classrooms to support Social Emotional Learning and reduce time students spend out of class.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional time.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 5  <b>Funding Sources:</b> SEL materials - 6300 Supplies and Materials- Title I Funds - \$256</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> School staff meet frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved referral process for Tier 2, Tier 3, Tier 4 students  <b>Staff Responsible for Monitoring:</b> Principal, AP, interventionist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved behavior and citizenship  <b>Staff Responsible for Monitoring:</b> administration</p> <p><b>Title I:</b>  2.6  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> The campus does not highly incentivize behavior through a structured PBIS system. <b>Root Cause:</b> Classroom management strategies are not implemented consistently across the campus.</p>





## School Processes & Programs

**Problem Statement 5:** The campus does not highly incentivize behavior through a structured PBIS system. **Root Cause:** Classroom management strategies are not implemented consistently across the campus.

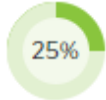





**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 6:** All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year to support the "whole child."

**Evaluation Data Sources:** assessments scores, MAP growth

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p><b>Strategy's Expected Result/Impact:</b> early identification of students that need additional support</p> <p><b>Staff Responsible for Monitoring:</b> MTSS team</p> <p><b>Title I:</b> 2.6</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>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.</p> <p><b>Strategy's Expected Result/Impact:</b> early identification of students that need additional support</p> <p><b>Staff Responsible for Monitoring:</b> MTSS team</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
				





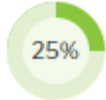

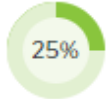


Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> early identification of students that need additional support</p> <p><b>Staff Responsible for Monitoring:</b> MTSS team</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levels:</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;">  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 7:** 100% of staff will participate in focused activities to increase positive relationships with students, families, and members of the community.

**Evaluation Data Sources:** Sign in sheets, staff participation, parent involvement as evidenced at events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weaver staff will build a strong sense of community through AVID parent nights, family engagement events (virtual literacy and math nights), trips that celebrate our students' futures, and heritages, and through a science night from the Perot museum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.2</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> Perceptions 2</p> <p><b>Funding Sources:</b> Staffing for Literacy Night - 6100 Payroll- Title I Funds - \$2,032, SEL classroom materials - 6300 Supplies and Materials- Title I Funds - \$283</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will foster daily communication with parents through the use of a daily agenda for AVID and/or their class communication system (Remind 101 or Class Dojo).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> parent communication binders - 6300 Supplies and Materials- Title I Funds - \$1,000, AVID binders - 6300 Supplies and Materials- Title I Funds - \$202, AVID Planners - 6300 Supplies and Materials- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> science night giveaways - 6300 Supplies and Materials- Title I Funds - \$2,374</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 100%	 100%	
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 40%		
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	 40%		

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide PD opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families with parents as co-presenters.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Admin and counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <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 8 Details	Reviews			
<p><b>Strategy 8:</b> The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, administrators</p> <p><b>Title I:</b> 4.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Students will engage in goal setting for STAAR, CBAs, TELPAS, MClass, and MAP. Goal progress will be tracked in goal journals and goal meetings will be held with teachers after each assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on assessments, personal responsibility</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p> <p><b>Title I:</b> 2.4, 2.6</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> Demographics 2 - School Processes &amp; Programs 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Performance Objective 7 Problem Statements:**

**Demographics**

**Problem Statement 2:** The campus does not highly incentivize behavior through a structured PBIS system. **Root Cause:** Classroom management strategies are not implemented consistently across the campus.

**School Processes & Programs**

**Problem Statement 5:** The campus does not highly incentivize behavior through a structured PBIS system. **Root Cause:** Classroom management strategies are not implemented consistently across the campus.

**Perceptions**

**Problem Statement 2:** Low parent/community participation. **Root Cause:** Since COVID, parental involvement has not returned, and many parents work full time therefore are unable to volunteer.

**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:** 100% of staff will plan and lead enrichment activities for students.

**Evaluation Data Sources:** Student surveys, staff surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus staff will plan engaging activities for their club (POWER Hour) which will take place the second and third grading periods.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and experiences</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> 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>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents, businesses, and community members will provide additional support and materials for Weaver clubs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and experiences</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. Materials will be needed for some of the clubs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and experiences</p> <p><b>Staff Responsible for Monitoring:</b> PBIS team, admin</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</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:**

<b>School Processes &amp; Programs</b>
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<b>Problem Statement 1:</b> Extracurricular opportunities are not provided for all students. <b>Root Cause:</b> There are no clubs and programs for students to be involved in.
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**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.



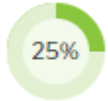



**Performance Objective 9: \*\*\*\*\***

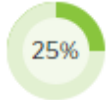





FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2021 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

- All Students: Reading Academic Achievement from 39 (2019) to at least 44 (min target)
- All Students: Mathematics Academic Achievement from 42 (2019) to at least 46 (min target)
- All Students: Student Success (D1 STAAR Component) from 42 (2019) to at least 47 (min target)
- African American Students: Reading Academic Achievement from 29 (2019) to at least 32 (min target)
- African American Students: Mathematics Academic Achievement from 25 (2019) to at least 31 (min target)
- African American Students: Student Success (D1 STAAR Component) from 33 (2019) to at least 36 (min target)

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Second, third, and fourth grade teachers will participate in MIZ Blended Learning training and coaching to support engagement in a blended model.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will utilize Google Chromebooks and iPads as an instructional tool for flipped instruction and digital classrooms. The library will also utilize Chromebooks to provide increased research opportunities to support reading in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students</p> <p><b>Staff Responsible for Monitoring:</b> 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>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Identify teachers who experience low student growth from CBA to CBA, BOY to EOY, with increased attention to African American, and observe and provide feedback weekly using the waterfall coaching document.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students</p> <p><b>Staff Responsible for Monitoring:</b> 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>	<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> Teachers will utilize small group, teacher-led, instruction to specifically target and individual student needs for all students at-risk and gifted) with attention to performance of African American, 504/dyslexia, special education student group performance to Academic Achievement (% at Meets Level) and Student (student Domain score).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students</p> <p><b>Staff Responsible for Monitoring:</b> 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>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The English Language Proficiency Standards (ELPS) will be implemented into instruction daily to make content comprehensible and develop academic language ensuring ELs obtain the mastery of required academic content along with language development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth for EL students</p> <p><b>Staff Responsible for Monitoring:</b> 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>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Administrative teams will establish specific school-based goals and timelines based on data/root cause analysis to reduce over representation of students of color in disciplinary outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				