

**Garland Independent School District
Austin Academy For Excellence
2024-2025 Campus Improvement Plan**



Mission Statement

Austin Academy for Excellence fosters the growth of student self-worth and integrity to empower and inspire each individual to meet the challenges of the future.

Vision

Austin Academy for Excellence will create an environment that cultivates future world changers in the students, staff, and community. We service through growth in academics and social action that promotes inclusivity and achievement for all.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	10
Goals	12
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.	12
Goal 2: 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.	26
State Compensatory	28
Budget for Austin Academy For Excellence	28
Campus Funding Summary	29
Policies, Procedures, and Requirements	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Austin Academy for Excellence is a magnet campus in Garland ISD for high-achieving students. Approximately 2/3 of the student population are magnet-identified students. The remaining 1/3 of the student population are neighborhood students from the approved boundary lines. Austin Academy for Excellence offers enriched honors and honors and on-level courses. We have also become an authorized IB/MYP World school. We utilize the IB framework, offer world language immersion to all three grade levels, and incorporate MYP Design courses that foster hands-on problem-solving. Austin Academy continues to offer enriched honors, honors, and on-level courses. All students at Austin Academy who demonstrate academic fortitude in core courses are eligible to participate in enriched honors.

Austin Academy currently has 962 students enrolled. Our demographics include:

- 45.32% Hispanic
- 20.48% Asian
- 12.47% African American
- 18.82 % White
- 2.81% Two or more
- 32.22% Emerging Bilingual (EB)
- 29.63% English as a Second Language (ESL)
- 56.13% Gifted/Talented
- 50.31% Economically Disadvantaged

Demographics Strengths

Austin Academy ended the school year with a 96.7% average daily attendance rate. This population of students are in attendance due to the consistent communication of the staff to ensure that families know we value and miss their students when they are not present in school. We also work with families to adjust any issues in this area.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Approximately 2/3 of the students are magnet students and the other 1/3 are neighborhood students. There is a decline in magnet enrollment.

Root Cause: The creation of additional magnets in the district with a specialized focus on STEM. The failure to pull students from the campus magnet waitlist discourages students from choosing our school.

Student Learning

Student Learning Summary

The majority of students at Austin Academy perform at high levels of 90% or higher in the core subject areas. The Emerging Bilingual students are making progress and have shown growth in the areas required by the state assessment. Austin Academy reclassified over 100 students due to their growth from the 2023-2024 Telpas results. Austin Academy continues to see a small decline in all on-level math achievement, especially in our Hispanic sub-population. The areas of math, literacy improvement, and social studies achievement (8th grade) will be the focal points.

Student Learning Strengths

The school accountability score of 89% is reflective of students who perform at or above grade level. The student data reports academic strengths in ELA/Reading, Mathematics (Enriched Honors/Algebra I), Science, and Postsecondary Readiness.

89% of students met the standard on STAAR Reading measures.

84% of students met the standard on STAAR Gr. 8 Science

80% of students met the standard in the area of Math (all grades) and grade 8 Social Studies

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 42% of 6th-grade students failed to meet the state math testing requirements. There was no change in achievement in this area from the previous year. 27% of 7th-grade students failed to meet the state math testing requirements. This indicates a small improvement from the previous year. **Root Cause:** Non-Certified instructors in this area of content. Instructional Coaching and lesson internalization process needs improvement.

Problem Statement 2 (Prioritized): A 9% decline in student achievement in the area of Grade 8 Social Studies was reported. This signals a decline in all academic areas that may be attributed to Reading and Comprehension issues. **Root Cause:** Students are now being asked to explain their knowledge through the SCR/ECR process. Students must expand their writing abilities across content areas.

Problem Statement 3 (Prioritized): A continued decline in Algebra I achievement for the past 2 school years (2022-2023 & 2023-2024). There was a small increase in student passing rates during the 2023-2024 school year. The goal is to have 100% of students enrolled in Algebra I meet the passing standard set by the state. **Root Cause:** Recruitment of qualified teachers to instruct in this area was lacking.

Problem Statement 4 (Prioritized): Campus data continues to reflect high-achieving students in all academic areas, yet the growth and achievement levels are dropping. There is an emphasis on the areas of Math (supported by Science), Social Studies, and RLA (SCR/ECR & EB learning). The particular focal points are 6th-grade at all levels, 7th-grade math, Algebra I, 8th-grade Social Studies, and all courses for EB learning. **Root Cause:** The rigor and pacing of instruction are lacking daily. Teachers must teach with a sense of urgency to promote growth in addition to expanding the students' achievement abilities.

School Processes & Programs

School Processes & Programs Summary

Austin Academy has the perception of high achievement and low discipline when compared to other middle schools in the district. The students, teachers, and parents work in close partnership to meet the various needs of the students. The staff members who responded to the climate and culture survey proclaimed that they were satisfied with their work environment and felt AAE was a great place to work. This information was mirrored in the student and family responses to a similar survey.

School Processes & Programs Strengths

- Magnet/Gifted & Talented Education
- IB/MYP framework for global learning
- Student Leadership Committee (Ambassadors)
- Extracurriculars:
 - Athletics
 - Fine Arts
 - Art
 - Robotics/Coding/Drones
 - Pep Squad
 - Pentathlon
 - Mock Legislature
 - Chess Club
 - Baking Club
 - Magic Club
 - Cheer

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Family/Parent involvement continues to be a point of weakness. Parents are still unclear about processes and optimal ways to be a part of the school community beyond PTA involvement. **Root Cause:** There is a decline in teachers wanting to host or be a part of additional events outside of the school day. Lack of funding impacts the level of events that can be implemented for Parent/Family engagement.

Problem Statement 2: Teachers still express a small disconnect with forming meaningful relationships with other staff members on campus, thus affecting their sense of belonging. **Root Cause:** CLC (Collaborative Learning Communities) time is divided and consistently creates a division of time and cohesiveness in team building. No opportunity for teachers to interact beyond the allotted planning time.

Problem Statement 3 (Prioritized): Our campus discipline reached an all-time high due to increased technology and legal violations. Therefore, the number of incidents and exclusionary consequences of our discipline has increased from historical data. **Root Cause:** Increased accessibility to cell phones and Chromebooks for student usage without appropriate oversight.

Perceptions

Perceptions Summary

Austin Academy is perceived as a high achievement and has low discipline issues. The staff, students, parents, and community partners work closely to create a culture and climate of success and well-being for our students and families. The 2023-2024 staff survey revealed that 86% of participants felt satisfied in their work environment. 52% of student responses show a favorable student and teacher relationship.

Perceptions Strengths

- Magnet/Gifted & talented
- International Baccalaureate/MYP
- Student Leadership Committees (Ambassadors & Project Positivity)
- Extracurriculars:
 - Athletics
 - Fine Arts
 - Art
 - Robotics
 - Coding
 - Drones
 - Pep Squad
 - Pentathlon
 - Mock Legislature
 - Chess Club
 - Baking Club
 - Magic Club

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family engagement opportunities have increased. Yet, parent participation is lower than needed. **Root Cause:** Many of our students are involved in outside activities. There is also a lack of available funds for these events and the things needed to draw families in.

Problem Statement 2: Staff sense of belonging continues to be reported as a need for our campus. Teaching teaming of subject areas is difficult due to the various levels of academic needs. **Root Cause:** CLC (Collaborative Learning Communities) time is divided due to the varying levels of academics. This division of time affects the cohesiveness of team-building opportunities.

Priority Problem Statements

Problem Statement 1: A 9% decline in student achievement in the area of Grade 8 Social Studies was reported. This signals a decline in all academic areas that may be attributed to Reading and Comprehension issues.

Root Cause 1: Students are now being asked to explain their knowledge through the SCR/ECR process. Students must expand their writing abilities across content areas.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A continued decline in Algebra I achievement for the past 2 school years (2022-2023 & 2023-2024). There was a small increase in student passing rates during the 2023-2024 school year. The goal is to have 100% of students enrolled in Algebra I meet the passing standard set by the state.

Root Cause 2: Recruitment of qualified teachers to instruct in this area was lacking.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 42% of 6th-grade students failed to meet the state math testing requirements. There was no change in achievement in this area from the previous year. 27% of 7th-grade students failed to meet the state math testing requirements. This indicates a small improvement from the previous year.

Root Cause 3: Non-Certified instructors in this area of content. Instructional Coaching and lesson internalization process needs improvement.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Family/Parent involvement continues to be a point of weakness. Parents are still unclear about processes and optimal ways to be a part of the school community beyond PTA involvement.

Root Cause 4: There is a decline in teachers wanting to host or be a part of additional events outside of the school day. Lack of funding impacts the level of events that can be implemented for Parent/Family engagement.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Approximately 2/3 of the students are magnet students and the other 1/3 are neighborhood students. There is a decline in magnet enrollment.

Root Cause 5: The creation of additional magnets in the district with a specialized focus on STEM. The failure to pull students from the campus magnet waitlist discourages students from choosing our school.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Family engagement opportunities have increased. Yet, parent participation is lower than needed.

Root Cause 6: Many of our students are involved in outside activities. There is also a lack of available funds for these events and the things needed to draw families in.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Our campus discipline reached an all-time high due to increased technology and legal violations. Therefore, the number of incidents and exclusionary consequences of our discipline has increased from historical data.

Root Cause 7: Increased accessibility to cell phones and Chromebooks for student usage without appropriate oversight.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Campus data continues to reflect high-achieving students in all academic areas, yet the growth and achievement levels are dropping. There is an emphasis on the areas of Math (supported by Science), Social Studies, and RLA (SCR/ECR & EB learning). The particular focal points are 6th-grade at all levels, 7th-grade math, Algebra I, 8th-grade Social Studies, and all courses for EB learning.

Root Cause 8: The rigor and pacing of instruction are lacking daily. Teachers must teach with a sense of urgency to promote growth in addition to expanding the students' achievement abilities.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 30, 2024

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 demonstrating literacy proficiency as measured by Meets Grade Level performance on STAAR Reading Language Arts assessments will increase from 89% in 2024 to 95% in 2025 (2026 goal= 90%)

High Priority

HB3 Goal

Evaluation Data Sources: Staar spring administration test data file (first-time testers; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Students who are below proficiency will be enrolled in the Literacy Enrichment Program (Reading Lab courses) during the school day. Teachers will continue to utilize small group teacher-led instruction to target and support individual academic student needs. Small group instruction (1:12) may occur before school, after school, Friday intervention (during the school day), or during subject-based extended days (by invitation only).</p> <p>Strategy's Expected Result/Impact: Students are expected to show growth on the district CBSs, MAP testing, and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Support 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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional Materials - 199 - PIC 24 State Comp Ed Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan and utilize small group teacher-led instruction in RLA to specifically target EB, economically disadvantaged, SPED, and At-Risk students and support individual student needs in Tier I instruction and during targeted tutorials (invitation only).</p> <p>Strategy's Expected Result/Impact: Students are expected to show growth on district benchmarks, MAP testing, and state assessments.</p> <p>Staff Responsible for Monitoring: RLA teachers, Special Education Case Managers, instructional support staff, 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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Special Education materials & resources - 199 - PIC 23 SPED State Allotment Funds - \$1,820</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will plan the daily alignment of rigorous instruction by unpacking the TEKS, internalizing the lessons, creating applicable daily or weekly learning objectives, and developing teacher and student exemplars outside of the allotted CLC time. Teachers will also use data-driven information from district CBA and other assessment information to create plans for student academic intervention (Core content areas).</p> <p>Strategy's Expected Result/Impact: Student academic growth on CBAs, Interim assessments, MAP MOY & EOY, & STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional support 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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Teacher created instructional resources - 199 - PIC 24 State Comp Ed Funds - \$2,000</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>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: A 9% decline in student achievement in the area of Grade 8 Social Studies was reported. This signals a decline in all academic areas that may be attributed to Reading and Comprehension issues. **Root Cause:** Students are now being asked to explain their knowledge through the SCR/ECR process. Students must expand their writing abilities across content areas.





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 English Language acquisition proficiency as measured by Yearly Progress Indicators on Texas English Language Proficiency Assessment System (TELPAS) assessments (grades K-12) will increase from 61% in 2024 to 70% in 2025 (2026 goal= 76%).

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize Sheltered Instruction strategies in all Core Area content classes. Teachers will also provide instructional support through Emergent Bilingual strategies such as using sentence stems, word walls, writing, and speaking across the curriculum.</p> <p>Strategy's Expected Result/Impact: The continued growth and reclassification of students. Students will show growth in language acquisition through benchmark testing, MAP testing, TELPAS ratings, and the STAAR assessment.</p> <p>Staff Responsible for Monitoring: All teachers and administrators.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Specified materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	Review content area			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 42% of 6th-grade students failed to meet the state math testing requirements. There was no change in achievement in this area from the previous year. 27% of 7th-grade students failed to meet the state math testing requirements. This indicates a small improvement from the previous year. Root Cause: Non-Certified instructors in this area of content. Instructional Coaching and lesson internalization process needs improvement.</p>

Student Learning

Problem Statement 2: A 9% decline in student achievement in the area of Grade 8 Social Studies was reported. This signals a decline in all academic areas that may be attributed to Reading and Comprehension issues. **Root Cause:** Students are now being asked to explain their knowledge through the SCR/ECR process. Students must expand their writing abilities across content areas.

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: The percentage of students demonstrating mathematical proficiency measured by Meets Grade Level performance on STAAR Mathematics assessments will increase from 80 % in 2024 to 90% in 2025 (2026 goal= 90%).

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan and utilize small group teacher-led instruction to specifically target Emergent Bilingual, Economically Disadvantaged, SPED, and At-Risk student populations and support individual student needs both in Tier I instruction and during after-school tutorials, Friday intervention, and extended day tutorials. Algebra I teachers will also plan and utilize small group tutorials for use during after-school tutorials and Friday intervention</p> <p>Strategy's Expected Result/Impact: Students are expected to show growth on CBAs, MAP, and STAAR testing. All Enriched Honor students are expected to reach the Meets/Master mark for STAAR and EOC testing.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional support 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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize mini lessons and class starters weekly to advance math skills that are aligned to the district curriculum and required TEKS in the next unit of assessment. Teachers will use learning checks that are conducted weekly to assess the level of knowledge of the students in the areas of Math to streamline instruction.</p> <p>Strategy's Expected Result/Impact: Students will show continued growth in mathematics through classroom assessments, district CBAs & interim assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers 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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 1: 42% of 6th-grade students failed to meet the state math testing requirements. There was no change in achievement in this area from the previous year. 27% of 7th-grade students failed to meet the state math testing requirements. This indicates a small improvement from the previous year. Root Cause: Non-Certified instructors in this area of content. Instructional Coaching and lesson internalization process needs improvement.</p>
<p>Problem Statement 3: A continued decline in Algebra I achievement for the past 2 school years (2022-2023 & 2023-2024). There was a small increase in student passing rates during the 2023-2024 school year. The goal is to have 100% of students enrolled in Algebra I meet the passing standard set by the state. Root Cause: Recruitment of qualified teachers to instruct in this area was lacking.</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: Family & Community Engagement: The total percentage of parents who participate in the GISD Family Engagement Survey will increase from 23% to 35% by 2026 (SY 2024-2025 interim goal= 30%)

Evaluation Data Sources: GISD Family Engagement Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will provide a transition activity for all new AAE students (emphasis on grade 6 transition). Teachers and administrators will host family engagement activities such as literacy night, math night, and Chat & Chew with the Principals.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement on an ongoing basis. This will make a stronger connection between parents and school, thus increasing the number of families that will participate in the survey.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Materials and Personnel for orientation activities - 199 - PIC 24 State Comp Ed Funds - 4915</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators and teachers will communicate with parents through various methods: phone, email, and parent newsletter (SMORE). Taling points, Parent Square, and social media accounts about the GISD survey and any parental involvement events. To meet the needs of our diverse population, translation will be made available for all communications in person or written at no cost to families.</p> <p>Strategy's Expected Result/Impact: Increase family engagement and the percentage of families that complete the GISD Family Engagement Survey. Increase parental and community attendance at all school-sponsored events.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and Teachers will host at least five parent-involvement activities (AVID Family Night, Chat & Chew, Telpas Information Night, Culture Night, and Math Night. etc.) including working with families on instructional and social-emotional strategies.</p> <p>Strategy's Expected Result/Impact: Increase parent awareness of educational opportunities and their involvement in school events and activities.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 6100 Parent Inv. Payroll T1 - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Safety & Security: To ensure a safe and secure environment for all District students, staff, and visitors by decreasing exterior door audit findings. Teachers and administrators will participate in conducting monthly drills. These events will have a debrief and adjustment period to ensure that all safety protocols are understood and enacted by every person on campus.</p> <p>Strategy's Expected Result/Impact: All persons are aware of the emergency protocol and can implement it with 100% accuracy.</p> <p>Staff Responsible for Monitoring: Administrators and all staff.</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Approximately 2/3 of the students are magnet students and the other 1/3 are neighborhood students. There is a decline in magnet enrollment. Root Cause: The creation of additional magnets in the district with a specialized focus on STEM. The failure to pull students from the campus magnet waitlist discourages students from choosing our school.</p>





School Processes & Programs

Problem Statement 1: Family/Parent involvement continues to be a point of weakness. Parents are still unclear about processes and optimal ways to be a part of the school community beyond PTA involvement. **Root Cause:** There is a decline in teachers wanting to host or be a part of additional events outside of the school day. Lack of funding impacts the level of events that can be implemented for Parent/Family engagement.

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: Demographics: Increase the number of accepted magnet/gifted & talented student seats.

Evaluation Data Sources: Attendance & Magnet reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote the benefits of choosing Austin Academy as the school to service students who qualify for magnet education. Use parent engagement activities, magnet program open house, and other social media marketing to entice parents to choose Austin Academy.</p> <p>Strategy's Expected Result/Impact: Increased acceptance in offered magnet sets. Ensure to make transfer calls early in the school year.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, International Baccalaureate/GT coordinator (campus). and campus data clerk.</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Approximately 2/3 of the students are magnet students and the other 1/3 are neighborhood students. There is a decline in magnet enrollment. Root Cause: The creation of additional magnets in the district with a specialized focus on STEM. The failure to pull students from the campus magnet waitlist discourages students from choosing our school.</p>
Perceptions
<p>Problem Statement 1: Family engagement opportunities have increased. Yet, parent participation is lower than needed. Root Cause: Many of our students are involved in outside activities. There is also a lack of available funds for these events and the things needed to draw families in.</p>





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

Performance Objective 6: The percentage of students demonstrating scientific proficiency as measured by Meets Grade Level performance on STAAR Science assessment (Grade 8) will increase from 84% in 2024 to 91% in 2025 (2026 goal + 80%).

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan during their CLC time and use small group teacher-led instruction to target Emergent Bilingual students, Economically disadvantaged, and At-Risk students and support students during Tier I instruction and during targeted tutorials for skill-based practice.</p> <p>Strategy's Expected Result/Impact: Students are expected to show growth on all CBAs & MAP assessments.</p> <p>Staff Responsible for Monitoring: Teachers and AAE administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:





Student Learning
<p>Problem Statement 4: Campus data continues to reflect high-achieving students in all academic areas, yet the growth and achievement levels are dropping. There is an emphasis on the areas of Math (supported by Science), Social Studies, and RLA (SCR/ECR & EB learning). The particular focal points are 6th-grade at all levels, 7th-grade math, Algebra I, 8th-grade Social Studies, and all courses for EB learning. Root Cause: The rigor and pacing of instruction are lacking daily. Teachers must teach with a sense of urgency to promote growth in addition to expanding the students' achievement abilities.</p>

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

Performance Objective 7: The percentage of discretionary exclusionary consequences* will decrease from 25% in 2024 to 13.25% in 2025 (2026 goal < 35%). * Exclusionary consequences: In-School Suspension (ISS), Out-of-School Suspension (OSS), District Alternative Placement (DAEP)

High Priority

Evaluation Data Sources: Review 360 Incident Summary Report-total # of exclusionary consequences out of the total # of consequences

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrative staff will communicate and implement the adopted PBIS discipline management procedures for campus-wide usage.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals and exclusionary consequences.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 7 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Our campus discipline reached an all-time high due to increased technology and legal violations. Therefore, the number of incidents and exclusionary consequences of our discipline has increased from historical data. Root Cause: Increased accessibility to cell phones and Chromebooks for student usage without appropriate oversight.</p>





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

Performance Objective 8: The percentage of students demonstrating proficiency as measured by Approaches Grade Level performance on STAAR Grade 8 Social Studies will increase from 77% in 2024 to 87% in 2025.

High Priority

Evaluation Data Sources: STAAR spring administration testing data file.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize CLC planning time to focus on Reading and Writing Strategies that will assist in the comprehension and application of needed historical information. Teachers will also utilize targeted instructional tutorials to assist certain students in need of skill review throughout the school year.</p> <p>Strategy's Expected Result/Impact: Students will show growth in knowledge and application on all district CBAs and spring STAAR assessments.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 8 Problem Statements:

Student Learning
<p>Problem Statement 4: Campus data continues to reflect high-achieving students in all academic areas, yet the growth and achievement levels are dropping. There is an emphasis on the areas of Math (supported by Science), Social Studies, and RLA (SCR/ECR & EB learning). The particular focal points are 6th-grade at all levels, 7th-grade math, Algebra I, 8th-grade Social Studies, and all courses for EB learning. Root Cause: The rigor and pacing of instruction are lacking daily. Teachers must teach with a sense of urgency to promote growth in addition to expanding the students' achievement abilities.</p>





Goal 2: 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: By the end of the 2024-2025 school year, all advanced magnet students will complete advanced-level coursework by passing all subjects, earning high school credits, and meeting Algebra I EOC passing requirements.

High Priority

Evaluation Data Sources: STAAR/STAAR EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Students/teachers will access and utilize the necessary supplies and training to successfully facilitate advanced academic instruction (G/T and IB/MYP)</p> <p>Strategy's Expected Result/Impact: Increase in EOC scores, HS Credits, PSAT scores, and student entrance into the IB Diploma program.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: - 199 - Magnet Funds - Magnet Funds - \$72,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Austin Academy will continue to maintain authorization for the International Baccalaureate Middle Years Programme as part of the magnet program.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for student learning, teaching strategies, and overall performance,</p> <p>Staff Responsible for Monitoring: Administrators, IB Coordinator, teachers, instructional staff support.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3</p> <p>Funding Sources: - 199 - Magnet Funds - Magnet Funds - \$25,000</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Approximately 2/3 of the students are magnet students and the other 1/3 are neighborhood students. There is a decline in magnet enrollment. Root Cause: The creation of additional magnets in the district with a specialized focus on STEM. The failure to pull students from the campus magnet waitlist discourages students from choosing our school.</p>
Student Learning
<p>Problem Statement 1: 42% of 6th-grade students failed to meet the state math testing requirements. There was no change in achievement in this area from the previous year. 27% of 7th-grade students failed to meet the state math testing requirements. This indicates a small improvement from the previous year. Root Cause: Non-Certified instructors in this area of content. Instructional Coaching and lesson internalization process needs improvement.</p>
<p>Problem Statement 2: A 9% decline in student achievement in the area of Grade 8 Social Studies was reported. This signals a decline in all academic areas that may be attributed to Reading and Comprehension issues. Root Cause: Students are now being asked to explain their knowledge through the SCR/ECR process. Students must expand their writing abilities across content areas.</p>
<p>Problem Statement 3: A continued decline in Algebra I achievement for the past 2 school years (2022-2023 & 2023-2024). There was a small increase in student passing rates during the 2023-2024 school year. The goal is to have 100% of students enrolled in Algebra I meet the passing standard set by the state. Root Cause: Recruitment of qualified teachers to instruct in this area was lacking.</p>

State Compensatory

Budget for Austin Academy For Excellence

Total SCE Funds: \$10,890.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

This year state compensatory funds will supplement all educational programs for intervention and materials. We have utilized our Title I funding for personnel who assist with instruction.

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Special Education materials & resources		\$1,820.00
Sub-Total					\$1,820.00
Budgeted Fund Source Amount					\$3,291.00
+/- Difference					\$1,471.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials		\$1,000.00
1	1	3	Teacher created instructional resources		\$2,000.00
1	4	1	Materials and Personnel for orientation activities	4915	\$0.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$10,890.00
+/- Difference					\$7,890.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Specified materials		\$3,000.00
1	3	1			\$3,500.00
Sub-Total					\$6,500.00
Budgeted Fund Source Amount					\$9,764.00
+/- Difference					\$3,264.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		Magnet Funds	\$72,000.00
2	1	2		Magnet Funds	\$25,000.00
Sub-Total					\$97,000.00
Budgeted Fund Source Amount					\$97,000.00
+/- Difference					\$0.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$1,500.00
Sub-Total					\$1,500.00
Budgeted Fund Source Amount					\$1,500.00
+/- Difference					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6200 Parent Involvement. Contracted Services/Reg -					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$500.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$405.00
+/- Difference					\$405.00
6600 Capital Outlay- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211-School Improvement Grant funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

211-School Transformation Grant funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$123,350.00
Grand Total Spent					\$109,820.00
+/- Difference					\$13,530.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024