

Garland Independent School District

Austin Academy For Excellence

2023-2024 Goals/Performance Objectives/Strategies



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.

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Goals





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

Performance Objective 1: Percent of students demonstrating literacy proficiency as measured by Meets Grade Level performance on STAAR Reading Language Arts assessments (grades 3-8, E1 + E2) will increase from 92% in 2023 to 95% in 2024 (2026 goal = 90%).

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students who are below proficiency will be enrolled in the Literacy Enrichment Program (Reading Lab course) 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), Super Saturday intervention, or subject-based extended day (by invitation only).</p> <p>Strategy's Expected Result/Impact: Students are expected to show growth on district CBAs, 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 1</p> <p>Funding Sources: - 199 - PIC 24 State Comp Ed Funds - \$5,000, - 6300 Supplies and Materials- Title I Funds - \$1,500</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan and utilize small group teacher-led instruction in ELAR to specifically target ELL, Economically Disadvantaged, SPED, and At-Risk students and support individual student needs both in Tier I instruction and during tutorials (Before school, After school, or extended day for specified groups).</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: ELAR teachers, Special Education Case Managers and support staff, Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 - PIC 23 SPED State Allotment Funds - \$1,820, - 6300 Supplies and Materials- Title I Funds - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will plan daily aligned, rigorous instruction by unpacking TEKS, creating daily learning objectives, and developing teacher and student exemplars outside of contract time. Teachers will also utilize data-driven information from CBAs and other informal and formal assessments to create plans for intervention of needed student groups. This may occur before school, after school, or on weekends. Use of contracted services (Solution Tree) to assist in organization of planning and CLC (PLC) Process for ELAR & Math.</p> <p>Strategy's Expected Result/Impact: Student academic growth on CBAs, Interim assessments, MAP MOY & EOY, STAAR, and other teacher created formative assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Support staff, Administrators.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$5,000, - 6200 Contracted Services/Registration- Title I Fun - \$5,000</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 1: Our campus data shows that our students are high achievers in each academic area, yet growth in these areas is still below standard. There is an emphasis on this in the area of Math & ELAR (to include EB learners). The focus is for grade 6 at all levels, 7th-grade on-level and honors, & 8th-grade on-level also Algebra I. **Root Cause:** The rigor of instruction to promote growth, not just achievement is lacking. Also, teachers are beginning to utilize available data sources to focus their instructional resources to benefit all students. Also, the training of new teachers has also impacted the quality of instruction at high levels.


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 as measured by Yearly Progress Indicator on Texas English Language Proficiency Assessment System (TELPAS) assessments (grades K-12) will increase from 59% in 2023 to 63% in 2024 (2026 goal = 76%).

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 provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing Emergent Bilingual language development), targeted (aligned to EB students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. Students will also be supplied with a summer learning extension backpack. Teachers will also provide instructional support through the use of EB strategies such as sentence stems, word walls, and writing across the curriculum.</p> <p>Strategy's Expected Result/Impact: Students will show growth in language acquisition through benchmark testing, MAP testing, TELPAS ratings and STAAR Assessment</p> <p>Staff Responsible for Monitoring: All 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</p> <p>Funding Sources: - 199 - PIC 25 Bil./ESL State Allotment Funds - \$9,556</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Emergent Bilingual students will be given increased opportunities to practice speaking and writing in their classrooms and intervention areas in the same format as administered in TELPAS prior to the state assessment.</p> <p>Strategy's Expected Result/Impact: Increased comfortability with the testing format to lessen test anxiety.</p> <p>Staff Responsible for Monitoring: EB teachers, general education 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</p>	Formative			Summative
	Nov	Feb	Apr	June

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Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: Our campus data shows that our students are high achievers in each academic area, yet growth in these areas is still below standard. There is an emphasis on this in the area of Math & ELAR (to include EB learners). The focus is for grade 6 at all levels, 7th-grade on-level and honors, & 8th-grade on-level also Algebra I. Root Cause: The rigor of instruction to promote growth, not just achievement is lacking. Also, teachers are beginning to utilize available data sources to focus their instructional resources to benefit all students. Also, the training of new teachers has also impacted the quality of instruction at high levels.</p>

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

Performance Objective 3: Percent of students demonstrating scientific proficiency as measured by Meets Grade Level performance on STAAR Science assessments (grades 5, 8 + BI) will increase from 91% in 2023 to 94% in 2024 (2026 goal = 80%).

HB3 Goal

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 CLC time and utilize small group teacher-led instruction to specifically target Emergent Bilingual, Economically Disadvantaged, and At-Risk students and support individual student needs both in Tier I instruction and during tutorials that are Science and math-focused.</p> <p>Strategy's Expected Result/Impact: Students are expected to show growth on district benchmarks (CBAs) & MAP</p> <p>Staff Responsible for Monitoring: AAE Administrators and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Our campus data shows that our students are high achievers in each academic area, yet growth in these areas is still below standard. There is an emphasis on this in the area of Math & ELAR (to include EB learners). The focus is for grade 6 at all levels, 7th-grade on-level and honors, & 8th-grade on-level also Algebra I. Root Cause: The rigor of instruction to promote growth, not just achievement is lacking. Also, teachers are beginning to utilize available data sources to focus their instructional resources to benefit all students. Also, the training of new teachers has also impacted the quality of instruction at high levels.</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 students demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Mathematics assessments (grades 3-8 + A1) will increase from 86 % in 2023 to 90 % in 2024 (2026 goal = 90%).

HB3 Goal

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 EB, Economically Disadvantaged, SPED, and At-Risk students and support individual student needs both in Tier I instruction and during after-school tutorials, Friday intervention, and Super Saturday tutorials. Algebra I teachers will also plan and utilize small group tutorials for use during after-school tutorials, Friday interventions, and Super Saturday tutorials.</p> <p>Strategy's Expected Result/Impact: Students are expected to show growth on CBAs, MAP, and Staar testing. All students are expected to reach the Meets/Masters mark for STAAR and EOC testing.</p> <p>Staff Responsible for Monitoring: AAE Administrators and teachers</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, 2</p> <p>Funding Sources: - 199 - PIC 24 State Comp Ed Funds - \$4,025</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize bell ringers and mini lessons weekly to advance skills aligned to the district curriculum and TEKS in the next unit of assessment. Teachers will use small learning checks conducted weekly to assess the level of knowledge of the students in the area of Math to streamline instruction.</p> <p>Strategy's Expected Result/Impact: Students will show continued growth in mathematics that will be assessed by classroom assessments, district benchmarks, and STAAR assessment</p> <p>Staff Responsible for Monitoring: AAE administrators and teachers</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, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Our campus data shows that our students are high achievers in each academic area, yet growth in these areas is still below standard. There is an emphasis on this in the area of Math & ELAR (to include EB learners). The focus is for grade 6 at all levels, 7th-grade on-level and honors, & 8th-grade on-level also Algebra I. Root Cause: The rigor of instruction to promote growth, not just achievement is lacking. Also, teachers are beginning to utilize available data sources to focus their instructional resources to benefit all students. Also, the training of new teachers has also impacted the quality of instruction at high levels.</p> <p>Problem Statement 2: 41% of 6th-grade students failed to meet the STAAR testing requirements. 28% of 7th-grade students failed to meet the STAAR testing requirements. Root Cause: Emphasis has been placed on students in the magnet program. Better alignment and instructional support for teaching struggling learners is needed.</p>





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

Performance Objective 5: The percentage of discretionary exclusionary consequences* will decrease from 14.29% in 2023 to 13.25% in 2024 (2026 goal <= 35%).

*defined as Exclusionary consequences: In- School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP), and Reassignment Rooms

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrative staff will communicate an established system for documenting classroom incidents, hallway incidents, and school-wide behaviors (Review 360) during August staff development (revisit as needed).</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals and exclusionary consequences</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will explain clearly defined school-wide expectations for behavior to students during the first 3 weeks of school and communicate plans with families through a variety of methods (syllabus, remind 101, SMORE, Canvas, Skyward mail, and Talking points.)</p> <p>Strategy's Expected Result/Impact: Decrease in student classroom incidents, office referrals, and exclusionary consequences.</p> <p>Staff Responsible for Monitoring: AAE administrators and teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will continue the implementation of Social Emotional Learning lessons through W.I.N. classes and counseling lessons to address and prevent specific misconduct according to behavioral data. Teachers will also conduct PBIS lessons and strategies to decrease unwanted behaviors.</p> <p>Strategy's Expected Result/Impact: PBIS and SEL lessons will reduce future office referrals and equip students with strategies on how to problem solve .</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
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<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:





School Processes & Programs
<p>Problem Statement 1: Our campus discipline data shows an inconsistent balance in how behaviors and referrals are given to the student population. Therefore, we are seeing larger numbers of incidents for various grades with different consequences for similar infractions. Root Cause: There are no clear processes of school procedures that are easily accessible for teachers and students to adhere to.</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: FAMILY & COMMUNITY ENGAGEMENT: The total percentage of parents who participate in the GISD Family Engagement Survey will increase from 21% in June 2023 to 35% by 2026. (SY2024 interim goal = 25%)

Evaluation Data Sources: GISD Family Engagement Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators and Teachers will provide parents and students with AAE 6th grade orientation opportunities for incoming students(including a new families meeting). Teachers and Administrators will host family engagements such as literacy night and parent university.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and the percentage of families that complete the GISD Family Engagement Survey. Increase the parent involvement attendance for each event.</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 6100 Parent Inv. Payroll T1 - \$251, - 6300 Parent Involvement. Supplies T1 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators and Teachers will communicate with parents via phone messages, e-mails (SMORE), Talking points, and social media accounts about the GISD parent survey and events. 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>Strategy's Expected Result/Impact: Increase family engagement and the percentage of families that complete the GISD Family Engagement Survey. Increase the parental attendance at the events.</p> <p>Staff Responsible for Monitoring: AAE administrators and teachers</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and Teachers will hold a minimum of five parent involvement activities (AVID Family Night, AAE Parent University, ELL Family Night, Fall Festival, Culture Night, etc.), including working with families on instructional strategies. Families will be given an extension curriculum for students to utilize during the summer months to ensure academic continuation.</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: AAE administrators and teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 199 - PIC 24 State Comp Ed Funds - \$2,000</p>	Formative			Summative
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Performance Objective 6 Problem Statements:

Perceptions
<p>Problem Statement 1: Our campus survey data shows that teachers are experiencing a disconnect in relationships with other staff members on campus. Historically, teachers often carry instructional preparations that were individual sections as opposed to team planning. Root Cause: The lack of common time to plan across campus for instructional alignment and campus culture has left teachers feeling disconnected from the historical success of Austin Academy.</p> <p>Problem Statement 2: Family engagement opportunities are lacking. The lack of opportunities for family participation gives a false notion that their involvement is not wanted or needed. Root Cause: There has been a decline in participation from families and teachers. The additional work required to host family events has overwhelmed some staff members.</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: SAFETY & SECURITY: To ensure a safe and secure environment for all District students, staff, and visitors by decreasing exterior door audit findings, increasing detection of weapons and dangerous items through random searches and other means, and adhering to 100 percent on campus drills.

Evaluation Data Sources: TxSSC/TEA MEOP submission report; K-9/Random Search data report; Campus EOP Report & Campus Drills Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and Administrators will participate in conducting monthly drills that are both scheduled and unscheduled. 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 drills and the call signals.</p> <p>Staff Responsible for Monitoring: Austin Academy Administrators, District Security</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
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Performance Objective 7 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Safety Drills are not prioritized by staff. We need clear and aligned processes for practice with students. Root Cause: Not all staff are actively aware of the various details it takes to ensure the safety of students .</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: Demographics: Increase the number of accepted magnet/gifted & talented student seats.

Evaluation Data Sources: Attendance
Magnet office reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote the benefits of choosing Austin Academy as the school to service students that qualify for magnet education. Use parent engagement activities, magnet program highlight night, and other social media marketing to entice parents to choose Austin Academy.</p> <p>Strategy's Expected Result/Impact: Increased acceptance in offered magnet seats.</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</p>	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 1: Austin Academy has seen a decline in Magnet enrollment. Root Cause: The creation of new magnets in the district has created competition for magnet students. Austin Academy must increase its draw to gain more students.</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 2023-2024, all advanced magnet students will successfully complete advanced-level coursework by passing all subjects, earning high school credits, and meeting Algebra I EOC passing requirements.

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>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: - 199 - Magnet Funds - \$77,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Austin Academy will continue to seek certification 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: Admin, IB Coordinator, teachers</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</p> <p>Funding Sources: - 199 - Magnet Funds - \$20,000</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:

Demographics

Problem Statement 1: Austin Academy has seen a decline in Magnet enrollment. **Root Cause:** The creation of new magnets in the district has created competition for magnet students. Austin Academy must increase its draw to gain more students.

Student Learning

Problem Statement 1: Our campus data shows that our students are high achievers in each academic area, yet growth in these areas is still below standard. There is an emphasis on this in the area of Math & ELAR (to include EB learners). The focus is for grade 6 at all levels, 7th-grade on-level and honors, & 8th-grade on-level also Algebra I. **Root Cause:** The rigor of instruction to promote growth, not just achievement is lacking. Also, teachers are beginning to utilize available data sources to focus their instructional resources to benefit all students. Also, the training of new teachers has also impacted the quality of instruction at high levels.

Problem Statement 2: 41% of 6th-grade students failed to meet the STAAR testing requirements. 28% of 7th-grade students failed to meet the STAAR testing requirements. **Root Cause:** Emphasis has been placed on students in the magnet program. Better alignment and instructional support for teaching struggling learners is needed.

Problem Statement 3: A small decline in student achievement in the area of passing rate for Algebra I EOC. Need to remain consistent in AP Spanish, ART I, and other high school credit courses. **Root Cause:** New hires may not realize that the advanced level courses impact student GPA for high school.