

Garland Independent School District
Schrade Middle School
2024-2025 Campus Improvement Plan



Mission Statement

Schrade Middle School believes that all students can be successful, our mission is to create a safe environment that fosters unique learning opportunities that will improve academic achievement for all students and supports the development of 21st century and social/emotional skills.

Vision

Our vision at Schrade is to promote 21st century citizens who uphold academic excellence, collaboration, mental fortitude and a safe environment for all.

Value Statement

We take accountability. We foster a culture of growth. We prioritize safety.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Schrade Middle School is an open enrollment building serving 722 sixth through eighth grade students. As part of Garland ISD it has served the Rowlett, TX community for 26 years.

Building wide, our educators believe in and work toward fostering the development of well-rounded students.

Discipline Data 23-24:

Discipline occurrences/referrals = 1387 In-School suspensions, 510 occurrences. DAEP = 45 assignments. Expulsions = 0 Discipline trends of note indicate that the top three methods of response include student conference, detention, and parent conference. This indicates that teachers and administrators are working to communicate with students and parents before or in conjunction with formal disciplinary action. In addition, African American students made up 61.7% of our total referrals. This is a 3.7% decrease from the 22-23 school year.

The overall attendance rate for the 23-24 school year was 93.9%. For the school year, grade-levels with the highest attendance percentage were given incentives in order to promote attendance. The attendance office contacts parents daily when absences have been recorded in order to ensure students are continuing to attend classes.

Enrollment Demographics 21-22:

1,040 students - 30.87% - Caucasian; 29.81% African-American; 31.15% Hispanic; 4.42% 2 or more races; 3.56% Asian; .19% Am. Indian; Asian- .19%

Enrollment Demographics 22-23:

912 students - 22.4% - Caucasian; 34.3% African-American; 33.2% Hispanic; 4.71% 2 or more races; 5.04% Asian ; 0% Am. Indian; .21% Pacific Islander

Enrollment Demographics 23-24:

822 students - 19.1% - Caucasian; 36.3% African-American; 33% Hispanic; 4.9% 2 or more races; 6.6% Asian ; 0.12% Am. Indian; .12% Pacific Islander

Student enrollment from the 22-23 school year to the 23-24 school year has dropped by 90 students from 912 to 822 (as of September 1, 2022). Caucasian percentage has dropped 3.3%, African-American percentage has increased 2%, Hispanic percentage has decreased .2%, two or more races has increased .14%, Asian has increased 1.48%, American Indian percentage has decreased to 0%. The trend over the last 3 to 5 years continues to show an increase in the African-American and Hispanic subpopulations.

Economically Disadvantaged 61.9% Emergent Bilingual: 18.13% Special Education: 16.79% Gifted Talented: 4.87%

Based on previous STAAR, district assessment, and MAP scores, the Hispanic, African-American, SPED, and lower socio-economic subpopulations continue to remain a focus in academic success. Continued focus needs to remain on these subpopulations for quality tier 1 instruction, re-teaching and intervention support to close learning gaps.

Demographics Strengths

Overall attendance increased from 92.7% to 93.9% just slightly below our district's goal of 96%.

Teacher retention improved by 65% with on 8 teachers and 1 paraprofessional leaving Schrade as compared to 21 teachers and 4 paraprofessionals leaving after the 22-23 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Discipline referrals for African American students (61.7%) are disproportionate to African American enrollment (36.3%). Although Black students account for 36.3% of the student enrollment, Black students accounted for 61.7% of the written referrals having received 1387 referrals out of a total of 1995. **Root Cause:** Root causes for disproportionality: 1. Failure to consistently apply progressive discipline practices. 2. Teachers did not apply best practices in de-escalating student behavior. 3. Need

for cultural responsiveness training for all staff members.

Problem Statement 2 (Prioritized): According to Review 360, the total number of reported referrals was 1305. Despite a 30% decrease from the previous school year, Schrade had the highest number of referrals and exclusionary consequences of all middle schools. Sixth grade students accounted for 500 referrals or 36%. Seventh grade students accounted for 461 referrals or 33.2%. Eighth grade students accounted for 426 referrals or 30. **Root Cause:** 1. Inconsistencies with the implementation of campus-wide classroom rules/ expectations and disciplinary consequences as applied across grade levels. 2. Lack of parental involvement 3. Inconsistent communication with parents addressing student behavior. 3. Increased need to focus on social-emotional learning with emphasis on self-regulation and conflict resolution skills

Problem Statement 3 (Prioritized): The acquisition and retention of qualified educators is paramount to student and campus success with beginning teachers making up 35.4% of the teaching staff. Demographics: 49.8% male - 50.2% female; 50.7% White - 30.5% Black - 32.3% Hispanic - 12.1% and Asian - 3.3%. **Root Cause:** Based on feedback from teachers during the CNA team meetings, a lack of respect and discipline in students resulting in more frequent negative interactions as well as a lack of communication/planning and follow through from district/administration. Teachers look for opportunities where they feel more respected and valued by the student body.

Student Learning

Student Learning Summary

According to the STAAR performance in 2024 for all subject areas for all grade levels, there was a decrease in the number of student achieving MEETS performance or above. [STAAR 2023 and 2024: Percent of Meets+](#)

According to the STAAR 2024 closing the gap RLA and math performance, African American student underperformed all other subgroups. [Closing the Gaps: Meets+ by Student Group](#)

Based on CBAs data throughout the 23-24, student consistently had higher percentages in the Approaches categories. This pattern was consistent with STAAR performance in all contents for all grade levels. Student growth charts also indicated a decline in the performance of students who started the year at Meets or above.

Student Learning Strengths

RLA Academic Achievement: Meets or Above on STAAR 23-24

- For ALL students in RLA we were 1% away from meeting the state target rate.
- White students 1% away from meeting the state target rate.
- Hispanic students exceeded the state target rate by 7%.
- EB students exceeded the target by 15%.
- High Focus (EB, SPED, At-risk) students exceeded the state target rate by 1%.

RLA Student Growth: STAAR 23-24

- Reading growth score for ALL students increased by 7% for the 23-24 school year.
- Reading growth score for African American students increased by 2% for the 23-24 school year.
- Reading growth score for Hispanic students increased by 5% for the 23-24 school year.

- Reading growth score for White students increased by 6% for the 23-24 school year.
- Reading growth score for Asian students increased by 13% for the 23-24 school year.
- Reading growth score for our High Focus students increased by 7% for the 23-24 school year.
- Asian students exceeded the state target rate by 1%.
- White students exceeded the state target rate by 1%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 31% of students in grades 6-8 achieved grade-level proficiency (Meets performance) for all tested subjects. RLA Meets performance declined from 44% to 43%. Math Meets performance declined from 31% to 25%. Science Meets performance declined from 44% to 32% and Social Studies Meets performance declined from 26% to 18%. **Root Cause:** Reading deficiencies including limited vocabulary, lack of reading practice, reading comprehension difficulties, poor phonemic awareness, and lack of motivation have impact scores in reading and directly correlates to all core subjects.

Problem Statement 2 (Prioritized): The decline in classroom engagement directly correlates with lower academic achievement, as students who are not actively participating are less likely to grasp key concepts and perform well in assessments. **Root Cause:** Root causes for lack of student engagement are: content relevancy (making real-life connections), classroom management (consistency and effectiveness), lack of challenge (rigor), and teacher-student relationships.

Problem Statement 3 (Prioritized): Students exhibited poor skill in regards to test preparation and study skills. **Root Cause:** Root causes for poor test preparation and study skills are attributed to a lack of time management, poor organizational skills, low motivation, misunderstanding of the material, distractions, and test anxiety.

Problem Statement 4 (Prioritized): Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups. **Root Cause:** Root causes include a lack of training in culturally responsive teaching, disciplinary actions that remove students from the classroom, and curriculum that does not reflect their cultural backgrounds and experiences.

School Processes & Programs

School Processes & Programs Summary

Teacher attrition at the conclusion of the 2021-2022 reached 50%. The campus was tasked with filling 32 vacancies including teachers, para professionals, counselors and instructional coaches. These vacancies were the result of retirements, teachers leaving the profession due to burnout, new parents opting to stay home, and the economic recession requiring people to leave the district to move closer to home.

Administration attends job fairs throughout the year. Selection committees are assembled with teacher and administrative personnel in an effort to select highly qualified educators.

The district supports instructional leadership with professional development, as well as instructional coaches assigned to our campus and instructional support staff for each core subject. Additionally, the district has a developed mentor system to develop new teachers with support and instructional development with new teachers, as well as campus level administrative support. Curricular subjects also have Collaborative Learning Communities, CLC's, where teachers meet daily to develop curriculum and support each other's development, and leadership. The roles and responsibilities of the instructional leaders are clear, and supportive of campus staff from both the district and campus level. Campus department chairs also develop the instructional teachers through CLC's and supportive collaboration.

We have a Campus Improvement Team that includes staff and community members to focus on the root causes of low performance.

The AVID program is deeply rooted in the culture and systems of Schrade Middle School. The program has classes in the master schedule, but also encourages all teachers to use strategies in their classroom to promote student-centered learning. PBIS recognizes and enforces positive behavior in both the classroom and common areas.

The curriculum for all subjects is developed using the district scope and sequence and aligned with the TEKS. All instruction is developed using the TEKS as the guide as to what to teach and at what level of rigor, the timeline of the instruction is tied to the scope and sequence to ensure all TEKS are covered in the school year, and prior to any assessment of the students on MAP, STAAR, or district level assessments. Student assessments such as district assessments, in-class assessments, MAP scores and STAAR data are used to assess student retention of the curriculum, and assess student mastery and need to re-teach and reinforce student learning.

Lesson plans are constructed based on the WDM's completed during department CLCs.

Technology has been an area of emphasis district-wide this school year. Since the onset of the pandemic, all students have access to Chromebooks in order to complete their assignments.

Data comparing the 2022-2023 and 2023-2024 school years show a significant decrease in referrals and reported incidents. A campus focus on parent engagement and communication as well as training on the PBISCHAMPS system of classroom management is in place to address prior inconsistencies in effective behavior management systems. The campus incorporated a discipline flowchart to standardize classroom procedures.

School Processes & Programs Strengths

The implementation of W.I.N provided students with opportunities for acceleration and enrichment during the instructional day. Morning and afternoon tutorials were provided to students with support from math interventionists and additional tutors for all core content areas.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Current behavior management systems are not consistent across the campus. Variability in enforcement across classrooms contributes to student confusion and disruptive learning environments. Inconsistencies negative impact student behavior and overall school climate and culture. **Root Cause:** Strong implementation is evident within the first nine-weeks with a gradual decline in enforcement among staff. Students are not held accountable utilizing a progressive discipline model . There is a lack of student incentives that encourage positive student behaviors.

Problem Statement 2 (Prioritized): The WIN intervention classes lacked the intentional focus required to close the achievement gaps. **Root Cause:** The lack of academic accountability diminishes the effectiveness of the intervention support.

Problem Statement 3 (Prioritized): PBIS structural systems for common area expectations were not consistently reinforced by all staff. Staff did not use common language scripts to reinforce desired behaviors. **Root Cause:** Staff did not receive frequent and routine training throughout the school year as PBIS refreshers to address problems of practice. Staff was not held accountable for consistently reinforcing expectations.

Perceptions

Perceptions Summary

Based on the Panorama Survey data, engagement and well-being had the highest favorability rating among all categories. As compared to other campuses nationally, Schrade landed in the 40th-59th percentile. Teachers and staff rated school climate the lowest at 29% for staff and 39% for teachers. Student feedback rated engagement at 31% compared to the teachers' rating of 62%. Student also rated school climate low at only 29%. [Panorama Survey 23-24](#)

Family engagement was described as low parental involvement. Only 8% of parents responded to parent survey. When questioned about ways to improve school communications most parents requested more frequent communication regarding academic progress, class content and behavior management. Some parents expressed frustration or difficulty navigating Canvas due to varying teacher page layouts. Some parents also struggled with Skyward navigation.

Parent requested more activities for students. Parents observed the need for social/emotional supports for students to combat disciplinary issues such as bullying, fighting, and insubordination.

Perceptions Strengths

For the 23-24 school year, our campus goal was to reduce the number of referrals and disciplinary consequences by 25%. Schrade had a 31% reduction in the number of referrals. Schrade had a 11.2% reduction in AEP placements, 43.4% reduction in OSS placements and a 17.2% reduction in ISS placements.

[Discipline Data 23-24](#)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus has experienced low teacher morale and poor teacher retention, which have adversely affected the quality of education and overall school climate. **Root Cause:** The lack of community building has hindered the development of strong relationships and a positive school culture.

Problem Statement 2 (Prioritized): According to the Discipline Data 2023-2024, Review 360 reports showed 1387 incidents. Student incidents for the school year, 2023-2024 showed 55.2% in regular classrooms, 18.8 % in hallways, and 6.1% in cafeteria. **Root Cause:** The increased number of classroom incidents is contributed to disengaged students and inconsistent classroom expectations. Low rigor and lack of applied training.

Problem Statement 3 (Prioritized): According to the Panorama Teacher Survey Winter 2024: Perceptions of faculty and staff relationships with school leaders averaged 48% which was down 6% from 55%. The district average is 68%. **Root Cause:** Lack of relationship building and team bonding. Inconsistent visibility and a lack of trust leading to genuine vulnerability fostering true collegial relationships.

Problem Statement 4 (Prioritized): According to the Panorama Staff Survey Winter 2024: 39% of teachers responded in which was a 9 point decrease from Fall 2023 survey. Only 25% was reported. District average is 52%. **Root Cause:** Teachers and staff do not believe the survey data will be used to improve their concerns.

Priority Problem Statements

Problem Statement 1: Discipline referrals for African American students (61.7%) are disproportionate to African American enrollment (36.3%). Although Black students account for 36.3% of the student enrollment, Black students accounted for 61.7% of the written referrals having received 1387 referrals out of a total of 1995.

Root Cause 1: Root causes for disproportionality: 1. Failure to consistently apply progressive discipline practices. 2. Teachers did not apply best practices in de-escalating student behavior. 3. Need for cultural responsiveness training for all staff members.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to Review 360, the total number of reported referrals was 1305. Despite a 30% decrease from the previous school year, Schrade had the highest number of referrals and exclusionary consequences of all middle schools. Sixth grade students accounted for 500 referrals or 36%. Seventh grade students accounted for 461 referrals or 33.2%. Eighth grade students accounted for 426 referrals or 30%.

Root Cause 2: 1. Inconsistencies with the implementation of campus-wide classroom rules/expectations and disciplinary consequences as applied across grade levels. 2. Lack of parental involvement 3. Inconsistent communication with parents addressing student behavior. 3. Increased need to focus on social-emotional learning with emphasis on self-regulation and conflict resolution skills

Problem Statement 2 Areas: Demographics

Problem Statement 3: The acquisition and retention of qualified educators is paramount to student and campus success with beginning teachers making up 35.4% of the teaching staff. Demographics: 49.8% male - 50.2% female; 50.7% White - 30.5% Black - 32.3% Hispanic - 12.1% and Asian - 3.3%.

Root Cause 3: Based on feedback from teachers during the CNA team meetings, a lack of respect and discipline in students resulting in more frequent negative interactions as well as a lack of communication/planning and follow through from district/administration. Teachers look for opportunities where they feel more respected and valued by the student body.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Only 31% of students in grades 6-8 achieved grade-level proficiency (Meets performance) for all tested subjects. RLA Meets performance declined from 44% to 43%. Math Meets performance declined from 31% to 25%. Science Meets performance declined from 44% to 32% and Social Studies Meets performance declined from 26% to 18%

Root Cause 4: Reading deficiencies including limited vocabulary, lack of reading practice, reading comprehension difficulties, poor phonemic awareness, and lack of motivation have impact scores in reading and directly correlates to all core subjects.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The decline in classroom engagement directly correlates with lower academic achievement, as students who are not actively participating are less likely to grasp key concepts and perform well in assessments.

Root Cause 5: Root causes for lack of student engagement are: content relevancy (making real-life connections), classroom management (consistency and effectiveness), lack of challenge (rigor), and teacher-student relationships.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students exhibited poor skill in regards to test preparation and study skills.

Root Cause 6: Root causes for poor test preparation and study skills are attributed to a lack of time management, poor organizational skills, low motivation, misunderstanding of the material, distractions, and test anxiety.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups.

Root Cause 7: Root causes include a lack of training in culturally responsive teaching, disciplinary actions that remove students from the classroom, and curriculum that does not reflect their cultural backgrounds and experiences.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Current behavior management systems are not consistent across the campus. Variability in enforcement across classrooms contributes to student confusion and disruptive learning environments. Inconsistencies negative impact student behavior and overall school climate and culture.

Root Cause 8: Strong implementation is evident within the first nine-weeks with a gradual decline in enforcement among staff. Students are not held accountable utilizing a progressive discipline model . There is a lack of student incentives that encourage positive student behaviors.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The WIN intervention classes lacked the intentional focus required to close the achievement gaps.

Root Cause 9: The lack of academic accountability diminishes the effectiveness of the intervention support.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: PBIS structural systems for common area expectations were not consistently reinforced by all staff. Staff did not use common language scripts to reinforce desired behaviors.

Root Cause 10: Staff did not receive frequent and routine training throughout the school year as PBIS refreshers to address problems of practice. Staff was not held accountable for consistently reinforcing expectations.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: The campus has experienced low teacher morale and poor teacher retention, which have adversely affected the quality of education and overall school climate.

Root Cause 11: The lack of community building has hindered the development of strong relationships and a positive school culture.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: According to the Discipline Data 2023-2024, Review 360 reports showed 1387 incidents. Student incidents for the school year, 2023-2024 showed 55.2% in regular classrooms, 18.8 % in hallways, and 6.1% in cafeteria.

Root Cause 12: The increased number of classroom incidents is contributed to disengaged students and inconsistent classroom expectations. Low rigor and lack of applied training.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: According to the Panorama Teacher Survey Winter 2024: Perceptions of faculty and staff relationships with school leaders averaged 48% which was down

6% from 55%. The district average is 68%.

Root Cause 13: Lack of relationship building and team bonding. Inconsistent visibility and a lack of trust leading to genuine vulnerability fostering true collegial relationships.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: According to the Panorama Staff Survey Winter 2024: 39% of teachers responded in which was a 9 point decrease from Fall 2023 survey. Only 25% was reported. District average is 52%.

Root Cause 14: Teachers and staff do not believe the survey data will be used to improve their concerns.

Problem Statement 14 Areas: Perceptions

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: The percentage of students in grades 6-8 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading will increase from 43% to 53% in 2024-2025 and to 63% in grades 6-8 by the 2025-2026 school year.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: CLC Planning Teachers will collaborate daily with their content teams during CLCs to disaggregate data. During CLCs, teachers will utilize curriculum planning guides and Lead4Ward resources to plan for instruction with attention to the performance of our All Students, African American, Asian, Economically Disadvantaged, Two or More Races, and White student groups performance relative to the Closing the Achievement Gaps Domain targets and the TEA Targeted Support and Improvement percentages.</p> <p>Strategy's Expected Result/Impact: Complete CLC agendas with minutes and DOL data, design engaging lesson plans, disaggregate BOY/MOY MAP, CBA, CFA, and semester exam data. Teachers will utilize data to inform the lesson planning/internalization process.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Planning Days Teachers will participate in planning days with their grade level content teams to analyze data, internalize learning standards, learning objectives, and design student centered lessons that require student participation to identify and analyze key learning objectives. Teachers will identify students for targeted tiered intervention in-class support grouping and/or extended day tutorials. Additional Professional Development may be needed.</p> <p>Strategy's Expected Result/Impact: Teachers will analyze MAP, CBA and interim assessment data identifying areas of reteach/intervention. Teacher will design mini-lessons and activities to spiral content.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Extended Day Tutoring & Saturday School Teachers will utilize the district pacing calendar to incorporate review days and times to ensure that students have appropriate study habits and methods modeled while providing time to study at school. Outside study activities such as tutoring and Saturday schools will be incentivized to increase attendance.</p> <p>Strategy's Expected Result/Impact: Increase student performance on MAP, CBA, Interim Assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p> <p>Problem Statements: Student Learning 1, 3, 4</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional Day Interventions Within the instructional day, early intervention opportunities will be provided to students via pull-out/ push-in programs during WIN for intervention and any other available time as needed.</p> <p>Strategy's Expected Result/Impact: Increase student performance on MAP, CBA, Interim Assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Professional Development Teachers will attend professional development based on campus/department needs as well as individual growth opportunities. Provide weekly New Teacher Academy: Teacher Enrichment Program (TEP) training after-school to support new and struggling teachers. Campus will provide a training environment that facilitates group discussion/activities via professional collaboration. Movable furniture layouts will be utilized to support collaborative learning spaces that foster teamwork, communication and collective problem-solving for staff. These spaces will encourage active participation, peer learning and shared responsibilities in group tasks. Breakout areas will support small group zones for focused group work to encourage deeper conceptual conversations.</p> <p>Strategy's Expected Result/Impact: Improvement in the quality of Tier 1 instruction and increase overall student performance on MAP, CBAs, Interim Assessments and STAAR. Training sessions will also help strengthen skill with student behavior management, parent communication and district systems operations.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Problem Statements: Student Learning 2, 4 - School Processes & Programs 3</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Student Incentive Plan Incorporate student incentive programs to promote a culture of recognition and reward for academic growth on local/state assessments and tutorial participation.</p> <p>Strategy's Expected Result/Impact: Encourage behaviors that motivate students to work hard, remain focused and strive to reach a measurable target.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: - 6400 Healthy Snacks/Bus/Travel - Title I Funds - 2000.00</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Small Group Instruction Teachers will utilize small group instruction incorporating a teacher table/ station to strengthen vocabulary development, comprehension, and reading fluency. Technological assistance tools should also be used while learning occurs throughout the year. A positive reading culture will be developed and promoted school-wide. Movable furniture layouts will be utilized to support collaborative learning spaces that foster teamwork, communication and collective problem-solving for students. These spaces will encourage active participation, peer learning and shared responsibilities in group tasks. Breakout areas will support small group zones for focused group work to encourage deeper conceptual conversations.</p> <p>Strategy's Expected Result/Impact: Provide individualized and small group development for new or struggling teachers. Improve overall teacher performance as it aligns with T-TESS Domains 2 and 3. Improve the quality of Tier 1 instruction. Increase overall student achievement on MAP, CBAs, Interim Assessments and STAAR 2.0.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach and Teachers</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$14,500, - 6300 Supplies and Materials- Title I Funds - \$8,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Instructional Materials and Resources Teachers will evaluate and select instructional resources and materials to support and enhance the curriculum based on student data.</p> <p>Strategy's Expected Result/Impact: To ensure the growth and success of all students, students will utilize digital software programs and other supplemental resources for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I 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
<p>Problem Statement 1: Only 31% of students in grades 6-8 achieved grade-level proficiency (Meets performance) for all tested subjects. RLA Meets performance declined from 44% to 43%. Math Meets performance declined from 31% to 25%. Science Meets performance declined from 44% to 32% and Social Studies Meets performance declined from 26% to 18% Root Cause: Reading deficiencies including limited vocabulary, lack of reading practice, reading comprehension difficulties, poor phonemic awareness, and lack of motivation have impact scores in reading and directly correlates to all core subjects.</p>

Student Learning

Problem Statement 2: The decline in classroom engagement directly correlates with lower academic achievement, as students who are not actively participating are less likely to grasp key concepts and perform well in assessments. **Root Cause:** Root causes for lack of student engagement are: content relevancy (making real-life connections), classroom management (consistency and effectiveness), lack of challenge (rigor), and teacher-student relationships.

Problem Statement 3: Students exhibited poor skill in regards to test preparation and study skills. **Root Cause:** Root causes for poor test preparation and study skills are attributed to a lack of time management, poor organizational skills, low motivation, misunderstanding of the material, distractions, and test anxiety.

Problem Statement 4: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups. **Root Cause:** Root causes include a lack of training in culturally responsive teaching, disciplinary actions that remove students from the classroom, and curriculum that does not reflect their cultural backgrounds and experiences.

School Processes & Programs

Problem Statement 1: Current behavior management systems are not consistent across the campus. Variability in enforcement across classrooms contributes to student confusion and disruptive learning environments. Inconsistencies negative impact student behavior and overall school climate and culture. **Root Cause:** Strong implementation is evident within the first nine-weeks with a gradual decline in enforcement among staff. Students are not held accountable utilizing a progressive discipline model . There is a lack of student incentives that encourage positive student behaviors.

Problem Statement 2: The WIN intervention classes lacked the intentional focus required to close the achievement gaps. **Root Cause:** The lack of academic accountability diminishes the effectiveness of the intervention support.

Problem Statement 3: PBIS structural systems for common area expectations were not consistently reinforced by all staff. Staff did not use common language scripts to reinforce desired behaviors. **Root Cause:** Staff did not receive frequent and routine training throughout the school year as PBIS refreshers to address problems of practice. Staff was not held accountable for consistently reinforcing expectations.





Perceptions

Problem Statement 2: According to the Discipline Data 2023-2024, Review 360 reports showed 1387 incidents. Student incidents for the school year, 2023-2024 showed 55.2% in regular classrooms, 18.8 % in hallways, and 6.1% in cafeteria. **Root Cause:** The increased number of classroom incidents is contributed to disengaged students and inconsistent classroom expectations. Low rigor and lack of applied training.

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

Performance Objective 2: Percent of students in grade 7 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase by 10% for the 2024-2025 school year and to % in grades 6-8 by the 2025-2026 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: CLC Planning: Teachers will use CLC to analyze data, familiarize themselves with how the standards are tested and internalize the curriculum to address misconceptions and close student gaps through targeted rigorous instruction. They will submit weekly plans that demonstrate student centered rigorous instruction with real world connections as the cornerstone. Questioning, aggressive monitoring, exemplars and knowledge of misconceptions should all be evident in submitted plans.</p> <p>Strategy's Expected Result/Impact: Complete CLC agendas with minutes and DOL data, design engaging lesson plans, disaggregate BOY/MOY MAP, CBA, CFA, and semester exam data. Teachers will utilize data to inform the lesson planning/internalization process.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate writing across the curriculum through short constructed responses and provide real-time feedback utilizing the All-in-Learning platform.</p> <p>Strategy's Expected Result/Impact: Provide opportunities for students to improve writing clarity and structured alignment with the TEA rubric.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: All-In-Learning - 6300 Supplies and Materials- Title I Funds - \$1,100</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Day Interventions: All teachers will incorporate the CER framework for responding to writing prompts in their instruction. Students will receive additional push in/pull out supports during W.I.N. and/or electives throughout the year based on data.</p> <p>Strategy's Expected Result/Impact: Provide opportunities for students to improve writing clarity and structured alignment with the TEA rubric.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: All-In-Learning - 6300 Supplies and Materials- Title I Funds - \$1,100</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will evaluate and select instructional resources and materials to support and enhance the curriculum based on student data.</p> <p>Strategy's Expected Result/Impact: Utilize All-in-Learning AI software to support SCR (short constructed response) feedback in real-time.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 6300 Supplies and Materials- Title I Funds</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 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 31% of students in grades 6-8 achieved grade-level proficiency (Meets performance) for all tested subjects. RLA Meets performance declined from 44% to 43%. Math Meets performance declined from 31% to 25%. Science Meets performance declined from 44% to 32% and Social Studies Meets performance declined from 26% to 18% Root Cause: Reading deficiencies including limited vocabulary, lack of reading practice, reading comprehension difficulties, poor phonemic awareness, and lack of motivation have impact scores in reading and directly correlates to all core subjects.</p> <p>Problem Statement 2: The decline in classroom engagement directly correlates with lower academic achievement, as students who are not actively participating are less likely to grasp key concepts and perform well in assessments. Root Cause: Root causes for lack of student engagement are: content relevancy (making real-life connections), classroom management (consistency and effectiveness), lack of challenge (rigor), and teacher-student relationships.</p>

Student Learning

Problem Statement 3: Students exhibited poor skill in regards to test preparation and study skills. **Root Cause:** Root causes for poor test preparation and study skills are attributed to a lack of time management, poor organizational skills, low motivation, misunderstanding of the material, distractions, and test anxiety.

School Processes & Programs

Problem Statement 2: The WIN intervention classes lacked the intentional focus required to close the achievement gaps. **Root Cause:** The lack of academic accountability diminishes the effectiveness of the intervention support.





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 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 28% to 40% for the 2024-2025 school year.

High Priority

Evaluation Data Sources: Qualtrics

Strategy 1 Details	Reviews			
<p>Strategy 1: Core teachers will complete announced ELLevation modules (similar to 23-24SY) to help increase the use of academic language and assess learning through quick checks and formative assessments. ESL Department will establish an incentive plan to promote module completion by departments.</p> <p>Strategy's Expected Result/Impact: Students will progress at least one proficiency level.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 6100 Payroll- Title I Funds, - 6300 Supplies and Materials- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will evaluate and select instructional resources and materials to support and enhance the curriculum based on student data and cultural relevance. Incorporate the use of Summit K-12 as part of the daily curriculum.</p> <p>Strategy's Expected Result/Impact: Students will progress at least one proficiency level.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 6100 Payroll- Title I Funds, - 6300 Supplies and Materials- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide extended day TELPAS bootcamps.</p> <p>Strategy's Expected Result/Impact: Students will progress at least one proficiency level.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I: 2.4, 2.6</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>Problem Statement 1: Only 31% of students in grades 6-8 achieved grade-level proficiency (Meets performance) for all tested subjects. RLA Meets performance declined from 44% to 43%. Math Meets performance declined from 31% to 25%. Science Meets performance declined from 44% to 32% and Social Studies Meets performance declined from 26% to 18% Root Cause: Reading deficiencies including limited vocabulary, lack of reading practice, reading comprehension difficulties, poor phonemic awareness, and lack of motivation have impact scores in reading and directly correlates to all core subjects.</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: The percentage of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR will increase from 25% to 47% by the end of the 2024-2025 school year

High Priority


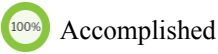
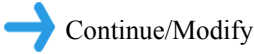

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: CLC Planning Teachers will collaborate daily with their content teams during CLCs to disaggregate data. During CLCs, teachers will utilize curriculum planning guides and Lead4Ward resources to plan for instruction with attention to the performance of our All Students, African American, Asian, Economically Disadvantaged, Two or More Races, and White student groups performance relative to the Closing the Achievement Gaps Domain targets and the TEA Targeted Support and Improvement percentages.</p> <p>Strategy's Expected Result/Impact: Complete CLC agendas with minutes and DOL data, design engaging lesson plans, disaggregate BOY/MOY MAP, CBA, CFA, and semester exam data. Teachers will utilize data to inform the lesson planning/internalization process.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Planning Days Teachers will participate in planning days with their grade level content teams to analyze data, internalize learning standards, learning objectives, and design student centered lessons that require student participation to identify and analyze key learning objectives. Teachers will identify students for targeted tiered intervention in-class support grouping and/or extended day tutorials. Additional Professional Development may be needed.</p> <p>Strategy's Expected Result/Impact: Teachers will analyze MAP, CBA and interim assessment data identifying areas of reteach/intervention. Teacher will design mini-lessons and activities to spiral content.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p> <p>Problem Statements: Student Learning 1, 3, 4</p> <p>Funding Sources: - 6100 Payroll- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Small Group Instruction Teachers will utilize differentiated instructional strategies/models consisting of a teacher table/station(s) to support small group instruction. Small group instruction will provide one-to-one support, address specific student needs, allow for immediate teacher feedback, and improve levels of student participation and engagement.</p> <p>Strategy's Expected Result/Impact: Address Learning Gaps: It allows for focused attention on areas where students may be struggling, helping to close gaps more effectively. Teachers can provide instant feedback, helping students correct misunderstandings and refine their skills on the spot.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Extended Day Tutoring & Saturday School Teachers will utilize the district pacing calendar to incorporate review days and times to ensure that students have appropriate study habits and methods modeled while providing time to study at school. Outside study activities such as tutoring and Saturday schools will be incentivized to increase attendance.</p> <p>Strategy's Expected Result/Impact: Overall increase in student performance on MAP, CBA, Interim Assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Instructional Day Interventions Within the instructional day, early intervention opportunities will be provided to students via pull-out/ push-in programs during WIN for intervention and any other available time as needed</p> <p>Strategy's Expected Result/Impact: To ensure the growth and success of all students, students will utilize digital software programs and other supplemental resources for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 6100 Payroll- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Professional Development Teachers will attend professional development based on campus/department needs as well as individual growth opportunities. Provide weekly New Teacher Academy:Teacher Enrichment Program (TEP) training after-school to support new and struggling teachers. Campus will provide a training environment that facilitates group discussion/activities via professional collaboration.</p> <p>Strategy's Expected Result/Impact: Provide individualized and small group development for new or struggling teachers. Improve overall teacher performance as it aligns with T-TESS Domains 2 and 3. Improve the quality of Tier 1 instruction. Increase overall student achievement on MAP, CBAs, Interim Assessments and STAAR 2.0.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coach</p> <p>Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 1</p> <p>Funding Sources: - 6100 Payroll- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Student Incentive Plan Incorporate student incentive programs to promote a culture of recognition and reward for academic growth on local/state assessments and tutorial participation.</p> <p>Strategy's Expected Result/Impact: Improved student growth on MOY and EOY as compared to BOY. Above level performance as compared to the district and increased ranking among other middle schools on CBAs, STAAR Interims and STAAR 2.0.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Funding Sources: - 6400 Healthy Snacks/Bus/Travel - Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Instructional Materials and Resources Teachers will evaluate and select instructional resources and materials to support and enhance the curriculum based on student data.</p> <p>Strategy's Expected Result/Impact: Utilize supplemental resources to address identified learning gaps, provide extra practice, allow students to explore topics in more depth, help students retain information and prepare for assessments.</p> <p>Staff Responsible for Monitoring: Administrators , Teachers and Instructional Coach</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Instructional Coaching Support Campus instructional coach will support teachers in planning for instruction and assessment, analyzing data, and planning for interventions. Administrators/IC will provide extended day professional development training for new and struggling teachers as well as teacher enrichment. Providing effective PD opportunities during CLCs and extended day options aligns with our core value for fostering a culture of growth.</p> <p>Strategy's Expected Result/Impact: Improvement in the quality of Tier 1 instruction and increase overall student performance on MAP, CBAs, Interim Assessments and STAAR. Training sessions will also help strengthen skills with student behavior management, parent communication and district systems operations.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coach</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: The acquisition and retention of qualified educators is paramount to student and campus success with beginning teachers making up 35.4% of the teaching staff. Demographics: 49.8% male - 50.2% female; 50.7% White - 30.5% Black - 32.3% Hispanic - 12.1% and Asian - 3.3%. Root Cause: Based on feedback from teachers during the CNA team meetings, a lack of respect and discipline in students resulting in more frequent negative interactions as well as a lack of communication/planning and follow through from district/administration. Teachers look for opportunities where they feel more respected and valued by the student body.</p>
Student Learning
<p>Problem Statement 1: Only 31% of students in grades 6-8 achieved grade-level proficiency (Meets performance) for all tested subjects. RLA Meets performance declined from 44% to 43%. Math Meets performance declined from 31% to 25%. Science Meets performance declined from 44% to 32% and Social Studies Meets performance declined from 26% to 18%. Root Cause: Reading deficiencies including limited vocabulary, lack of reading practice, reading comprehension difficulties, poor phonemic awareness, and lack of motivation have impact scores in reading and directly correlates to all core subjects.</p>
<p>Problem Statement 2: The decline in classroom engagement directly correlates with lower academic achievement, as students who are not actively participating are less likely to grasp key concepts and perform well in assessments. Root Cause: Root causes for lack of student engagement are: content relevancy (making real-life connections), classroom management (consistency and effectiveness), lack of challenge (rigor), and teacher-student relationships.</p>
<p>Problem Statement 3: Students exhibited poor skill in regards to test preparation and study skills. Root Cause: Root causes for poor test preparation and study skills are attributed to a lack of time management, poor organizational skills, low motivation, misunderstanding of the material, distractions, and test anxiety.</p>
<p>Problem Statement 4: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups. Root Cause: Root causes include a lack of training in culturally responsive teaching, disciplinary actions that remove students from the classroom, and curriculum that does not reflect their cultural backgrounds and experiences.</p>
School Processes & Programs
<p>Problem Statement 2: The WIN intervention classes lacked the intentional focus required to close the achievement gaps. Root Cause: The lack of academic accountability diminishes the effectiveness of the intervention support.</p>

Perceptions

Problem Statement 1: The campus has experienced low teacher morale and poor teacher retention, which have adversely affected the quality of education and overall school climate. **Root Cause:** The lack of community building has hindered the development of strong relationships and a positive school culture.

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.

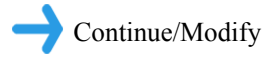
Performance Objective 5: The percentage of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR will increase from 32% to 52% for the 2024-2025 school year.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: CLC Planning Teachers will collaborate daily with their content teams during CLCs to disaggregate data. During CLCs, teachers will utilize curriculum planning guides and Lead4Ward resources to plan for instruction with attention to the performance of our All Students, African American, Asian, Economically Disadvantaged, Two or More Races, and White student groups performance relative to the Closing the Achievement Gaps Domain targets and the TEA Targeted Support and Improvement percentages.</p> <p>Strategy's Expected Result/Impact: Complete CLC agendas with minutes and DOL data, design engaging lesson plans, disaggregate BOY/MOY MAP, CBA, CFA, and semester exam data. Teachers will utilize data to inform the lesson planning/internalization process.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Planning Days Teachers will participate in planning days with their grade level content teams to analyze data, internalize learning standards, learning objectives, and design student centered lessons that require student participation to identify and analyze key learning objectives. Teachers will identify students for targeted tiered intervention in-class support grouping and/or extended day tutorials. Additional Professional Development may be needed</p> <p>Strategy's Expected Result/Impact: Teachers will analyze MAP, CBA and interim assessment data identifying areas of reteach/intervention. Teacher will design mini-lessons and activities to spiral content.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Small Group Instruction Teachers will utilize differentiated instructional strategies/models consisting of a teacher table/station(s) to support small group instruction. Small group instruction will provide one-to-one support, address specific student needs, allow for immediate teacher feedback, and improve levels of student participation and engagement.</p> <p>Strategy's Expected Result/Impact: Address Learning Gaps: It allows for focused attention on areas where students may be struggling, helping to close gaps more effectively. Teachers can provide instant feedback, helping students correct misunderstandings and refine their skills in real time.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Extended Day Tutoring & Saturday School Teachers will utilize the district pacing calendar to incorporate review days and times to ensure that students have appropriate study habits and methods modeled while providing time to study at school. Outside study activities such as tutoring and Saturday schools will be incentivized to increase attendance.</p> <p>Strategy's Expected Result/Impact: Increase student performance on MAP, CBA, Interim Assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach and Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Instructional Day Interventions Within the instructional day, early intervention opportunities will be provided to students via pull-out/ push-in programs during WIN for intervention and any other available time as needed.</p> <p>Strategy's Expected Result/Impact: To ensure the growth and success of all students, students will utilize digital software programs and other supplemental resources for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach and Teachers</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Professional Development Teachers will attend professional development based on campus/department needs as well as individual growth opportunities. Provide weekly New Teacher Academy:Teacher Enrichment Program (TEP) training after-school to support new and struggling teachers. Campus will provide a training environment that facilitates group discussion/activities via professional collaboration.</p> <p>Strategy's Expected Result/Impact: Provide individualized and small group development for new or struggling teachers. Improve overall teacher performance as it aligns with T-TESS Domains 2 and 3. Improve the quality of Tier 1 instruction. Increase overall student achievement on MAP, CBAs, Interim Assessments and STAAR 2.0.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p> <p>Problem Statements: Demographics 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Student Incentive Plan Incorporate student incentive programs to promote a culture of recognition and reward for academic growth on local/state assessments and tutorial participation.</p> <p>Strategy's Expected Result/Impact: Encourage behaviors that motivate students to work hard, remain focused and strive to reach a measurable target.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Instructional Materials and Resources Teachers will evaluate and select instructional resources and materials to support and enhance the curriculum based on student data.</p> <p>Strategy's Expected Result/Impact: Utilize supplemental resources to address identified learning gaps, provide extra practice, allow students to explore topics in more depth, help students retain information and prepare for assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Instructional Coaching Support Campus instructional coach will support teachers in planning for instruction and assessment, analyzing data, and planning for interventions. Administrators/IC will provide extended day professional development training for new and struggling teachers as well as teacher enrichment. Providing effective PD opportunities during CLCs and extended day options aligns with our core value for fostering a culture of growth.</p> <p>Strategy's Expected Result/Impact: Provide individualized and small group development for new or struggling teachers. Improve overall teacher performance as it aligns with T-TESS Domains 2 and 3. Improve the quality of Tier 1 instruction. Increase overall student achievement on MAP, CBAs, Interim Assessments and STAAR 2.0.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June



Performance Objective 5 Problem Statements:

Demographics

Problem Statement 3: The acquisition and retention of qualified educators is paramount to student and campus success with beginning teachers making up 35.4% of the teaching staff. Demographics: 49.8% male - 50.2% female; 50.7% White - 30.5% Black - 32.3% Hispanic - 12.1% and Asian - 3.3%. **Root Cause:** Based on feedback from teachers during the CNA team meetings, a lack of respect and discipline in students resulting in more frequent negative interactions as well as a lack of communication/planning and follow through from district/administration. Teachers look for opportunities where they feel more respected and valued by the student body.

Student Learning

Problem Statement 1: Only 31% of students in grades 6-8 achieved grade-level proficiency (Meets performance) for all tested subjects. RLA Meets performance declined from 44% to 43%. Math Meets performance declined from 31% to 25%. Science Meets performance declined from 44% to 32% and Social Studies Meets performance declined from 26% to 18%. **Root Cause:** Reading deficiencies including limited vocabulary, lack of reading practice, reading comprehension difficulties, poor phonemic awareness, and lack of motivation have impact scores in reading and directly correlates to all core subjects.

School Processes & Programs

Problem Statement 2: The WIN intervention classes lacked the intentional focus required to close the achievement gaps. **Root Cause:** The lack of academic accountability diminishes the effectiveness of the intervention support.

Perceptions

Problem Statement 1: The campus has experienced low teacher morale and poor teacher retention, which have adversely affected the quality of education and overall school climate. **Root Cause:** The lack of community building has hindered the development of strong relationships and a positive school culture.

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: White Students: Mathematics Academic Achievement from 30% (2024) to at least 61%(min target)

White Students: Mathematics Growth from 49% (2024) to at least 69% (min target)

White Students: Student Success (D1 STAAR Component) from 45 (2024) to at least 58 (min target)

AA Students: Mathematics Academic Achievement from 14% (2024) to at least 32% (min target)

AA Students: Mathematics Growth from 42% (2024) to at least 62% (min target)

AA Students: Student Success (D1 STAAR Component) from 22% (2024) to at least 37% (min target)

Hispanic Students: Mathematics Academic Achievement from 25% (2024) to at least 39% (min target)

Hispanic Students: Mathematics Growth from 56% (2024) to at least 64% (min target)

Hispanic Students: Student Success (D1 STAAR Component) from 35 (2024) to at least 41 (min target)

Asian Students: Mathematics Academic Achievement from 59% (2024) to at least 85% (min target)

Asian Students: Mathematics Growth from 71% (2024) to at least 86% (min target)





Asian Students: Student Success (D1 STAAR Component) from 55% (2024) to at least 74% (min target)

Two or More Race Students: Reading Academic Achievement from 46% (2024) to at least 56% (min target)

Two or More Race Students: Mathematics Academic Achievement from 24% (2024) to at least 56 (min target)

Two or More Race Students: Mathematics Growth from 46% (2024) to at least 71% (min target)

Two or More Race Students: Student Success (D1 STAAR Component) from 36% (2024) to at least 55%(min target)

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: Students who failed to perform at Did Not Meet or low Approaches will be assigned to a specialized WIN intervention, Reading or Math Lab class.</p> <p>Strategy's Expected Result/Impact: Improve overall student growth through specialized small group instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors and Teachers</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: Student Behavior Management:

By May 2025, there will be a 25% reduction in the number of disciplinary referrals as compared to the 1339 referrals written in 2023-2024. 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 by 25% from 42.3% to 17.3% for the 2024-2025 school year.


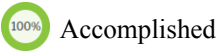
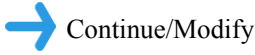

Evaluation Data Sources: Review 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will implement Positive Behavior Interventions and Supports campus-wide along with CHAMPS in the classroom in order to provide structured systems and procedures for all students.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of disciplinary referrals resulting in a reduction of exclusionary consequences (ISS and OSS) allowing for increased instructional time. Develop campus-wide systems to effectively monitor student behavior in common areas, transitions and dismissal procedures. Improve overall campus climate and culture.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: - 6100 Payroll- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PBIS Team will meet monthly to review and revise Positive Behavior Interventions and Supports (PBIS) best practices for campus wide and classroom implementation.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of disciplinary referrals resulting in a reduction of exclusionary consequences (ISS and OSS) allowing for increased instructional time. Develop campus-wide systems to effectively monitor student behavior in common areas, transitions and dismissal procedures. Improve overall campus climate and culture.</p> <p>Staff Responsible for Monitoring: Administrators, PBIS Team</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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 a variety of backgrounds, including students in the special education program and economically disadvantaged students. Teachers will review discipline data and intervention strategies weekly during grade level planning.</p> <p>Strategy's Expected Result/Impact: Build relational capacity among teachers to demonstrate improvement in classroom behavior management and establishing positive classroom culture.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will attend professional development in PBIS, CHAMPS, Progressive Discipline, Restorative Practices, Culturally Responsive Teaching and Social-Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Build relational capacity among teachers to demonstrate improvement in classroom behavior management and establishing positive classroom culture.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement effective student incentive programs to motivate students to achieve specific academic, behavioral, or attendance related targets.</p> <p>Strategy's Expected Result/Impact: To improve climate and culture by rewarding positive behavior and reducing the number of office referral and exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize Leveled ISS for Tier 2 and Tier 3 infractions along with establishing student behavior contracts that include goal setting.</p> <p>Strategy's Expected Result/Impact: Identify common behavior trends and establish a shared plan collaboratively developed by all stakeholders</p> <p>Staff Responsible for Monitoring: Administrators, parents, counselors and teachers</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Establish a mentorship program to connect each mentor with at least two at-risk students. This would include but is not limited to the continuation of Falcon Flair, Cocoa and Convos, etc.</p> <p>Strategy's Expected Result/Impact: Enhance self-esteem and self-confidence. Increase daily attendance. Improve student's attitude about school. Help develop healthy relationships and make better life choices.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Incorporate SEL practices into daily routines and weekly lessons to support the development of emotional intelligence, self-regulation and interpersonal skills.</p> <p>Strategy's Expected Result/Impact: Build stronger relationships with students. Help students take responsibility for their actions while making them aware of the consequences associated with negative behaviors. Teach students conflict resolutions. Show the importance of communication.</p> <p>Staff Responsible for Monitoring: Administrators and counselors</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide adequate supervision to monitor PBIS structured systems to ensure behavior expectations are being met and during safe transitions.</p> <p>Strategy's Expected Result/Impact: Reduce the likelihood of unsafe behavior by ensuring proper supervision during extended day operations.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers and Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 3</p> <p>Funding Sources: - 6100 Payroll- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will select resources and materials to support campus-wide PBIS initiatives and student incentive rewards and recognitions.</p> <p>Strategy's Expected Result/Impact: Incentive programs encourage students to adopt positive behaviors by providing rewards for meeting behavioral expectations. Incentive programs help students stay engaged in both academic and non-academic activities by making participation more appealing. Campus PBIS incentives foster a culture of positivity and reinforcement, where positive behaviors are acknowledged and celebrated. By focusing on proactive, positive reinforcement rather than punishment, incentive programs can significantly reduce the frequency of disciplinary incidents.</p> <p>Staff Responsible for Monitoring: Administrators, PBIS Team</p> <p>Problem Statements: School Processes & Programs 1, 3</p> <p>Funding Sources: - 6400 Healthy Snacks/Bus/Travel - Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 1: Discipline referrals for African American students (61.7%) are disproportionate to African American enrollment (36.3%). Although Black students account for 36.3% of the student enrollment, Black students accounted for 61.7% of the written referrals having received 1387 referrals out of a total of 1995. Root Cause: Root causes for disproportionality: 1. Failure to consistently apply progressive discipline practices. 2. Teachers did not apply best practices in de-escalating student behavior. 3. Need for cultural responsiveness training for all staff members.</p>
<p>Problem Statement 2: According to Review 360, the total number of reported referrals was 1305. Despite a 30% decrease from the previous school year, Schrade had the highest number of referrals and exclusionary consequences of all middle schools. Sixth grade students accounted for 500 referrals or 36%. Seventh grade students accounted for 461 referrals or 33.2%. Eighth grade students accounted for 426 referrals or 30%. Root Cause: 1. Inconsistencies with the implementation of campus-wide classroom rules/expectations and disciplinary consequences as applied across grade levels. 2. Lack of parental involvement 3. Inconsistent communication with parents addressing student behavior. 3. Increased need to focus on social-emotional learning with emphasis on self-regulation and conflict resolution skills</p>
Student Learning
<p>Problem Statement 4: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups. Root Cause: Root causes include a lack of training in culturally responsive teaching, disciplinary actions that remove students from the classroom, and curriculum that does not reflect their cultural backgrounds and experiences.</p>
School Processes & Programs
<p>Problem Statement 1: Current behavior management systems are not consistent across the campus. Variability in enforcement across classrooms contributes to student confusion and disruptive learning environments. Inconsistencies negative impact student behavior and overall school climate and culture. Root Cause: Strong implementation is evident within the first nine-weeks with a gradual decline in enforcement among staff. Students are not held accountable utilizing a progressive discipline model. There is a lack of student incentives that encourage positive student behaviors.</p>

School Processes & Programs

Problem Statement 3: PBIS structural systems for common area expectations were not consistently reinforced by all staff. Staff did not use common language scripts to reinforce desired behaviors. **Root Cause:** Staff did not receive frequent and routine training throughout the school year as PBIS refreshers to address problems of practice. Staff was not held accountable for consistently reinforcing expectations.

Perceptions

Problem Statement 2: According to the Discipline Data 2023-2024, Review 360 reports showed 1387 incidents. Student incidents for the school year, 2023-2024 showed 55.2% in regular classrooms, 18.8 % in hallways, and 6.1% in cafeteria. **Root Cause:** The increased number of classroom incidents is contributed to disengaged students and inconsistent classroom expectations. Low rigor and lack of applied training.

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: Attendance:

Campus Average Daily Attendance will average 96% for the 2024-2025 school year.

Evaluation Data Sources: Skyward

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate student incentive programs to promote a culture of recognition and reward for academic growth, attendance, and behavior. Establish a school calendar to promote more in-school events such as a Fun Fridays particularly on days in when attendance is at its lowest.</p> <p>Strategy's Expected Result/Impact: Increase student attendance by cultivating an environment in which students enjoy coming to school.</p> <p>Staff Responsible for Monitoring: Administrators, Attendance Clerk and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish an attendance outreach committee to host a parent-teacher alliance meeting that focuses on the importance of regular attendance. This committee will also conduct home visits outside of contractual hours.</p> <p>Strategy's Expected Result/Impact: Provide parents and students with a plan for campus re-entry including on-campus services as well as district/community support resources</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers, and Data Clerk</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Extended day sessions (after-school and Saturday School) will be provided for attendance and credit/cycle recovery to recapture loss instructional time.</p> <p>Strategy's Expected Result/Impact: Reduce/Eliminate grade level retentions associated with loss of credits and low attendance.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers, and Data Clerk</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 6100 Payroll- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 8 Problem Statements:

Demographics

Problem Statement 2: According to Review 360, the total number of reported referrals was 1305. Despite a 30% decrease from the previous school year, Schrade had the highest number of referrals and exclusionary consequences of all middle schools. Sixth grade students accounted for 500 referrals or 36%. Seventh grade students accounted for 461 referrals or 33.2%. Eighth grade students accounted for 426 referrals or 30%. **Root Cause:** 1. Inconsistencies with the implementation of campus-wide classroom rules/expectations and disciplinary consequences as applied across grade levels. 2. Lack of parental involvement 3. Inconsistent communication with parents addressing student behavior. 3. Increased need to focus on social-emotional learning with emphasis on self-regulation and conflict resolution skills

Student Learning

Problem Statement 2: The decline in classroom engagement directly correlates with lower academic achievement, as students who are not actively participating are less likely to grasp key concepts and perform well in assessments. **Root Cause:** Root causes for lack of student engagement are: content relevancy (making real-life connections), classroom management (consistency and effectiveness), lack of challenge (rigor), and teacher-student relationships.





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: Family Engagement:

Parent and family engagement opportunities will increase by 15% during the 2024-2025 school year.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Use multiple communication channels including phone, email, text messages, Class Dojo app, and social media and provide translation services as needed.</p> <p>Strategy's Expected Result/Impact: Ensure meaningful two-way communication between family members and school staff. Create a collaborative school community where families are actively engaged in their student's education. Increase parent participation in school events by 15% over the next year.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase family engagement by hosting parent informational meetings throughout the school year such as back-to-school night, Coffee with the Principal, 6th grade orientation, 8th grade transition, monthly parent academies/workshops, and parent-teacher conferences.. We will offer in-person and virtual options when necessary. *Other considerations include: Literacy Night, Math & Science Night, etc.</p> <p>Strategy's Expected Result/Impact: Provide regularly scheduled informational meetings to inform parents of student academic progress, campus policies and procedures and discuss campus problems of practice. Improve communication with parents and encourage parents to seek accurate information from school officials.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors and Teachers</p> <p>Funding Sources: - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - 1500.00</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Organize at least two community-building events per year such as a Back-to-School porch party, Homecoming tailgating party, family game night or cultural nights.</p> <p>Strategy's Expected Result/Impact: Help parents/guardians build positive connections with campus staff, other parents and other community partners in the Rowlett area. Improve family partnerships and community involvement by connecting with families in informal settings.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors and Teachers</p> <p>Funding Sources: - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Establish the Falcon Family First Parent Committee to encourage parent volunteers to support campus monitoring during arrival, lunches, hallway transitions and dismissal. Establish a campus Falcon Force parent volunteer group.</p> <p>Strategy's Expected Result/Impact: Established shared responsibilities on behalf of the school and parents to increase academic achievement. Ensure meaningful two-way communication between family members and school staff.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors and Teachers</p> <p>Funding Sources: - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide support to students transitioning from elementary to middle school and from middle to high school.</p> <p>Strategy's Expected Result/Impact: Successful transitions to middle school and high school. We will conduct new student orientation and High School transition meetings for 8th grade students</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers</p> <p>Funding Sources: - 6400 Parent Inv. Healthy Snacks/Bus/Travel T1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide in-person and virtual meeting options to collaborate with parents in the development of the student-parent compact.</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 10: School Climate and Culture:

Establish strong relationships and foster a positive school climate through improved communication, collaboration and celebrating successes.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the effectiveness of staff meetings by ensuring all voices are heard and action items are clearly defined. Strategy's Expected Result/Impact: Foster a work environment that is inclusive, collaborative, builds trust and respect, improves decision-making and increases engagement Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish regular check-ins between teachers and leadership to discuss concerns, share feedback, and celebrate successes. Utilize campus and district surveys to gather input to support campus improvement. Strategy's Expected Result/Impact: Encourage staff buy-in to cultivate a shared campus vision and mission. Staff to take ownership their role in contributing to a positive school culture. Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase camaraderie and trust through regular team-building activities such as themed-dress day, staff outings, department luncheons, and staff competitions. Strategy's Expected Result/Impact: Improve organizational health by boosting morale, increasing engagement , promoting a positive work culture and improve productivity. Staff Responsible for Monitoring: Administrators, Counselors, Teachers Problem Statements: Perceptions 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Regularly recognize and celebrate the contributions of staff, teachers, and leadership.</p> <p>Strategy's Expected Result/Impact: When staff members feel valued, their sense of accomplishment and satisfaction in their work increases. Recognition affirms that their hard work is appreciated, leading to more enthusiasm for their role. Staff who are regularly recognized are more motivated to maintain or improve their performance.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Problem Statements: Perceptions 1, 3, 4</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 10 Problem Statements:





Perceptions
<p>Problem Statement 1: The campus has experienced low teacher morale and poor teacher retention, which have adversely affected the quality of education and overall school climate. Root Cause: The lack of community building has hindered the development of strong relationships and a positive school culture.</p> <p>Problem Statement 3: According to the Panorama Teacher Survey Winter 2024: Perceptions of faculty and staff relationships with school leaders averaged 48% which was down 6% from 55%. The district average is 68%. Root Cause: Lack of relationship building and team bonding. Inconsistent visibility and a lack of trust leading to genuine vulnerability fostering true collegial relationships.</p> <p>Problem Statement 4: According to the Panorama Staff Survey Winter 2024: 39% of teachers responded in which was a 9 point decrease from Fall 2023 survey. Only 25% was reported. District average is 52%. Root Cause: Teachers and staff do not believe the survey data will be used to improve their concerns.</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 11: Improve academic achievement for Black students in all content areas across all grade levels obtaining the minimum target of 32% in RLA and 32% in Math.

Evaluation Data Sources: Local and state assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for teachers on culturally responsive teaching practices.</p> <p>Strategy's Expected Result/Impact: Improve the relational capacity among teachers a create welcoming and engaging classroom environments where students are encouraged to take academic risks.</p> <p>Staff Responsible for Monitoring: Administrators, IC, and Teachers</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - 6100 Payroll- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize curriculum that integrates diverse perspectives and materials that reflect Black students' backgrounds and experiences.</p> <p>Strategy's Expected Result/Impact: Enhanced the learning experience and motivate students to engage in content. Helps students learn with context to develop a deeper understanding.</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Build partnerships with local community organizations such as Men and Ladies of Honor, local Black Sororities and Fraternities, etc. to establish mentoring groups.</p> <p>Strategy's Expected Result/Impact: Provide support to students' personal and academic development. Through guidance, sharing experiences and offering insight; mentors will help students achieve goals, enhance skills and navigate challenges effectively.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Use data to identify achievement gaps for local/state assessments and provide TEKS specific interventions before school tutoring, after-school tutoring as well as intervention within the school day.</p> <p>Strategy's Expected Result/Impact: Increase student performance on MAP, CBA, Interim Assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach and Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure that black student have access to advanced coursework (Honors and high school credit courses) as well as AVID.</p> <p>Strategy's Expected Result/Impact: Increase rigor challenges to set high expectations and demonstrate academic excellence</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Celebrate cultural diversity through events and activities such as Black history events, step shows, educational workshops, book clubs highlighting black authors, and field trips.</p> <p>Strategy's Expected Result/Impact: Fosters an inclusive and welcoming environment in which students feel connected and supported.</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - 6100 Parent Inv. Payroll T1</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 11 Problem Statements:

Student Learning
<p>Problem Statement 4: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups. Root Cause: Root causes include a lack of training in culturally responsive teaching, disciplinary actions that remove students from the classroom, and curriculum that does not reflect their cultural backgrounds and experiences.</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 12: The percentage of students in grade 8 demonstrating understanding as measured by Meets Grade Level performance on STAAR Social Studies will increase from 18% to 38% for the 2024-2025 school year.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will collaborate daily with their content teams during CLCs to disaggregate data. During CLCs, teachers will utilize curriculum planning guides and Lead4Ward resources to plan for instruction with attention to the performance of our All Students, African American, Asian, Economically Disadvantaged, Two or More Races, and White student groups performance relative to the Closing the Achievement Gaps Domain targets and the TEA Targeted Support and Improvement percentages.</p> <p>Strategy's Expected Result/Impact: Complete CLC agendas with minutes and DOL data, design engaging lesson plans, disaggregate BOY/MOY MAP, CBA, CFA, and semester exam data. Teachers will utilize data to inform the lesson planning/internalization process.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Planning Days Teachers will participate in planning days with their grade level content teams to analyze data, internalize learning standards, learning objectives, and design student centered lessons that require student participation to identify and analyze key learning objectives. Teachers will identify students for targeted tiered intervention in-class support grouping and/or extended day tutorials. Additional Professional Development may be needed.</p> <p>Strategy's Expected Result/Impact: Teachers will analyze MAP, CBA and interim assessment data identifying areas of reteach/intervention. Teacher will design mini-lessons and activities to spiral content.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 6100 Payroll- Title I Funds</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Small Group Instruction Teachers will utilize differentiated instructional strategies/models consisting of a teacher table/station(s) to support small group instruction. Small group instruction will provide one-to-one support, address specific student needs, allow for immediate teacher feedback, and improve levels of student participation and engagement.</p> <p>Strategy's Expected Result/Impact: Address Learning Gaps: It allows for focused attention on areas where students may be struggling, helping to close gaps more effectively. Teachers can provide instant feedback, helping students correct misunderstandings and refine their skills in real time.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach and Teachers</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Extended Day Tutoring & Saturday School Teachers will utilize the district pacing calendar to incorporate review days and times to ensure that students have appropriate study habits and methods modeled while providing time to study at school. Outside study activities such as tutoring and Saturday schools will be incentivized to increase attendance.</p> <p>Strategy's Expected Result/Impact: Improved student growth on MOY and EOY as compared to BOY. Above level performance as compared to the district and increased ranking among other middle schools on CBAs, STAAR Interims and STAAR 2.0.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Instructional Day Interventions Within the instructional day, early intervention opportunities will be provided to students via pull-out/ push-in programs during WIN for intervention and any other available time as needed.</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Professional Development Teachers will attend professional development based on campus/department needs as well as individual growth opportunities. Provide weekly New Teacher Academy:Teacher Enrichment Program (TEP) training after-school to support new and struggling teachers. Campus will provide a training environment that facilitates group discussion/activities via professional collaboration.</p> <p>Strategy's Expected Result/Impact: Provide individualized and small group development for new or struggling teachers. Improve overall teacher performance as it aligns with T-TESS Domains 2 and 3. Improve the quality of Tier 1 instruction. Increase overall student achievement on MAP, CBAs, Interim Assessments and STAAR 2.0.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach and Teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Strategy 7 - Student Incentive Plan Incorporate student incentive programs to promote a culture of recognition and reward for academic growth on local/state assessments and tutorial participation.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Strategy 8: Instructional Materials and Resources Teachers will evaluate and select instructional resources and materials to support and enhance the curriculum based on student data.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Strategy 9: Instructional Coaching Support Campus instructional coach will support teachers in planning for instruction and assessment, analyzing data, and planning for interventions. Administrators/IC will provide extended day professional development training for new and struggling teachers as well as teacher enrichment. Providing effective PD opportunities during CLCs and extended day options aligns with our core value for fostering a culture of growth.</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 12 Problem Statements:

Demographics

Problem Statement 3: The acquisition and retention of qualified educators is paramount to student and campus success with beginning teachers making up 35.4% of the teaching staff. Demographics: 49.8% male - 50.2% female; 50.7% White - 30.5% Black - 32.3% Hispanic - 12.1% and Asian - 3.3%. **Root Cause:** Based on feedback from teachers during the CNA team meetings, a lack of respect and discipline in students resulting in more frequent negative interactions as well as a lack of communication/planning and follow through from district/administration. Teachers look for opportunities where they feel more respected and valued by the student body.

Student Learning

Problem Statement 1: Only 31% of students in grades 6-8 achieved grade-level proficiency (Meets performance) for all tested subjects. RLA Meets performance declined from 44% to 43%. Math Meets performance declined from 31% to 25%. Science Meets performance declined from 44% to 32% and Social Studies Meets performance declined from 26% to 18%. **Root Cause:** Reading deficiencies including limited vocabulary, lack of reading practice, reading comprehension difficulties, poor phonemic awareness, and lack of motivation have impact scores in reading and directly correlates to all core subjects.

Problem Statement 2: The decline in classroom engagement directly correlates with lower academic achievement, as students who are not actively participating are less likely to grasp key concepts and perform well in assessments. **Root Cause:** Root causes for lack of student engagement are: content relevancy (making real-life connections), classroom management (consistency and effectiveness), lack of challenge (rigor), and teacher-student relationships.

Problem Statement 4: Our African American and SPED students consistently underperformed in all grade levels and in all content areas as compared to other subgroups. **Root Cause:** Root causes include a lack of training in culturally responsive teaching, disciplinary actions that remove students from the classroom, and curriculum that does not reflect their cultural backgrounds and experiences.

Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$1,000.00
1	1	3			\$2,000.00
1	1	5			\$2,000.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	2			\$0.00
1	4	5			\$0.00
1	4	6			\$5,000.00
1	7	1			\$0.00
1	7	9			\$0.00
1	8	3			\$0.00
1	11	1			\$0.00
1	12	2			\$0.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$25,500.00
+/- Difference					\$15,500.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	11	6			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$905.00
+/- Difference					\$905.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$500.00
				+/- Difference	\$500.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$8,500.00
1	1	8			\$2,000.00
1	2	2	All-In-Learning		\$1,100.00
1	2	3	All-In-Learning		\$1,100.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
				Sub-Total	\$12,700.00
				Budgeted Fund Source Amount	\$20,941.00
				+/- Difference	\$8,241.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2			\$500.00
				Sub-Total	\$500.00
				Budgeted Fund Source Amount	\$1,100.00
				+/- Difference	\$600.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		2000.00	\$0.00
1	1	7			\$14,500.00
1	4	7			\$0.00
1	7	10			\$0.00
				Sub-Total	\$14,500.00
				Budgeted Fund Source Amount	\$19,500.00
				+/- Difference	\$5,000.00

6400 Parent Inv. Healthy Snacks/Bus/Travel T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	2		1500.00	\$0.00
1	9	3			\$0.00
1	9	4			\$0.00
1	9	5			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$400.00
+/- Difference					\$400.00
Grand Total Budgeted					\$68,846.00
Grand Total Spent					\$37,700.00
+/- Difference					\$31,146.00

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