Garland Independent School District

Armstrong Elementary School

2023-2024 Goals/Performance Objectives/Strategies

Board Approval Date: October 24, 2023

Mission Statement

We, the community of Armstrong Elementary, make it our mission to excel in academics, develop strength of character, and contribute service to our society as exemplified by Colonel John W. Armstrong.

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Goals

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

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 47.3% in 2019 to 90% by 2025. (SY1920 interim goal = 59.0%) AES goal is 60.9% from 59.4%

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased planning for specific populations will improve student achievement on MAP and STAAR
    Staff Responsible for Monitoring: Administration, teachers
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Funding Sources: Subs for planning for small group instruction and intervention K-5 - 6100 Payroll- Title I Funds - $8,680, Subs for PLC planning for resource teachers - 6100 Payroll- Title I Funds - $580, PLC planning days for ALE teachers - 6100 Payroll- Title I Funds - $580, PLC planning for ECSE teacher - 6100 Payroll- Title I Funds - $290					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted instruction will improve student achievement on MAP and STAAR. **Staff Responsible for Monitoring:** Teachers		**Nov**	**Feb**	**Apr**	**June**
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** STAAR Subs for small group pullout/ push in - 199 - PIC 24 State Comp Ed Funds - $4,060					

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased performance for ELL students on MAP and STAAR
    Staff Responsible for Monitoring: Teachers, administrators
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Interventionist will provide targeted instruction daily to students in Tier 3 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tier 3 students will make progress on CBAs, MAP and STAAR tests.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Interventionist, Assistant Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will participate in weekly PLCs to analyze data, determine areas of instructional need	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 33.9% in 2019 to 70% by 2025. (SY1920 interim goal = 45.0%) AES goal is 44.8% from 41.3%.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased planning for specific populations will improve student achievement on MAP and STAAR **Staff Responsible for Monitoring:** Administration, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted instruction will improve student achievement on MAP and STAAR. **Staff Responsible for Monitoring:** Teachers	**Nov**	**Feb**	**Apr**	**June**
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased performance for ELL students on MAP and STAAR **Staff Responsible for Monitoring:** Teachers, administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Nearpod (Flocabulary) - 199 - PIC 25 Bil../ESL State Allotment Funds - $3,590				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 3: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 37.5% in 2019 to 76% by 2025. (SY1920 interim goal = 46.0%) AES goal is 65.7% from 64.2%.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased planning for specific populations will improve student achievement on MAP and STAAR				
Staff Responsible for Monitoring: Administration, teachers				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted instruction will improve student achievement on MAP and STAAR.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4)		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased performance for ELL students on MAP and STAAR **Staff Responsible for Monitoring:** Teachers, administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 4 Details		Reviews			
Strategy 4: Intervention aide will provide targeted instruction daily to ELL students as identified by data analysis of TELPAS, MAP, and local assessments.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: ELL performance and growth on TELPAS and STAAR test will improve. **Staff Responsible for Monitoring:** ELL aide, assistant principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 50.8% in 2019 to 80% by 2025. (SY1920 interim goal = 51.0%) AES goal is 74.9% from 70.1%

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased planning for specific populations will improve student achievement on MAP and STAAR
    Staff Responsible for Monitoring: Administration, teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted instruction will improve student achievement on MAP and STAAR. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased performance for ELL students on MAP and STAAR **Staff Responsible for Monitoring:** Teachers, administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 3, 4 and 5 on STAAR Math tests, will increase from 70.4% in 2019 to 90% by 2025. (SY1920 interim goal = 68.5%) AES goals are 3rd from 68% to 71.6, 4th from 57.5% to 59.4% and 5th from 75.6% to 79.2%.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased planning for specific populations will improve student achievement on MAP and STAAR **Staff Responsible for Monitoring:** Administration, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted instruction will improve student achievement on MAP and STAAR. **Staff Responsible for Monitoring:** Teachers	**Nov**	**Feb**	**Apr**	**June**
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased performance for ELL students on MAP and STAAR **Staff Responsible for Monitoring:** Teachers, administrators **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Interventionist will provide targeted instruction daily to students in Tier 3 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tier 3 students will make progress on CBAs, MAP and STAAR tests.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Interventionist, Assistant Principal **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will attend Autism training presented by GISD's sped department to improve understanding of autism and learn strategies to maximize instruction and student learning of autistic students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased performance of special education students on STAAR Math. **Staff Responsible for Monitoring:** Teachers, Admin				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 6: 85% of families surveyed will indicate they received valuable information about transitioning into Armstrong Elementary or to middle school by May 2023.

   Evaluation Data Sources: Survey from parents

Strategy 1 Details	Reviews			
Strategy 1: Students and families will participate in a transitional school activity where prekindergarten and kindergarten parents receive the expectations of the school and resources that prepare students for the upcoming year.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Identification of more students with special needs prior to start of year and fewer tardies and absences. **Staff Responsible for Monitoring:** Kindergarten teachers, assistant principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improved communication and parent participation **Staff Responsible for Monitoring:** Teachers, administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improved parent communication and participation. **Staff Responsible for Monitoring:** Teachers, administration				

Strategy 4 Details	Reviews			
Strategy 4: Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students and parents will be more comfortable with the transition to middle school. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Provide ongoing communication with parents about current curriculum in core areas in the weekly memo.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Stronger parent relationships and partnerships in regards to student academics. **Staff Responsible for Monitoring:** Teachers				

Strategy 6 Details	Reviews			
Strategy 6: We will provide book backpacks for our at risk students in order for them to practice oral reading and phonemic awareness skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved reading skills and increase reading skill retention over the summer break for students **Staff Responsible for Monitoring:** Admin, teachers, staff **Funding Sources:** Book backpacks for summer reading with parents - 6300 Parent Involvement. Supplies T1 - $1,751				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 7: Student attendance will improve to 98.5% for all students for 2022-23.

Evaluation Data Sources: Skyward attendance data

Strategy 1 Details			Reviews		
Strategy 1: Teachers will monitor and promote attendance for each student using parent education, positive measures and rewards as incentives.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance and academic performance **Staff Responsible for Monitoring:** Teachers, assistant principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction		**Nov**	**Feb**	**Apr**	**June**
Strategy 2 Details			Reviews		
Strategy 2: Counselors will provide social emotional lessons for teachers to implement to support their students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance and academic performance. **Staff Responsible for Monitoring:** Counselors **TEA Priorities:** Recruit, support, retain teachers and principals		**Nov**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 8: FEDERAL ACCOUNTABILITY (Add Targeted): Due to one or more student group performance student group in 2019 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

Asian Students: Reading Academic Achievement from 62 (2019) to at least 74 (min target) - MET in 2022 at 80%.
Asian Students: Mathematics Academic Achievement from 79 (2022) to at least 82 (min target)
Asian Students: Reading Growth from 75 (2019) to at least 77 (min target) - MET in 2022 at 87%.
Asian Students: Mathematics Growth from 84 (2019) to at least 86 (min target) - MET in 2022 at 91%.
Asian Students: Student Success (D1 STAAR Component) from 69 (2019) to at least 73 (min target) - MET in 2022 at 73%.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased planning for specific populations will improve student achievement on MAP and STAAR
    Staff Responsible for Monitoring: Administration, teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted instruction will improve student achievement on MAP and STAAR. **Staff Responsible for Monitoring:** Teachers	**Nov**	**Feb**	**Apr**	**June**
     TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			

Strategy 3: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4)
 	
    Strategy's Expected Result/Impact: Increased performance for ELL students on MAP and STAAR
    Staff Responsible for Monitoring: Teachers, administrators
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 9: Percent of student management incidents resulting in exclusionary consequences will decrease from 9.0% in 2019-2020 to 5.0% in 2022-2023.

  Evaluation Data Sources: Review 360 data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement appropriate interventions for students based on strategies learned from Professional Development in working with special needs students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in number of referrals from special education students. **Staff Responsible for Monitoring:** Special education staff, assistant principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Staff will use positive behavior intervention supports to decrease student incidents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in discipline incidents and exclusionary discipline	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, assistant principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement the PBIS (Positive Behavior Incentive System) to motivate students and reward positive behavior.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in office referrals for sped students, specifically students with autism. **Funding Sources:** PBIS materials - 199 - PIC 25 Bil../ESL State Allotment Funds - $967				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 10: 97% of students identified as gifted will achieve Meets level performance on Math and Reading STAAR for 3rd, 4th and 5th grade. (93% in 2022)

    Evaluation Data Sources: 2023 STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan student collaboration and projects at high levels of learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students identified as gifted will achieve Meets level on STAAR.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, GT liaison **TEA Priorities:** Connect high school to career and college				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	