

Garland Independent School District

Beaver Technology Center

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

Together as educators, students, and families, we provide a safe, diverse, and interactive learning community. Learning is enriched through real-world experiences using the latest technology and unique resources, so that all students are successful builders of their own futures.

Vision

We support learners by:

- **Building relationships between adults and children within our school and community;**
- **Guiding students to become responsible members of society who demonstrate integrity, creativity, and the ability to work collaboratively with others;**
- **Challenging students to reach their maximum potential by being critical thinkers, problem solvers, and life-long learners; and**
- **Fostering student enthusiasm in becoming technologically sophisticated.**

Table of Contents

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Goals | 4 |
| Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management. | 4 |
| Goal 2: Magnet Justification | 15 |

Goals





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

Performance Objective 1: Percent of students that demonstrate early literacy in 3rd-5th grade as measured by Meets Grade Level performance on STAAR Reading, will increase from Meets 50% in 2023 to 90% Meets by 2025. (SY23/24 interim goal = Approaches 80%, Meets 60%, Masters 40%)

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

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will utilize Balanced Literacy and math small group teacher-led instruction to specifically target and support individual student needs.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Reading and Math scores.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math -</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: All campus teachers will be actively engaging in writing strategies training throughout the school year during staff meetings and with the ELST to support short answer responses. Training will cover all curriculum areas.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR writing and reading scores.</p> <p>Staff Responsible for Monitoring: Administration and ELST</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 3: Vocabulary walls for every content area will be implemented in every classroom and updated weekly to give students a rich experience of vocabulary competency.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Science, Reading and Math scores.</p> <p>Staff Responsible for Monitoring: Administration, ELST</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Vocabulary Blended learning stations will be incorporated in every content area to promote vocabulary competency in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Reading and Math scores.</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Learning frames will be clarified through the use of quality LOs and DOLs in all classrooms.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Reading and Math scores.</p> <p>Staff Responsible for Monitoring: Administration, ELST</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Vertical planning teams will work together to clarify learning standards for each grade level, and plan for parental involvement opportunities to enrich student learning through parent meetings and parent training opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores and MAP progress</p> <p>Staff Responsible for Monitoring: Administrators, Professional Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |





| Strategy 7 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 7: Through the use of goal planning sessions, educational software and devices, students will receive differentiated instruction based on student learning needs.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores and MAP and MClass progress</p> <p>Staff Responsible for Monitoring: Administrators Professional Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Software and devices - 6300 Supplies and Materials- Title I Funds - \$26,257</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Teachers will receive training and supplies needed to support instruction to meet the needs of all students, particularly at-risk students, special education students, and emergent bilingual students (EB).</p> <p>Strategy's Expected Result/Impact: Improvement on STAAR, MClass and MAP</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - PIC 24 State Comp Ed Funds - \$5,730, - 199 - PIC 23 SPED State Allotment Funds - \$1,292, - 199 - PIC 25 Bil./ESL State Allotment 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> | | | | |

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

Performance Objective 2: Percent of Emergent Bilingual (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 37.5% in 2023 to 76% by 2025. (SY2021 interim goal = 46.0%)

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





| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Educational curriculum and supplies will be used to differentiate instruction for ELL students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores Improvement on TELPAS</p> <p>Staff Responsible for Monitoring: Administration and Professional Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,544</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: ELPS strategies will be further studied and implemented in all classrooms through professional development.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores Student improvement on TELPAS</p> <p>Staff Responsible for Monitoring: Administration, ELST</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 3: Academic response frames will be used in all classrooms to encourage dialogue using academic language</p> <p>Strategy's Expected Result/Impact: Improvement on TELPAS and STAAR</p> <p>Staff Responsible for Monitoring: Administration Professional Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Administration and teachers will use Ellevation data to ensure that the needs of EB students will be met during instruction.</p> <p>Strategy's Expected Result/Impact: Improvement on TELPAS and STAAR.</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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

Performance Objective 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 32.17% in 2023 to 80% Meets by 2025. (SY2022 interim goal = 50%)





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

| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 1: Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating.</p> <p>Strategy's Expected Result/Impact: Improved STAAR and MAP results</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Non-fiction literature including scientific topics will be incorporated during instruction.</p> <p>Strategy's Expected Result/Impact: Reinforcement of academic vocabulary</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 70.4% in 2019 to 90% by 2025. (SY1920 interim goal = 79.2%)

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





| Strategy 1 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, model drawings and other illustrations.</p> <p>Strategy's Expected Result/Impact: Improved STAAR and MAP results</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
|  No Progress  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 equity in student management.

Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 44.1% in 2019 to 5% by 2025. (SY2021 interim goal = 8.4%)

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 1: Instructional staff will use the Bring Out our Best binders (BOB Binders) to support the students on specialized behavior plans. (i.e. Individual Education Plans (IEPs), general education behavior plans, and behavior intervention plans - BIPs).</p> <p>Strategy's Expected Result/Impact: All behavior plans will be monitored through teacher use of BOB binder containing all specialized plan and information.</p> <p>Staff Responsible for Monitoring: Administration, Special education staff and Classroom teacher</p> <p>Title I: 2.5 -</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Every classroom will create a calm down space for students' use.</p> <p>Strategy's Expected Result/Impact: Fewer office referrals for behavioral outbursts</p> <p>Staff Responsible for Monitoring: Classroom Teachers Counselor Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Calm down strategies will be taught during guidance lessons.</p> <p>Strategy's Expected Result/Impact: Fewer student outbursts</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |





| Strategy 4 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 4: School-wide positive strategies and systems will be taught and instituted in order to encourage and promote positive behaviors through the use of Social Emotional Learning (SEL) strategies and other positive techniques for students, staff and parents/families.</p> <p>Strategy's Expected Result/Impact: Fewer student referrals to Review 360</p> <p>Staff Responsible for Monitoring: Administrators Counselor All faculty</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Vertical planning teams will work together to clarify behavior standards for each grade level, and plan for parental involvement opportunities to enrich student learning through the use of behavior strategies and offer parent meetings and parent training opportunities.</p> <p>Strategy's Expected Result/Impact: Higher levels of learning when behavior does not interrupt.</p> <p>Staff Responsible for Monitoring: Administration, teachers, counselor</p> <p>Title I: 2.5</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 equity in student management.

Performance Objective 6: Parental and Family Engagement with a partnership focus will continue to be a priority for the campus.

Evaluation Data Sources: Meeting agendas and sign-in sheets

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 1: Developed as partners, the parent and family engagement policy and school compact will include information about Title I and will be used to build campus capacity.</p> <p>Strategy's Expected Result/Impact: Greater involvement in all school areas</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: School readiness for incoming kindergarten students and transition support for exiting 5th grade students will be provided to parents and families.</p> <p>Strategy's Expected Result/Impact: Greater student success as transitions are made</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Kindergarten teachers, 5th grade teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Communicating with families will be through several methods: Skyward emails, school messenger calls, teacher Remind accounts, school newsletter, school and PTA flyers.</p> <p>Strategy's Expected Result/Impact: Greater parent/family involvement</p> <p>Staff Responsible for Monitoring: Administrators, counselor, teachers, PTA</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |





| Strategy 4 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 4: School-wide academic strategies will be taught and practiced in order to support student academic success through the use of academic strategy seminars, techniques, and games to be used and shared with staff, students, and families.</p> <p>Strategy's Expected Result/Impact: Increased family involvement and student success.</p> <p>Staff Responsible for Monitoring: Administration and teaching staff</p> <p>Funding Sources: Math games play and send home with families - 6300 Parent Involvement. Supplies T1 - \$2,251</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 2: Magnet Justification

Performance Objective 1: Throughout the 2021-2022 school year, we will provide 21st century learning experiences and connect learning to the real world for all students.

Evaluation Data Sources: Sample PBL information
STEAM School information

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will provide extra curricular programs through the STEAM school elective program and other extended programs.</p> <p>Strategy's Expected Result/Impact: STEAM school registration and enrollment in elective courses. STEAM School catalog. Enrichment for all students, not just magnet students</p> <p>Staff Responsible for Monitoring: Administration, Teachers, CTA</p> <p>Funding Sources: Supplies for STEAM school classes - 199 - Magnet Funds - \$11,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Project Based Learning will be used to create real-world connections to Texas Essential Knowledge and Skills.</p> <p>Strategy's Expected Result/Impact: Sustainable lesson designs that create higher levels of engagements and improved instructional quality: Real-world field experiences for students, PBL student products, STAAR data (masters performance).</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: Supplies for PBLs - 199 - Magnet Funds - \$14,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 3: Teachers will utilize differentiated software and curriculum materials to meet the academic needs of all students, including enrichment resources for magnet students.</p> <p>Strategy's Expected Result/Impact: STAAR data (masters performance) MAP growth</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: Software and curriculum - 199 - Magnet Funds - \$6,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Field trips will be scheduled that connect classroom instruction and PBLs to create real world connections.</p> <p>Strategy's Expected Result/Impact: Real world field experiences for students; Improved implementation of PBLs</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - Magnet Funds - \$26,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Teachers will be provided with substitutes for strategic planning days in order to better facilitate planning for PBLs and other units of study.</p> <p>Strategy's Expected Result/Impact: Sustainable lesson designs that create higher levels of engagement and improved instructional quality.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Secretary</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - Magnet Funds - \$18,000</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> | | | | |