# Garland Independent School District Classical Center At Vial Elementary School 2023-2024 Goals/Performance Objectives/Strategies



# **Mission Statement**

We learn. We Care. We lead.

# Vision

Inspire others to lead everywhere, every day.

# **Value Statement**

We will:

Be Responsibile Be Respectful Be Kind Be eager to learn

and together be a part of the Vial Viking Community.

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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 63% to 70% by May 2024. (2024-2025 target is 90%.)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 54% to 60% by May 2024. (2024-2025 target is 90%.)

Percent of students in grade 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 73% to 80% by May 2024. (2024-2025 target is 90%.)

\*\*\* Awaiting scores from TEA to finalize objective and strategies.\*\*\*

#### **HB3** Goal

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

Strategy 1 Details		Rev	views	
Strategy 1: Teachers will internalize lessons to understand the Reading TEKS, learning objectives, instructional strategies,		Formative		Summative
academic vocabulary, analyze Exit Tickets, prepare supplemental resources in collaboration with instructional coaches.  Strategy's Expected Result/Impact: Increase in teacher understanding of reading curriculum. Increase student mastery of the Reading TEKS and participate in engaging activities. We will track students' progress using Curriculum Based Assessment (CBA) data and mCLASS reports.  Staff Responsible for Monitoring: Administrators, classroom teachers, and Instructional Coaches (ELST and CST)  Title I:	Nov	Feb	Apr	June
2.4, 2.5, 2.6  - TEA Priorities:  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - ESF Levers:  Lever 1: Strong School Leadership and Planning  Funding Sources: SPED Subs for Instructional Planning for SPED teacher (3-half days) - 199 - PIC 23 SPED State  Allotment Funds - \$240, 11 subs for Instructional Planning for Grading Cycles 2, 3, and 4 (half days and shared between teachers. Ex: K&3rd)) - 6100 Payroll- Title I Funds - \$5,280, Education supplies/resources - 199 - PIC 23 SPED State Allotment Funds - \$356				

Strategy 2 Details		Rev	iews	
Strategy 2: Implement and maintain an instructional schedule that provides 150 minutes of Language Arts instruction for		Formative		Summative
(Kinder - 3rd grade) and 120 minutes (4th & 5th grade) that includes reading intervention and small group reading instruction for Kinder - 3rd grade using Amplify Literacy curriculum, mCLASS curriculum, and/or MAP Learning Continuum.	Nov	Feb	Apr	June
<b>Strategy's Expected Result/Impact:</b> Instructional schedule that allows for in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).				
Staff Responsible for Monitoring: Administrators, classroom teachers				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning				
Strategy 3 Details		Rev	iews	
Strategy 3: The Title 1 Intervention Specialist will collaborate with teachers to identify students for reading intervention		Formative		Summative
instruction for Tier 2 and Tier 3 according to MAP, mCLASS, and/or iReady.  Strategy's Expected Result/Impact: Close reading gaps that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Title 1 Intervention Specialist, classroom teachers, and administrators.				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: 11 subs needed for BOY mCLASS testing 6100 Payroll- Title I Funds - \$3,040, 11 subs needed for MOY mCLASS testing 6100 Payroll- Title I Funds - \$3,040 Payroll- Title I Funds - \$3,040				

Strategy 4 Details		Reviews			
Strategy 4: The principal, assistant principal, instructional coaches, and teachers will facilitate Weekly Data Meetings to		Formative		Summative	
build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, and creating reteach plans, that includes a focus on Emergent	Nov	Feb	Apr	June	
Bilingual and Special Education students.					
<b>Strategy's Expected Result/Impact:</b> Increase in teacher understanding of reading curriculum that allows for in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).					
Staff Responsible for Monitoring: Administrators, ELST, CST, and teachers.					
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math					
Strategy 5 Details		Revi	iews		
<b>Strategy 5:</b> Reading teachers will provide targeted STAAR intervention/review during the school day.		Formative			
Strategy's Expected Result/Impact: Increase performance in grades 3rd-5th for all STAAR subjects.	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: Increase performance in grades 3rd-5th for all STAAR subjects.  Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators	Nov	Feb	Apr	June	
Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators  Title I:	Nov	Feb	Apr	June	
Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators  Title I: 2.4, 2.5, 2.6	Nov	Feb	Apr	June	
Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators  Title I:	Nov	Feb	Apr	June	
Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators  Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers:	Nov	Feb	Apr	June	
Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators  Title I: 2.4, 2.5, 2.6  - TEA Priorities: Build a foundation of reading and math	Nov	Feb	Apr	June	

Strategy 6 Details		Rev	views	
Strategy 6: Administrators and Instructional Coaches will conduct frequent coaching conferences in which reinforcements		Formative		Summative
and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning.	Nov	Feb	Apr	June
<b>Strategy's Expected Result/Impact:</b> Increase in percentage of students scoring at the Meets performance level on CBAs and STAAR. Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).				
Staff Responsible for Monitoring: K-5th teachers, Instructional Coaches, and Administrators				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,	X Discor	ntinue		

**Performance Objective 2:** Percent of students in grade 3 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 48% to 60% by May 2024. (2024-2025 target is 90%.)

Percent of students in grade 4 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 60% to 70% by May 2024. (2024-2025 target is 90%.)

Percent of students in grade 5 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math, will increase from 65 to 75% by May 2024. (2024-2025 target is 90%.)

\*\*\* Awaiting scores from TEA to finalize objective and strategies.\*\*\*

## **HB3** Goal

Evaluation Data Sources: STAAR spring administration testing data file

Strategy 1 Details		Rev	iews	
Strategy 1: Teachers will internalize lessons to understand the Math TEKS, learning objectives, instructional strategies,		Formative		Summative
academic vocabulary, analyze Exit Tickets, prepare supplemental resources in collaboration with instructional coaches.	Nov	Feb	Apr	June
<b>Strategy's Expected Result/Impact:</b> Increase in teacher understanding of the math curriculum. Increase student mastery of the Math TEKS and participate in engaging activities. We will track students' progress using Curriculum Based Assessment (CBA) data and mCLASS reports.				
Staff Responsible for Monitoring: Administrators, classroom teachers, and Instructional Coaches (ELST and CST)				
Title I: 2.4, 2.5, 2.6				
- TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers:				
Lever 1: Strong School Leadership and Planning				
<b>Funding Sources:</b> 1 SPED sub for Instructional Planning for SPED teacher (3-half days) - 199 - PIC 23 SPED State Allotment Funds - \$240, 11 subs for Instructional Planning for Grading Cycles 2, 3, and 4 (half days and shared between teachers. Ex: K&3rd)) - 6100 Payroll- Title I Funds - \$5,280				

Strategy 2 Details		Reviews			
Strategy 2: The Title 1 Intervention Specialist will collaborate with teachers to identify students for math intervention		Formative		Summative	
instruction for Tier 2 and Tier 3 according to MAP Math and/or iReady data.	Nov	Feb	Apr	June	
<b>Strategy's Expected Result/Impact:</b> Close reading gaps that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).					
<b>Staff Responsible for Monitoring:</b> Title 1 Intervention Specialist, classroom teachers, and administrators.					
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction					
Strategy 3 Details		Rev	iews		
Strategy 3: Implement and maintain an instructional schedule that provides 120 minutes of Math instruction using Eureka		Formative		Summative	
Math curriculum.	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: Instructional schedule that maximizes in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).  Staff Responsible for Monitoring: Administrators, classroom teachers					
Title I:					
2.4, 2.5, 2.6					
- TEA Priorities:					
Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers:					
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction					

Strategy 4 Details		Reviews		
Strategy 4: The principal, assistant principal, instructional coaches, and teachers will facilitate Weekly Data Meetings to		Formative		Summative
build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, and creating reteach plans.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in teacher understanding of math curriculum that promotes in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).				
Staff Responsible for Monitoring: Administrators, ELST, CST, and teachers.				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math				
Strategy 5 Details		Rev	iews	
Strategy 5: Administrators and Instructional Coaches will conduct frequent coaching conferences in which reinforcements		Formative		Summative
and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in percentage of students scoring at the Meets performance level on CBAs and STAAR. Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement (MAP Reading reports, mCLASS reports, Curriculum Based Assessments (CBAs), and Exit tickets).  Staff Responsible for Monitoring: K-5th teachers, Instructional Coaches, and Administrators  Title I: 2.4, 2.5, 2.6  - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 6 Details		Rev	riews	
Strategy 6: Math teachers will provide targeted STAAR intervention/review during the school day.		Formative		Summative
Strategy's Expected Result/Impact: Increase performance in grades 3rd-5th for all STAAR subjects.  Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators	Nov	Feb	Apr	June
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Subs needed during STAAR intervention (approximately 91 subs @ \$160) 6100 Payroll- Title I Funds - \$4,085, Subs needed during STAAR intervention (approximately 13 subs @ \$160) 199 - PIC 24 State Comp Ed Funds - \$2,070				
No Progress Continue/Modify	X Discon	tinue		

**Performance Objective 3:** Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase to 60% by May 2024.

\*\*\* Awaiting scores from TEA to finalize objective and strategies.\*\*\*

## **HB3 Goal**

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

Strategy 1 Details	Reviews Formative Nov Feb Apr			
Strategy 1: Teachers will internalize lessons to understand the Science TEKS, learning objectives, instructional strategies,		Formative		Summative
academic vocabulary, analyze Exit Tickets, prepare supplemental resources in collaboration with instructional coaches and/or Science Instructional Design Facilitators (IDFs).	Nov	Feb	Apr	June
<b>Strategy's Expected Result/Impact:</b> Increase in teacher understanding of the science curriculum. Increase student mastery of the Science TEKS and participate in engaging activities. We will track students' progress using Curriculum Based Assessment (CBA) data and mCLASS reports.				
Staff Responsible for Monitoring: Teachers and Administrators				
Title I:				
2.4, 2.6				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
<b>Funding Sources:</b> 2 subs for Instructional Planning for Grading Cycles 2, 3, and 4 (half days and shared between teachers. Ex: K&3rd)) - 6100 Payroll- Title I Funds - \$960				

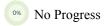
Strategy 2 Details	Reviews			
Strategy 2: Science STAAR intervention/review for 5th grade teachers.		Formative		Summative
Strategy's Expected Result/Impact: Increased performance in Science STAAR	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Science Teachers, Instructional Coaches, and Administrators				
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Connect high school to career and college				
- ESF Levers:				
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Funding Sources: Subs needed during STAAR intervention (approximately 2 subs @ \$160) 199 - PIC 24 State				
Comp Ed Funds - \$320, Subs needed during STAAR intervention (approximately 18 subs @ \$160) 199 - PIC 25				
Bil/ESL State Allotment Funds - \$2,990				
No Progress Accomplished Continue/Modify	X Discon	tinuo	1	
Accomplished — Continue/Modify	Discon	unue		

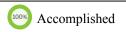
**Performance Objective 4:** Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase to 57% by May 2024 (2024-2025 target is 76%.)

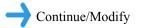
\*\*\* Awaiting scores from TEA to finalize objective and strategies.\*\*\*

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

Strategy 1 Details		Rev	iews	
Strategy 1: The LPAC administrator and/or Multilingual Department will provide professional development that targets		Formative		Summative
Sheltered Instruction.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Lesson plans, writing samples, exit tickets, classroom observations			-	
Staff Responsible for Monitoring: Administrators and classroom teachers				
Title I:				
2.4, 2.5				
- TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning				
Strategy 2 Details		Rev	iews	
Strategy 2: Teachers will utilize Sheltered Instruction focused (specifically emphasizing English language development),	Formative	Formative		
targeted (aligned to ELL student proficiency levels) and systematic (scaffolding instruction to meet student progress and ensure College/Career Readiness) in developing English language skills.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improvement of Emergent Bilingual students performance in TELPAS.				
Staff Responsible for Monitoring: Administrators, ELST, CST, and teachers.				
Title I:				
2.4, 2.5, 2.6 TEA Principles				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:				
	I		1	
Lever 5: Effective Instruction				





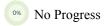


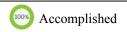


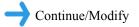
**Performance Objective 5:** Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease to 44% by May 2024.

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

Strategy 1 Details	Reviews				
Strategy 1: Positive Behavior Intervention Supports (PBIS) committee will create and implement campus behavior	Formative			Summative	
expectations for the classroom and all common areas (cafeteria, hallways, restroom, playground) that includes an incentive program and will meet quarterly to review behavior data.	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: Behavior incidents will reduce to 25% for simple assault incidents.					
<b>Staff Responsible for Monitoring:</b> PBIS committee, Teachers, paraprofessionals, custodial staff, cafeteria staff, and administrators					
Title I:					
2.4, 2.5, 2.6					
- TEA Priorities:					
Build a foundation of reading and math					
- ESF Levers:					
Lever 3: Positive School Culture - Targeted Support Strategy					
Funding Sources: Incentives for positive behavior - 199 - PIC 24 State Comp Ed Funds - \$1,000, Incentives for positive behavior - 199 - PIC 25 Bil/ESL State Allotment Funds - \$1,000					
Strategy 2 Details	Reviews				
Strategy 2: Counselor will provide Social Emotional (SEL) Learning lessons to every class at least once per grading cycle	Formative Sur			Summative	
and provide teachers SEL lessons will meet the needs of their students.	Nov	Feb	Apr	June	
<b>Strategy's Expected Result/Impact:</b> Provide students opportunities to effectively communicate needs and build positive relationships with teachers and peers.	1101	100	трі	June	
Staff Responsible for Monitoring: Counselor and teachers.					
Title I:					
2.6					
- ESF Levers:					
Lever 3: Positive School Culture					









**Performance Objective 6:** By April 2024, at least 50% of students are represented by parents during family engagement events.

Evaluation Data Sources: Surveys, sign-in sheets, and agendas

Strategy 1 Details	Reviews			
trategy 1: The principal and assistant principal will provide Title 1 meetings on different days and time to update parents	Formative			Summative
about academic performance and the School-Parent compact policy.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Newsletters, apps, classroom observations			•	
Staff Responsible for Monitoring: Administrators and classroom teachers				
Title I:				
2.4, 2.5				
- TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Funding Sources: Supplies & Materials - 6300 Parent Involvement. Supplies T1 - \$2,229				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The counselor will provide sessions before parent and family engagement nights to support parents of 5th grade	Formative			Summative
students with transitioning from elementary to middle school.	Nov	Feb	Apr	June
<b>Strategy's Expected Result/Impact:</b> Increase parent understanding of school of choice and subject of choice for middle school.			-	
Staff Responsible for Monitoring: Counselor				
Title I:				
4.1, 4.2				
- ESF Levers:				
Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: The campus will host various family engagement events that provide academic support for reading and math.	Formative			Summative
Strategy's Expected Result/Impact: Increase parent knowledge of how to support their students in reading and math.  Staff Responsible for Monitoring: All professional staff.	Nov	Feb	Apr	June
Title I: 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop jointly with, and distribute to parents, a written Parent-Family Engagement 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	Formative			Summative
	Nov	Feb	Apr	June
parents, families and community members, additional language translation of the policy will be made available at no cost.  Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture				
Strategy 5 Details	Reviews			
Strategy 5: Develop jointly with, and distribute to parents, a School-Parent Compact, which will describe the shared	Formative Summative			
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.	Nov	Feb	Apr	June
Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide Parent-Teacher conferences in the Fall and Spring to provide parents with important information such as student strengths, areas for growth, academic progress (MAP, CBAs, mCLASS), and if intervention or tutoring is needed.		Summative		
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Learn academic and social-emotional progress for their child.				
Staff Responsible for Monitoring: Teachers and Administrators				
Title I:				
4.1, 4.2				
- ESF Levers:				
Lever 3: Positive School Culture				
Strategy 7 Details	Reviews			
Strategy 7: Communicate with parents in multiple ways to update parents about curriculum and school events.  Strategy's Expected Result/Impact: Increase parent involvement in family engagement events and update parents about curriculum.	Formative Sum			Summative
	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Teachers and Administrators.				
ESF Levers:				
Lever 3: Positive School Culture				
No Progress Accomplished — Continue/Modify	X Discor	tinue		

## Goal 2: Magnet Funding Justification

**Performance Objective 1:** Vial will continue to provide a high quality Fine Arts and Dual Language programs for all students in K-5.

**Evaluation Data Sources:** Newsletters, surveys, magnet tours

Strategy 1 Details	Reviews			
Strategy 1: Fine arts teachers will attend training and conferences to support their continuing professional development.	Formative			Summative
Strategy's Expected Result/Impact: Quality productions and presentations in Fall and Spring.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administrators, classroom teachers			1	
Title I:				
2.4, 2.5				
- TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning				
Funding Sources: Supplies & Materials - 199 - Magnet Funds - \$3,000				
Strategy 2 Details	Reviews			
Strategy 2: Resources and equipment will be purchased to support the integration of technology, best-research practices,	Formative Sumi			Summative
and high quality instruction in the Classical Dual Language magnet program.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase student understanding and performance in Reading and Math.			1	
Staff Responsible for Monitoring: Teachers, ELST, CST, and Administrators.				
Title I:				
2.5				
- TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				
- ESF Levers:				
Lever 5: Effective Instruction				
<b>Funding Sources:</b> Achieve 3000 and other supplies for classroom enrichment - 199 - Magnet Funds - \$20,250				

Strategy 3 Details	Reviews			
Strategy 3: Resources and equipment will be purchased to support the integration of technology, best-research practices,	Formative			Summative
and high quality instruction in the Classical magnet program.  Strategy's Expected Result/Impact: Increase student understanding and performance in Drama, Piano, Art, and Music.  Staff Responsible for Monitoring: Drama teacher, Piano teacher, Art teacher, Music teacher, and Administrators.	Nov	Feb	Apr	June
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Supplies, resources, and professional development 199 - Magnet Funds - \$20,250				
Strategy 4 Details	Reviews			
Strategy 4: Provide educational excursions (field trips) for students that are aligned with TEKS and district curriculum.	Formative			Summative
Strategy's Expected Result/Impact: Students will be able to access and acquire the TEKS and participate in engaging activities.  Staff Responsible for Monitoring: Teachers and Administrators	Nov	Feb	Apr	June
Title I: 2.4, 2.5, 2.6  Funding Sources: Educational Excursions for students in each grade level - 199 - Magnet Funds - \$9,000				
Strategy 5 Details		Re	views	
Strategy 5: Provide a variety of print media to be utilized for instructional activities.	Formative S			Summative
Strategy's Expected Result/Impact: Higher level of student engagement and increased academic achievement.	Nov	Feb	Apr	June
Funding Sources: Color Copier and Poster Maker supplies - 199 - Magnet Funds - \$14,500				
Strategy 6 Details	Reviews			
Strategy 6: Increase student engagement by incentivizing hard work and effort.	Formative S			Summative
Funding Sources: Incentives for students - 199 - Magnet Funds - \$3,000	Nov	Feb	Apr	June
No Progress Accomplished — Continue/Modify	X Discor	I ntinue	1	