

Garland Independent School District
Spring Creek Elementary School
2023-2024 Goals/Performance Objectives/Strategies

Board Approval Date: October 24, 2023
Public Presentation Date: August 24, 2023

Mission Statement

The mission of Spring Creek Elementary is to provide a positive learning environment for our widely diverse population. We are committed to helping our students achieve our school motto: "If it is to be, it is up to me."

Vision

Spring Creek is unified in our expectations and accountability with a focus on individual emotional and academic needs with a willingness to grow.

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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 graduation rates and decreasing student management incidences. 4







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 percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 55% in 2023 to 73% (4th Grade will increase from 49% to 73%; 5th Grade will increase from 68% to 73%).







Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use weekly mini-lessons to scaffold and spiral previously taught concepts.</p> <p>Strategy's Expected Result/Impact: Increase in student reading comprehension and student learning results</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4, 7</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize AVID strategies of organization in agendas, one-pagers, philosophical chairs, four corners, three-column notes, and chalk talk to improve engagement and understanding of concepts of all learners.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; lesson plans include AVID strategies weekly</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Payroll for AVID Conference - 6100 Payroll- Title I Funds - \$1,200, Registration to AVID Conference - 6200 Contracted Services/Registration- Title I Fun - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				







Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize Professional Learning Committees (PLCs) to disaggregate data from the Measure of Academic Performance (MAP), Curriculum-Based Assessments (CBAs), and formative assessments to create strategies to increase student mastery of academic performance in the areas of problem-solving skills, writing, vocabulary, technology, abstract thinking and differentiate instruction to meet the needs of Gifted/Talented (GT), Special Education, Emergent Bilingual (EBs), At-Risk, African American and Hispanic students through targeted reteach and review.</p> <p>Strategy's Expected Result/Impact: Increase student learning results; ongoing PLC meetings, lesson plans including differentiated strategies; enrichment/intervention schedule</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies and Materials - 199 - PIC 23 SPED State Allotment Funds - \$712</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will engage students with technology in all core subjects with one on one, small group and whole-group activities to help students deepen their understanding of content and improve their ability in important technological skills.</p> <p>Strategy's Expected Result/Impact: Increase student learning of the academic concepts and improve their ability to problem-solve.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Parents will be given information about academic subjects and ways to help their child at home during parent meetings, AVID, Meet the Teacher, and parent conferences.</p> <p>Strategy's Expected Result/Impact: Increase in Parent engagement survey results; Parent study guides, exit tickets and newsletters</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will conduct Kindergarten orientation to inform parents of Kindergarten expectations and the counselor will meet with all 5th-grade students to help transition to middle school.</p> <p>Strategy's Expected Result/Impact: Parent Roundup Attendance; Middle School Transition Materials</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: The Interventionist will instruct Tier 3 students four days a week in small groups to provide targeted instruction in both reading and math using mCLASS intervention, i-Ready, and other hands-on materials to engage students in visual/hands-on activities to grow in understanding of concepts.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results</p> <p>Staff Responsible for Monitoring: Interventionist, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Books and Materials for Small Groups - 6300 Supplies and Materials- Title I Funds - \$1,600</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will implement skills to small groups based on the learning continuum to implement rigorous lessons/activities to address the TEKS not mastered on MAP, CIRCLE, mCLASS and assessments.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4, 7</p> <p>Funding Sources: Subs to pull small groups to target low mCLASS and MAP skills. - 6100 Payroll- Title I Funds - \$13,360</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will provide remediation activities for students during the day and two days a week before or after school who have not met performance expectations on STAAR or are in danger of failing a subject to specifically target and support individual student needs with an emphasis on EB, SpEd and African American and Hispanic students.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$15,192, Supplies and Materials - 199 - PIC 24 State Comp Ed Funds - \$3,877.50</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will utilize data from CIRCLE, mCLASS and MAP to plan small group teacher-led instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: The Interventionist, Special Education, Dyslexia, Kindergarten, and First Grade Teachers will implement key reading practices.</p> <p>Strategy's Expected Result/Impact: Students have access to high-quality reading and writing instruction. Teachers complete the Reading Academy.</p> <p>Staff Responsible for Monitoring: ELST, Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: Teachers will enhance students' core subject concepts through educational field trips including to the GRCTC, high school plays, grade level field trips to reinforce TEKS including the transportation to get there on buses, and a college for hands-on/visual/involvement and to promote CCMR.</p> <p>Strategy's Expected Result/Impact: Increase student learning results; Field Trip attendance</p> <p>Staff Responsible for Monitoring: Counselor, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Travel including buses - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$10,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: Reading/Writing Vertical teams will meet once in the fall and once in the spring to identify gaps between grades and to develop instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; Common writing expectations</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: Students will complete 5-10 minutes of weekly free-writing to improve their writing skills.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; lesson plans include free writing time</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 15 Details	Reviews			
<p>Strategy 15: Teachers will implement the writer's workshop model - mini-lesson, independent writing, revising, editing, coaching/conferencing, sharing weekly.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; lesson plans include writer's workshop model components</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 16 Details	Reviews			
<p>Strategy 16: Teachers will implement the "writing in the margin" AVID strategy weekly and use revising and editing concepts to strengthen grammar rules to improve student grammar rules and reading comprehension.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; lesson plans include AVID strategies</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 17 Details	Reviews			
<p>Strategy 17: Teachers will provide weekly opportunities for students to show their comprehension of a passage through writing by justifying their written response based on text evidence.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 18 Details	Reviews			
<p>Strategy 18: Teachers will utilize high-quality instructional materials with Amplify for Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; lesson plans include Amplify implementation.</p> <p>Staff Responsible for Monitoring: ELST, CST, Administrators, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: 29% of all 3-5 grade students scored masters on the Reading and Math STAAR tests. Root Cause: Differentiated instruction did not target learning.</p> <p>Problem Statement 7: According to the preliminary 2023 STAAR results, 3rd grade African American students scored 71% approaches, 41% meets, and 18% masters on RLA STAAR. 3rd grade Hispanic students scored 14% masters on RLA STAAR. 4th grade African American students 46% meets and 17% masters on RLA STAAR. 4th grade Hispanic students scored 39% meets and 14% masters on RLA STAAR. Root Cause: Small groups with differentiated instruction did not target learning.</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 2: 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 64% in 2023 to 70%.










Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide remediation activities and instruction for students who have not met performance expectations on STAAR or are in danger of failing a subject to specifically target and support individual student needs with an emphasis on Emergent Bilingual (EB) students. Identified teachers will provide intervention during the day and tutor students two days a week.</p> <p>Strategy's Expected Result/Impact: Increase student learning results; enrichment/intervention schedule</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies and Materials - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,901</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide visuals throughout the classroom for students to recognize words with pictures, allow oral reading time and give opportunities for students to express themselves through written and oral language daily.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; walkthrough data</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize Sheltered Instruction strategies weekly Strategy's Expected Result/Impact: Increase in student learning results; walkthrough data Staff Responsible for Monitoring: Teresa, Administration Title I: 2.4, 2.6	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 3: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 33% in 2023 to 50%.

Strategy 1 Details	Reviews			
<p>Strategy 1: 5th grade teachers will tutor small groups before or after school to reinforce targeted science concepts taking the understanding from concrete to the abstract.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; tutoring attendance</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Payroll - 6100 Payroll- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize PLCs to disaggregate data from MAP, CBAs, and formative assessments to create strategies to increase student mastery of academic performance in the areas of problem-solving skills, writing, vocabulary, technology, abstract thinking and differentiate instruction to meet the needs of GT, SpEd, EB, and At-Risk, African American and Hispanic students through targeted reteaching and review.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results, ongoing PLCs</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Vertical teams will meet once in the fall and once in the spring to identify gaps between grades and to develop instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase student learning results; common vertical Science expectations and strategies</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize small groups to focus on individual student needs.</p> <p>Strategy's Expected Result/Impact: Student learning results</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Subs for small groups - 6100 Payroll- Title I Funds - \$2,000, Supplies for Science - 6300 Supplies and Materials- Title I Funds - \$2,585</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 5th grade students will access the computer lab to help reinforce science skills.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; computer lab attendance</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
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Performance Objective 3 Problem Statements:







Student Learning







Problem Statement 5: 33% of students scored Meets or higher on the 5th Grade Science test. **Root Cause:** Hands-on learning was limited due to not spending enough time prepping the materials.









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 percent of students in grade 5 demonstrating mathematical proficiency measured by Meets Grade Level performance on STAAR Math, will increase from 56% in 2023 to 75% (3rd Grade will increase from 56% to 75%; 4th Grade will increase from 65% to 75%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide mini-lessons to spiral skills to retain previously taught concepts using the learning continuum to support student needs.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; lesson plans include mini-lessons</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide weekly timed math facts to provide ongoing reinforcement of concepts as they increase throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; lesson plans include fact practice</p> <p>Staff Responsible for Monitoring: Build a foundation of reading and math</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize ST Math and iReady computer programs weekly to individualize instruction for each child.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; program usage</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</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: Vertical teams will meet once in the fall and once in the spring to identify gaps between grades and to develop instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; common vertical math expectations and strategies</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 2.4, 2.5, 2.6</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: Teachers will utilize PLCs to create the instructional planning calendar, unpack the TEKS, create lessons plans and analyze student work to create rigorous/scaffold instruction with reteach and review.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; Instructional Planning Calendars include daily demonstrations of learning</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3, 4, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will show students multiple strategies for problem solving and allow students to share multiple strategies in collaborative groups.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; Classroom Walkthroughs</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will use STAAR formatted questions to support student learning as they move from concrete to the abstract.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will display anchor charts with models and academic language.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; Classroom walkthroughs</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will provide remediation activities and instruction for students who have not met performance expectations on STAAR or in danger of failing a subject to specifically target and support individual student needs with an emphasis on EB, SpEd, African American, and Hispanic.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; Tutoring attendance</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3, 6</p> <p>Funding Sources: Subs for small groups - 6100 Payroll- Title I Funds - \$10,827, Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$18,106, Supplies and Materials - 199 - PIC 24 State Comp Ed Funds - \$3,877.50, Supplies and Materials - 199 - PIC 23 SPED State Allotment Funds - \$712</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will utilize high-quality instructional materials with Eureka for Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; lesson plans include Eureka implementation.</p> <p>Staff Responsible for Monitoring: CSTs, Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</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 4 Problem Statements:





Student Learning
<p>Problem Statement 3: According the preliminary 2023 STAAR results, Special education students scored 0% Approaches in 3rd grade, 22% meets in 4th grade, and 20% meets in 5th grade in Math STAAR. Root Cause: Differentiated instruction did not target individual gaps.</p>
<p>Problem Statement 4: 29% of all 3-5 grade students scored masters on the Reading and Math STAAR tests. Root Cause: Differentiated instruction did not target learning.</p>







Student Learning









Problem Statement 6: 69% of 3-5 African American students scored Approaches on Math STAAR, with 55% meets and 18% Masters. **Root Cause:** Small groups did not differentiated instruction.

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 student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 21.5% in 2023 to 13.8% (35% by 2025)





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop student character through social-emotional and positive behavior activities and programs to promote self-esteem and positive behavior for all of our students.</p> <p>Strategy's Expected Result/Impact: Review 360 reports will show a decrease in exclusionary consequences; Guidance and Counseling schedule of campus activities and programs</p> <p>Staff Responsible for Monitoring: Administrators, Behavior Committee, Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$2,517</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will be given information about academic subjects and ways to help students at home at PTA, AVID, Meet the Teacher Night and parent conferences, including ways to be college, career & military ready.</p> <p>Strategy's Expected Result/Impact: Family Engagement Survey results show an increase that parents feel well-informed; Parent learning night attendance; study guides and newsletters</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				

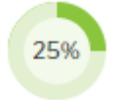





Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Behavior Committee will meet once a grading period to review campus behavior data, review common expectations and create next steps.</p> <p>Strategy's Expected Result/Impact: Review 360 reports will show a decrease in exclusionary consequences; Campus Behavior Committee agendas and next steps</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement PBIS and CHAMPS strategies school-wide, including a campus-wide behavior chart and behavior documentation folder.</p> <p>Strategy's Expected Result/Impact: Review 360 reports will show a decrease in exclusionary consequences; Increase in positive behaviors</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, bullying, drug and violence prevention, building relationships with students, and working with students from different populations, including students visiting the office frequently.</p> <p>Strategy's Expected Result/Impact: Review 360 reports will show a decrease in exclusionary consequences; Increase in positive behaviors</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 6 Details	Reviews			
<p>Strategy 6: A school-wide incentive chart will be utilized in the front office to reward positive behaviors school-wide.</p> <p>Strategy's Expected Result/Impact: Increase in positive behaviors.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Before and after school clubs, tutors, and our Helping Hands program will be utilized to mentor students in need, including students receiving office referrals frequently.</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 graduation rates and decreasing student management incidences.

Performance Objective 6: By May 2024, 90% of parents and families will state on the parent/family survey that they "Always" or "Almost Always" receive information and materials regarding ways to help their child and are actively recruited to serve on campus or district committees and in languages that meet the needs of their family.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and students will utilize agendas to send home information to parents about current and future learning.</p> <p>Strategy's Expected Result/Impact: Use of student/parent agendas; Parents informed on student learning.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will send home resources that parents and families can use at home throughout the year.</p> <p>Strategy's Expected Result/Impact: Parents informed on academic resources.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 4.2 Funding Sources: Supplies and Materials - 6300 Parent Involvement. Supplies T1 - \$2,251</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will conduct an AVID parent night in the spring where families will participate with hands-on activities during the campus event. Activities will support TEKS learning that has occurred in the classroom.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, agendas, parents informed of academic expectations; Parent Exit Tickets</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will send home information to parents and families in languages that meet the needs of their family on how they can be involved by serving on school and district committees.</p> <p>Strategy's Expected Result/Impact: Parents informed of opportunities to be involved and increased participation on school and district committees.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: A written Parent Family Engagement policy will be developed jointly and distributed to parents that describes how the school will inform parents of the school's participation in the Title 1, 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 available at no cost.</p> <p>Strategy's Expected Result/Impact: Parents involved in the development of the compact and policy.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: A school-parent compact will be developed jointly and distributed to parents and families and 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.</p> <p>Strategy's Expected Result/Impact: Parents involved in the development of the compact and policy.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide Professional Development opportunities for staff and families on best practices to create a culturally competent and inclusive environment for families.</p> <p>Strategy's Expected Result/Impact: Create a culturally competent and inclusive environment for families.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Families will attend fall Parent-Teacher conferences will have an opportunity to review and provide feedback on the school-parent compact.</p> <p>Strategy's Expected Result/Impact: Parents will have input on the school-parent compact.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 9 Details	Reviews			
<p>Strategy 9: Parents and families will have opportunities to learn about school performance data, state academic standards, current levels of student achievement, and strategies for supporting student learning at home in languages that meet the needs of their families.</p> <p>Strategy's Expected Result/Impact: Increased student learning Staff Responsible for Monitoring: Parents, Teachers, Administration</p> <p>Title I: 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: On PTA event nights, a parent orientation will be offered prior to the event for new families or anyone needing a refresher.</p> <p>Strategy's Expected Result/Impact: Increased parent communication Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.2 Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

Perceptions
<p>Problem Statement 2: According to the staff and parent survey, students are not following dress code requirements. Root Cause: There is inconsistency with teachers sending home dress code expectations and non-compliance notices to parents.</p>

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

Performance Objective 7: By May 2024, 65% of students will hit their end-of-the-year growth projection in MAP Reading and 70% in MAP math.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide mini-lessons to spiral skills to retain previously taught concepts using the learning continuum to support student needs.</p> <p>Strategy's Expected Result/Impact: Increase in student learning results; lesson plans include mini-lessons</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will sign the Goal Crusher Board at MOY and EOY for hitting their growth projection.</p> <p>Strategy's Expected Result/Impact: Students will set individual goals.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will tutor before or after school two days per week.</p> <p>Strategy's Expected Result/Impact: Increased learning time</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: KN-2nd grade teachers will implement Personalized Learning for RLA beginning in January.</p> <p>Strategy's Expected Result/Impact: Increased learning time</p> <p>Staff Responsible for Monitoring: Teachers, Administration, ELST</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</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 7 Problem Statements:

Student Learning
<p>Problem Statement 1: According to the 22-23 EOY MAP data, 36% of KN-2nd Grade students met their EOY Growth projection in Reading. Root Cause: Small groups were not implemented.</p>

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

Performance Objective 8: By May 2024, EOY Panorama results will state 70% or more of staff will state they feel a sense of belonging and have a positive perception of their well-being.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff "Connect" team will meet each grading cycle to develop ideas. Strategy's Expected Result/Impact: Increase sense of belonging and positive perception of well-being. Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: A paraprofessional of the Week/Month will be utilized to recognize paraprofessionals in addition to teachers for their contributions to the staff. Strategy's Expected Result/Impact: Increase in staff belonging.</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Team building will be incorporated during Professional Development throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase in staff belonging.</p> <p>Staff Responsible for Monitoring: Administration, Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Complete campus and district on-boarding processes and maintain open communication with all employees through various channels, such as face-to-face meetings, classroom observations, staff newsletters, campus events, and coaching conversations</p> <p>Strategy's Expected Result/Impact: Improve clarity and communication with all stakeholders.</p> <p>Staff Responsible for Monitoring: Administration, ELST, CST</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

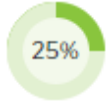







Performance Objective 8 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: According to the 2022-23 Panorama Staff Fall Survey, only 62% of the teachers responded favorably to feeling a sense of belonging on campus. Root Cause: Lack of leadership opportunities for all staff members.</p>
Perceptions
<p>Problem Statement 1: According to the fall 2022 Panorama Staff Survey, 45% of staff responded favorably to feeling connected to other adults at our school. Root Cause: There was inadequate time to make personal connections across the campus during the school day.</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 9: By May 2024, EOY Student Panorama results will state that 65% of students have a positive growth mindset.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in goal setting by knowing skills they are working on and charting their progress towards those skills.</p> <p>Strategy's Expected Result/Impact: Increase in positive growth mindsets in students; Increase in student achievement and student growth.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement new click and play series and the counselor will model an SEL (Social Emotional Learning) lesson for each teacher.</p> <p>Strategy's Expected Result/Impact: Improved positive mindsets.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will reflect daily on SEL and growth mindset applications. Strategy's Expected Result/Impact: Improved positive mindsets of students. Staff Responsible for Monitoring: Teachers, Counselor, Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Attendance incentives will be utilized to promote a sense of belonging at school each day. Strategy's Expected Result/Impact: Improve student attendance. Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:

Demographics
<p>Problem Statement 1: Based on the 2022-23 Student Panorama survey, EOY results for 3-5 grade students stayed the same from BOY. Root Cause: Classroom and guidance lessons were not conducted.</p>