

**Garland Independent School District**  
**Weaver Elementary School**  
**2021-2022 Campus Improvement Plan**

# Mission Statement

Every student - every day.

## Vision

Weaver Elementary staff members will create life-long learners by creating a safe and engaging school environment where all students feel supported by the teachers, administrators, parents, and community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Weaver is a safe, welcoming, diverse, and small neighborhood PK-5th elementary school. Teachers are well versed with a lot of experience. Student and staff needs are met in all areas, particularly in Special Education as well as Gifted/Talented. Gifted/Talented trainings are being provided. Bilingual and ESL teachers are very good, behavior and test scores score well compared to others in similar schools. The programs provided are perceived to definitely align with the philosophy and beliefs of teachers and administration.

### Demographics Strengths

Teachers are highly experienced and the experience comes from previous schools that have a similar demographic. Students are able to feel safe on our campus and feel welcome to communicate with staff members. Leadership has created a more positive environment to align with our campus needs and demographics to improve morale. Staff approaches discipline as a united front and is consistent throughout the campus, leading to lower incident rates than previous years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student involvement in enrichment clubs and after school activities is limited. **Root Cause:** There are not a lot of volunteers for clubs and after school activities.

**Problem Statement 2 (Prioritized):** The campus does not highly incentivize behavior through a structured PBIS system. **Root Cause:** Students engagement is not as high as it could be. Classroom management strategies are not implemented consistently across the campus.

**Problem Statement 3 (Prioritized):** Males are more likely to be written up for classroom incidents than females. **Root Cause:** Opportunities for males to have mentors and see male role models on campus are not often. Students lack availability to resources and conflict resolution.

# Student Learning

## Student Learning Summary

50% of 3rd grade students were approaches in math, 20% meets, and 9% masters. 64% of 5th grade students were approaches in math, 28% meets, and 9% masters. 45% approaches for 4th grade math, 21% meets, 10% masters. 38% approaches in 3rd grade reading, 9% meets, and 3% masters. 62% approaches in 4th grade reading, 23% meets, and 3% masters. 60% approaches in 5th grade reading, 35% meets, and 20% masters. 50% of 3rd grade math students were approaches in math, but 0% were African-American. In 3rd grade reading, only 12% of African-American students were approaches. 45% of 4th grade math students were approaches, and 70% of those students were (Limited English Proficient) LEP. In 4th grade math, 100% of Asian students were approaches, but 50% of these students met approaches in reading. In 5th grade math, LEP students scored the highest percentage of masters. 0% meets and masters for Caucasian students in 5th grade math. On 4th grade writing STAAR, Asian and Special Education (SPED) students scored the lowest by 15-20%. Local benchmark assessments were optional - 5th and 3rd grade students did not take most of the local benchmark assessments. MAP had a better indicator of student success. Interim assessment was leveled, so it was difficult to compare student to student. 4th grade Weaver data is between 1-4% of the district data for math, reading, and writing. In 5th grade, Weaver students are about 10% lower than the district scores in approaches, meets, and masters. 5th grade math is approximately 2% higher than the district in the approaches category. The district is about 5% higher for meets and masters for 5th grade math. Caucasian students in 5th grade math is 70% approaches for the district, and there is 17% for Caucasian students at Weaver. 3rd grade math is 4-7% lower than the district in approaches, meets, and masters. 3rd grade reading approaches in nearly 30% below the district average. Small group instruction for absent students. Difficult to address students who are asynchronous. Teacher-by-teacher basis - there is not a school policy. It depends on the student and how long/how often they are absent. Recommendations for intersession for students with several absences.

## Student Learning Strengths

In 5th grade math, EL, black, and non ecodis students scored the highest percentage of masters.

64% of 5th grade math students were approaches.

5th grade math is approximately 2% higher than the district in the approaches category.

45% of 4th grade math students were approaches, and 70% of those students were LEP.

62% approaches in 4th grade reading.

60% approaches in 5th grade reading.

4th grade Weaver data is between 1-4% of the district data for math, reading, and writing.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 3rd grade reading scores were very low compared to other subjects and grade levels. **Root Cause:** Teacher changes and Covid, along with a

high percentage of virtual students affected third grade reading scores.

**Problem Statement 2 (Prioritized):** ELL students need more support with sheltered instruction strategies to strengthen reading across all subjects. **Root Cause:** EL students struggled with only online strategies.

**Problem Statement 3 (Prioritized):** Students with chronic absences struggled to learn at the same pace as their present classmates. **Root Cause:** Parents do not appear to understand the impact that missing school has on student learning and instruction.

**Problem Statement 4 (Prioritized):** Black student population in math in the Masters category was 0% in 3rd and 4th grade. **Root Cause:** Differentiated strategies are inconsistently provided for students in the same class, especially focusing on higher level instruction.

**Problem Statement 5 (Prioritized):** Special education students who take MAP and STAAR are not growing at the same rate as general education students in MAP and STAAR. **Root Cause:** Resources and additional planning to ensure special education success is needed.

# School Processes & Programs

## School Processes & Programs Summary

Recruiting and hiring educators is a collaborative process. Teachers and staff are placed in classrooms based on their strengths and experience in teaching their assigned subjects and grade levels. When assigning teachers to their grade levels and subjects, administration considers teacher needs and requests. There is a low teacher turn over rate on campus. Teachers are placed in leadership roles on campus, such as, i3, Canvas ambassador, Teacher Leader Corp (TLC) subject areas, and Robotics club where they receive district support and have clearly defined responsibilities. Leadership roles and responsibilities on a campus level, like Campus Leadership Team's (CLT's), were not clearly communicated to staff, and need to be clearly defined. The process for developing a focused improvement plan that addresses the root causes of low performance involves, parent and teacher surveys, Professional Learning Committees (PLCs), Campus Needs Assessment (CNA) committees, Campus Improvement Plan (CIP) committee and improvement plan. Stakeholders are involved in this process. Progress towards intended outcomes or performance objectives are tracked with MAP growth reports, STAAR trackers, Aggmo, and intersession data tracking. During PLCs, teachers and administration analyze formative assessments (Demonstration of Learning - DOLs and Aggressive Monitoring - AGGMO trackers) and summative assessments (CBAs, MAP, LPAC, DRA and STAAR) to determine the root causes of low performance. Programs operating in our school this year include, intervention, bilingual program, Mandarin dual language magnet, gifted and talented, dyslexia, police community involvement club, and robotics club. These programs are aligned with Weaver's vision, mission, goals, and values while focusing on a safe environment and high expectations for all learners. All students are given opportunities to meet challenging state academic standards with differentiated whole group and small group instruction, tutoring, intervention by specialized teachers and classroom teachers, aligned lessons to the TEKS, use of instructional strategies (lead4ward, AVID, sheltered instruction, text rich environments, PBLs) and individualized small group instruction based on MAP growth reports and data. Campus focuses heavily on MAP data to drive instructional planning, increasing the amount and quality of learning time for all learners. Weaver has a one to one technology plan. Each student has a chromebook, access to hotspots and is enrolled in online courses through Canvas or Seesaw. Students submit assignments digitally through their online classrooms (Canvas/Seesaw) or complete assignments in one of many district or campus technology apps (Nearpod, Peardeck, Discovery Education, Classkick, Flipgrid, Imagine Learning, Google). The use of a variety of online tools has personalized and blended learning experiences because of the many ways students can be accommodated and expected to complete assignment, such as written by hand and uploaded as a picture, typed assignments, visual assignments, and verbal response assignments.

Teachers support powerful teaching and learning by attending professional development sessions, focusing on data driven instruction, implementing a variety of technological learning tools, and using best practices in the classroom. We align curriculum and assessment to the TEKS through use of the district curriculum, AGGMO and STAAR data trackers, DOLs aligned to TEKS, DRA tracking, intervention, small group instruction and project based learning. The curriculum is aligned with scope and sequence the district provides. Lesson plan and instruction objectives are data driven as teachers focus on MAP growth reports to plan individualized instruction. Teachers also implement aggmo to track student mastery of learning objectives. STAAR tested grade levels also implement TEKS mastery data tracking during STAAR review. Lesson plans include critical thinking through the implementation of questioning strategies. Formative assessments in the form of DOLs and Aggmo are used to track student mastery. Intervention objective mastery is tracked through MAP growth reports, ISIP, and Imagine Learning. The utilization of Canvas and Seesaw through the district plan of use allowed for complete integration of technology. 100% of students and staff are required to use digital classrooms and various technology tools. The pre-k program at Weaver prepares young learners to transition into kindergarten classes smoothly through the implementation of behavior and academic strategies in early childhood development. The transition from 5th grade to middle school is supported by a question and answer session by a Sellars counselor and a visit by the Sellars band director to help students decide on an instrument they would like to play in middle school. Classroom incident reports and referrals have continued on a downward trend in the 20-21 school year. Implementation of PBIS and restorative practice strategies have reduced the overuse of practices that remove students from the classroom.

## School Processes & Programs Strengths

Teachers track student growth data often and closely throughout the school year, and plan instruction accordingly to meet or exceed standards and expectations.

Integration of technology and digital teaching tools have required staff to become exceptionally versed in using a variety of digital tools for differentiated instruction.

Implementation of PBIS on campus has reduced the number of discipline incidents compared to previous years.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** As a campus transitioning into a leadership magnet, Weaver needs the return of leadership programs, such as, AVID club, book club, and interest based clubs. **Root Cause:** Students don't have many opportunities for outside enrichment activities to expand their experiences and prior knowledge.

**Problem Statement 2 (Prioritized):** To improve student growth, strategies including AVID, project based learning, and Costa's levels of thinking should be implemented campus wide. **Root Cause:** Some teachers provide surface level questions and information instead of the higher order questions that students need to be able to answer.

**Problem Statement 3 (Prioritized):** Provide more support to ELL/ESL population, based on TELPAS 2019 growth. Student TELPAS growth average was less than 50%. **Root Cause:** Students need more opportunities to practice listening and speaking in an academic environment. Sheltered Instruction strategies are not consistently implemented.

**Problem Statement 4 (Prioritized):** Students have limited exposure to cultural and historical context to the lessons, studies, and background which makes it difficult to make connections in social studies and ELAR. **Root Cause:** Lack of opportunity to make real world, concrete experiences to abstract learning

**Problem Statement 5 (Prioritized):** Weaver has identified the need for materials for teachers to support blended learning through printed materials. **Root Cause:** Teachers need to use printed materials to provide visual aids and a print rich learning environment.



# Perceptions

## Perceptions Summary

The overall school attendance rate is 94.0%, a 1.8% decrease from the previous school year. Due to Covid guidelines and precautionary measures, if one student was sick or quarantined, the entire family of students was quarantine as well, in most cases.

With Covid, the percentage in attendance for each race/ethnicity declined slightly compared to the previous school years, with Asian showing an increase of 3.1% this year. There is a significant drop from in-school and out-of-school suspension from last year. The number of incidents also declined this year in comparison to last year. Students are happy to return to school from Covid Pandemic and enjoy coming to school. Students feel safe and a sense of belonging in the school community due to the positive learning environment at Weaver (in the classroom by teachers and outside the classroom). Face-to-face and virtual learners participated in school events such as Virtual Math and Literacy Night.

There is a less turnover rate this year than in previous years. Majority of the staff stays the same. Administration has high expectations for staff and works with staff to reinforce academic expectations. Most staff absences were related to Covid, with covid precautions and guidelines set in place by the district. Teachers feel safe and supported with changes at school due to Covid Pandemic. Teachers feel appreciated and a sense of belonging because of the year long support amongst each other and from administration. Teachers and administration call themselves "Team Weaver" as a whole school. With a decrease in student behavior this year, teachers feel the positive learning environment helped them to find success with their students in the classroom. Administration does a great job supporting teachers at Weaver with an open-door policy and staff meetings. Teachers feel welcome to ask questions, discuss academics, behaviors, and professional concerns/achievements with administration. Effective professional developments were provided for all teachers to learn and implement new instructional strategies to help with the new digital learning style.

Teachers supported and relied on each other to help get through the beginning of the year due to new changes and Covid guidelines set forth by the district. Throughout the year, the teachers continue to support each other.

## Perceptions Strengths

Weaver is a safe environment for staff, parents, and children.

Staff is supported by administration and colleagues on campus.

Parents trust teachers and administration to educate their children.

Staff turnover rate is lower than in previous years.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parents/community need more technology support at home. **Root Cause:** Students use technology to complete assignments at school and home. Parents don't understand the programs and the technology.

**Problem Statement 2 (Prioritized):** Covid guidelines, language barriers, work schedules, and technology reduce the amount of parent/community participation. **Root Cause:** There is very little parent involvement due to Covid restrictions. Parents weren't able to be on campus and attend events like they normally do.

**Problem Statement 3 (Prioritized):** Parts of PBIS are being implemented across the campus but it has not been fully implemented yet. **Root Cause:** Classroom management strategies are not implemented consistently across the campus.

# Priority Problem Statements

**Problem Statement 1:** Student involvement in enrichment clubs and after school activities is limited.

**Root Cause 1:** There are not a lot of volunteers for clubs and after school activities.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 4:** 3rd grade reading scores were very low compared to other subjects and grade levels.

**Root Cause 4:** Teacher changes and Covid, along with a high percentage of virtual students affected third grade reading scores.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 8:** As a campus transitioning into a leadership magnet, Weaver needs the return of leadership programs, such as, AVID club, book club, and interest based clubs.

**Root Cause 8:** Students don't have many opportunities for outside enrichment activities to expand their experiences and prior knowledge.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 13:** Parents/community need more technology support at home.

**Root Cause 13:** Students use technology to complete assignments at school and home. Parents don't understand the programs and the technology.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 2:** The campus does not highly incentivize behavior through a structured PBIS system.

**Root Cause 2:** Students engagement is not as high as it could be. Classroom management strategies are not implemented consistently across the campus.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 5:** ELL students need more support with sheltered instruction strategies to strengthen reading across all subjects.

**Root Cause 5:** EL students struggled with only online strategies.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 9:** To improve student growth, strategies including AVID, project based learning, and Costa's levels of thinking should be implemented campus wide.

**Root Cause 9:** Some teachers provide surface level questions and information instead of the higher order questions that students need to be able to answer.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 14:** Covid guidelines, language barriers, work schedules, and technology reduce the amount of parent/community participation.

**Root Cause 14:** There is very little parent involvement due to Covid restrictions. Parents weren't able to be on campus and attend events like they normally do.

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 3:** Males are more likely to be written up for classroom incidents than females.

**Root Cause 3:** Opportunities for males to have mentors and see male role models on campus are not often. Students lack availability to resources and conflict resolution.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 6:** Students with chronic absences struggled to learn at the same pace as their present classmates.

**Root Cause 6:** Parents do not appear to understand the impact that missing school has on student learning and instruction.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 10:** Provide more support to ELL/ESL population, based on TELPAS 2019 growth. Student TELPAS growth average was less than 50%.

**Root Cause 10:** Students need more opportunities to practice listening and speaking in an academic environment. Sheltered Instruction strategies are not consistently implemented.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 15:** Parts of PBIS are being implemented across the campus but it has not been fully implemented yet.

**Root Cause 15:** Classroom management strategies are not implemented consistently across the campus.

**Problem Statement 15 Areas:** Perceptions

**Problem Statement 7:** Black student population in math in the Masters category was 0% in 3rd and 4th grade.

**Root Cause 7:** Differentiated strategies are inconsistently provided for students in the same class, especially focusing on higher level instruction.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 11:** Students have limited exposure to cultural and historical context to the lessons, studies, and background which makes it difficult to make connections in social studies and ELAR.

**Root Cause 11:** Lack of opportunity to make real world, concrete experiences to abstract learning

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 16:** Special education students who take MAP and STAAR are not growing at the same rate as general education students in MAP and STAAR.

**Root Cause 16:** Resources and additional planning to ensure special education success is needed.

**Problem Statement 16 Areas:** Student Learning

**Problem Statement 12:** Weaver has identified the need for materials for teachers to support blended learning through printed materials.

**Root Cause 12:** Teachers need to use printed materials to provide visual aids and a print rich learning environment.

**Problem Statement 12 Areas:** School Processes & Programs

# 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 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 3rd- 36.8%, 4th -42.0%, 5th - 37.1% in 2019 to 90% by 2025. (SY2021 interim goal = 59.0%; 3rd-56.8%, 4th-53.7%, 5th -48.8%) (same goal due to Covid-19)





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Due to COVID 19, STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will utilize teacher-led, whole group and small group instruction with specific amounts of time to specifically target and support individual student needs for all students (including at-risk and gifted) with attention to the performance of African American, 504/dyslexia, and special education student group performance relative to Academic Achievement (% at Meets Grade Level) and Student Success (student Achievement Domain score). <b>Strategy's Expected Result/Impact:</b> Increased student achievement as reflected on MAP, STAAR, and common assessments. <b>Staff Responsible for Monitoring:</b> Principal and assistant principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 5 <b>Funding Sources:</b> Extra hours pay for special education staff for planning and PD - 6100 Payroll- Title I Funds - \$1,000, Supplies for Printing - 6300 Supplies and Materials- Title I Funds - \$400, Planning for small group instruction - 6100 Payroll- Title I Funds - \$4,000, Mentoring Minds - 6300 Supplies and Materials- Title I Funds - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers in grades K-2 will assess students using MClass to make adjustments to groups and differentiate reading instruction based on needs. <b>Strategy's Expected Result/Impact:</b> Increased achievement as reflected on MAP, STAAR, and common assessments, including increased levels on MCLASS. <b>Staff Responsible for Monitoring:</b> Principal and assistant principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will utilize Google Chromebooks as an instructional tool for blended instruction and digital classrooms. The library will also utilize Chromebooks to provide increased research opportunities to support reading in the classroom. <b>Strategy's Expected Result/Impact:</b> Increased student engagement and student achievement. <b>Staff Responsible for Monitoring:</b> Principal and assistant principal <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will attend AVID trainings and implement AVID strategies in the classroom which promote reading, higher level questioning, and increased student comprehension with attention to the performance of economically disadvantaged, African American, and special education students. Supplies for AVID binders will be ordered for the next school year so that implementation can take place the first week of school. Additional supplies will be purchased throughout the year for replacements and supplies for new student enrollment. <b>Strategy's Expected Result/Impact:</b> Increased student achievement as reflected on MAP, STAAR, and common assessments. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 2 <b>Funding Sources:</b> Supplies - 199 - PIC 24 State Comp Ed Funds - \$6,300	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Administration developed a master schedule that ensures large blocks of time to provide uninterrupted instruction. <b>Strategy's Expected Result/Impact:</b> Increased instructional time and increased scores <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Identify teachers who experience low student growth from CBA to CBA, BOY to EOY, with increased attention to African American, and observe and provide feedback weekly using the waterfall coaching document. <b>Strategy's Expected Result/Impact:</b> Increased achievement on MAP and STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Teachers will use STAAR-formatted resources to support abstract to concrete concepts. The resources will provide multiple assessment practice items for each TEKS. <b>Strategy's Expected Result/Impact:</b> Increased achievement on STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Administrators will assist teachers with data analysis and ensure that students have an individualized plan to meet grade level reading expectations. <b>Strategy's Expected Result/Impact:</b> Increased achievement on STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 3rd grade reading scores were very low compared to other subjects and grade levels. <b>Root Cause:</b> Teacher changes and Covid, along with a high percentage of virtual students affected third grade reading scores.
<b>Problem Statement 5:</b> Special education students who take MAP and STAAR are not growing at the same rate as general education students in MAP and STAAR. <b>Root Cause:</b> Resources and additional planning to ensure special education success is needed.
School Processes & Programs
<b>Problem Statement 2:</b> To improve student growth, strategies including AVID, project based learning, and Costa's levels of thinking should be implemented campus wide. <b>Root Cause:</b> Some teachers provide surface level questions and information instead of the higher order questions that students need to be able to answer.

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

**Performance Objective 2:** Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 34.1% in 2019 to 70% by 2025. (SY2021 interim goal = 45.0%; 4th-43.9%) (same goal due to Covid-19)





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Due to COVID 19, STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will monitor student work (during small group instruction as well as the students who are working independently/in groups). Teachers will use systems such as Google Drive or physical folders for students to easily be able to submit work and receive feedback. <b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administrators and teachers will ensure that all students will be provided with 125 minutes of daily instruction in Reading Language Arts. <b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will provide daily explicit instruction from the curriculum in phonological awareness and phonics in grades PreK-3. <b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will teach all essential components of reading language arts daily: interactive read aloud with vocabulary instruction, foundational skills lessons (phonological awareness, phonics, word study), comprehension, writing workshop & small group instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers in grades k-2 will utilize mCLASS data to inform instruction. Teachers in grades 3-5 will utilize MAP data & Istation data to inform instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement as evidenced on common assessments and STAAR. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 43.1% in 2019 to 76% by 2025. (SY2021 interim goal = 46.0%; Weaver-45.9%) (same goal due to Covid-19)

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Due to COVID 19, TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will incorporate the ELPS to address language development in listening, speaking, reading, and writing to ensure students meet expected growth on TELPAS. <b>Strategy's Expected Result/Impact:</b> Students will meet expected year's growth. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3 <b>Funding Sources:</b> Bilingual Resources - 199 - PIC 25 Bil./ESL State Allotment Funds - \$4,800	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will practice listening and speaking in online programs to ensure they are comfortable and prepared for TELPAS. <b>Strategy's Expected Result/Impact:</b> Increased yearly progress on TELPAS <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Administrators and teachers will ensure that each EL (English Learner) is provided with linguistic and instructional accommodations as determined by the LPAC. (i.e. Initial LPAC, Assessment LPAC, Monitoring Intervention LPAC, EOY LPAC) <b>Strategy's Expected Result/Impact:</b> Increased yearly progress on TELPAS <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Teachers will provide a culturally responsive learning environment by understanding and relating to student with respect to the student's cultural perspective and incorporate the cultural and cognitive resources students naturally bring to the learning environment through family engagement events. <b>Strategy's Expected Result/Impact:</b> Increased yearly progress on TELPAS <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Parent involvement - 6100 Parent Inv. Payroll T1 - \$500		Formative			Summative
		Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Student involvement in enrichment clubs and after school activities is limited. <b>Root Cause:</b> There are not a lot of volunteers for clubs and after school activities.
School Processes & Programs
<b>Problem Statement 3:</b> Provide more support to ELL/ESL population, based on TELPAS 2019 growth. Student TELPAS growth average was less than 50%. <b>Root Cause:</b> Students need more opportunities to practice listening and speaking in an academic environment. Sheltered Instruction strategies are not consistently implemented.





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

**Performance Objective 4:** Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 35.2% in 2019 to 80% by 2025. (SY2021 interim goal = 51.0%; Weaver-35.4%) (same due to Covid-19)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Due to COVID 19, STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administration and instructional specialist will ensure all science labs are fully stocked with all needed consumable science materials. Teachers will utilize an organizational system science lab materials to streamline the of live materials and ease the process lab set-up and use. <b>Strategy's Expected Result/Impact:</b> Increased use of the science lab and hands on experiences, improved STAAR scores <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating; avoid teaching science in isolation. <b>Strategy's Expected Result/Impact:</b> Improvement in STAAR scores and common assessment data. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will use STAAR-formatted resources to support abstract to concrete. The resources will provide multiple practice items for each TEKS. <b>Strategy's Expected Result/Impact:</b> Improvement in STAAR scores and common assessment data <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will use their expanded science resources in the classroom to support engaging science instruction and allow students to learn in a print-rich environment. <b>Strategy's Expected Result/Impact:</b> Increased science STAAR scores and reading levels. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 5:** Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance as measured by Meets Grade Level performance on STAAR math, will increase from 3rd-39.1%, 4th-40.7%, 5th-44.3% to 90% by 2025. (SY2021 interim goal = 68.5%; 3rd-41%, 4th-42.6%, 5th-46.2%)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Due to COVID 19, STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will provide high-quality, hands-on math instruction that supports the development teaching math concepts and problem-solving than focusing on and recall. <b>Strategy's Expected Result/Impact:</b> Increased student understanding of math concepts, increased scores on STAAR and MAP <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum <b>Problem Statements:</b> Student Learning 4 <b>Funding Sources:</b> Supplies - 6300 Supplies and Materials- Title I Funds - \$9,600	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will use math programs (desktops Chromebooks) to support engaging, relevant, aligned math lessons. Students can work math lessons before school, at home, and intervention using their universal login. <b>Strategy's Expected Result/Impact:</b> Increased student engagement, STAAR scores, and MAP scores <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum <b>Problem Statements:</b> Student Learning 4 <b>Funding Sources:</b> Education Galaxy - 6300 Supplies and Materials- Title I Funds - \$4,300	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will utilize small group, teacher-led, instruction to specifically target and individual student needs for all students at-risk and gifted) with attention to performance of African American, 504/dyslexia, special education student group performance to Academic Achievement (% at Meets Level) and Student (student Domain score). <b>Strategy's Expected Result/Impact:</b> Increased engagement and achievement on STAAR and MAP <b>Staff Responsible for Monitoring:</b> : Principal and Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement system to develop, monitor, and consistently refine aligned learning objectives) and demonstrations of learning (DOLs) in STAAR related subjects. <b>Strategy's Expected Result/Impact:</b> Increased scores on STAAR and MAP <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers will use STAAR-formatted materials to support abstract to concrete. The resources will provide multiple practice items for each TEKS. <b>Strategy's Expected Result/Impact:</b> increased scores on STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Teachers will show students multiple strategies, when appropriate, for problem solving and allow students to share multiple strategies when solving. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4 <b>Funding Sources:</b> Math resources - 6300 Supplies and Materials- Title I Funds - \$700	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Teachers will design mini-lessons and activities driven by Learning Continuum data to re-teach low performing TEKS measured by unit assessments within a 3 week window following administration of a unit assessment. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on STAAR. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 5 Problem Statements:

<b>Student Learning</b>
<b>Problem Statement 4:</b> Black student population in math in the Masters category was 0% in 3rd and 4th grade. <b>Root Cause:</b> Differentiated strategies are inconsistently provided for students in the same class, especially focusing on higher level 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 6:** 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 18.2% in 2019 to 16.7% by 2020. (SY2021 interim goal = 44.0%, Weaver-16.7%)

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus staff will review behavioral data and develop a school wide student management plan to address specific targeted behavior, a positive behavior support plan that promotes positive behavior in all aspects of the school setting and to determine interventions to be utilized to prevent misconduct. <b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents <b>Staff Responsible for Monitoring:</b> : Principal and assistant principal <b>Title I Schoolwide Elements:</b> 2.5 - TEA Priorities: Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 5 <b>Funding Sources:</b> Additional staff support for small group - 199 - PIC 23 SPED State Allotment Funds - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will explain clearly defined school wide expectations for behavior to students during first week of school and communicate the plan with parents through a variety of methods including behavior lessons provided by the district, modeling, and practicing the expectations. <b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents <b>Staff Responsible for Monitoring:</b> Principal and assistant principal <b>Title I Schoolwide Elements:</b> 2.5 - TEA Priorities: Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships with students, and working with students from different populations. Teachers will review discipline data and intervention strategies monthly during PLC meetings. <b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents <b>Staff Responsible for Monitoring:</b> Principal and assistant principal <b>Title I Schoolwide Elements:</b> 2.5 - TEA Priorities: Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Administrative teams will analyze data monthly to monitor and assess progress of goals of each Student Management Plan and revise if needed. <b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline incidents <b>Staff Responsible for Monitoring:</b> Principal and assistant principal <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Discipline data will be communicated to staff quarterly and plans for students in need of behavioral intervention discussed. <b>Strategy's Expected Result/Impact:</b> Decreased exclusionary discipline <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 6 Problem Statements:





Student Learning
<b>Problem Statement 5:</b> Special education students who take MAP and STAAR are not growing at the same rate as general education students in MAP and STAAR. <b>Root Cause:</b> Resources and additional planning to ensure special education success is needed.

**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:** 100% of staff will participate in focused activities to increase positive relationships with students, families, and members of the community.

**Evaluation Data Sources:** Sign in sheets, staff participation, parent involvement as evidenced at events

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weaver staff will build a strong sense of community through AVID parent nights, family engagement events (virtual literacy and math nights), trips that celebrate our students' futures, and heritages. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 4 <b>Funding Sources:</b> Field Trip - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$4,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will foster daily communication with parents through the use of a daily agenda for AVID and or Remind 101. <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Parent Involvement Supplies - 6300 Parent Involvement. Supplies T1 - \$1,500	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences. <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness. <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness. <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement and teacher/parent communication. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide PD opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families <b>Strategy's Expected Result/Impact:</b> Increased parent involvement <b>Staff Responsible for Monitoring:</b> Admin and counselor <b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 7 Problem Statements:

School Processes & Programs
<b>Problem Statement 4:</b> Students have limited exposure to cultural and historical context to the lessons, studies, and background which makes it difficult to make connections in social studies and ELAR. <b>Root Cause:</b> Lack of opportunity to make real world, concrete experiences to abstract learning

## Perceptions

**Problem Statement 2:** Covid guidelines, language barriers, work schedules, and technology reduce the amount of parent/community participation. **Root Cause:** There is very little parent involvement due to Covid restrictions. Parents weren't able to be on campus and attend events like they normally do.

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

**Performance Objective 8: FEDERAL ACCOUNTABILITY (Targeted School of Improvement):** Due to one or more consistently under-performing student group in 2019 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

All Students: Reading Academic Achievement from 39 (2019) to at least 44 (min target)

All Students: Mathematics Academic Achievement from 42 (2019) to at least 46 (min target)

All Students: Student Success (D1 STAAR Component) from 42 (2019) to at least 47 (min target)

African American Students: Reading Academic Achievement from 29 (2019) to at least 32 (min target)





African American Students: Mathematics Academic Achievement from 25 (2019) to at least 31 (min target)

African American Students: Student Success (D1 STAAR Component) from 33 (2019) to at least 36 (min target)

#### Targeted or ESF High Priority

#### HB3 Goal





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Second, third, and fourth grade teachers will participate in MIZ Blended Learning training and coaching to support engagement in a blended model. <b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Students will utilize Google Chromebooks and iPads as an instructional tool for flipped instruction and digital classrooms. The library will also utilize Chromebooks to provide increased research opportunities to support reading in the classroom. <b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Identify teachers who experience low student growth from CBA to CBA, BOY to EOY, with increased attention to African American, and observe and provide feedback weekly using the waterfall coaching document. <b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will utilize small group, teacher-led, instruction to specifically target and individual student needs for all students at-risk and gifted) with attention to performance of African American, 504/dyslexia, special education student group performance to Academic Achievement (% at Meets Level) and Student (student Domain score). <b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The English Language Proficiency Standards (ELPS) will be implemented into instruction daily to make content comprehensible and develop academic language ensuring ELs obtain the mastery of required academic content along with language development. <b>Strategy's Expected Result/Impact:</b> Increased growth for EL students <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Administrative teams will establish specific school-based goals and timelines based on data/root cause analysis to reduce over representation of students of color in disciplinary outcomes. <b>Strategy's Expected Result/Impact:</b> Increased engagement and scores for all students and African American students <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Goal 2: Magnet Funding Justification

**Performance Objective 1:** 70% of magnet students will meet or exceed their expected growth on Mandarin Chinese literacy proficiency by the end of 21-22





**Evaluation Data Sources:** Increased student scores in Better Chinese assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Magnet teachers will meet quarterly to review BOY, MOY, and EOY Better Chinese Mandarin assessments to identify areas in need of improvement. <b>Strategy's Expected Result/Impact:</b> Increased student scores in Better Chinese assessments. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Magnet teachers will use technology and manipulatives appropriate for learning Mandarin drive instruction to ensure students meet or exceed expected growth in language proficiency based on Better student assessment reviews <b>Strategy's Expected Result/Impact:</b> Increased student scores in Better Chinese assessments. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Magnet teachers, magnet adviser and administration will plan for one classroom field trip learning experience per semester. <b>Strategy's Expected Result/Impact:</b> Increased student scores in Better Chinese assessments. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Magnet teachers and administration will create a Mandarin Chinese classroom with space for and flexible seating. <b>Strategy's Expected Result/Impact:</b> Increased student scores in Better Chinese assessments. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Feb	Apr	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				



## Goal 2: Magnet Funding Justification

**Performance Objective 2:** Weaver will begin rebranding for the Leadership Academy.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The building will be updated with rebranding/marketing for the new leadership academy. <b>Strategy's Expected Result/Impact:</b> Increased enrollment <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will begin planning for the leadership academy by attending professional development and developing lessons and concepts for the following year. <b>Strategy's Expected Result/Impact:</b> Increased enrollment <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anthony Moran	Intervention Specialist	Title I, Part A	1.0
Cristen Gay	Instructional Aide	Title I, Part A	1.0