

Garland Independent School District
Garland High School
2024-2025 Campus Improvement Plan



Mission Statement

Garland High School students will graduate as balanced lifelong learners who continue to contribute to our community and the global society-knowing that as they enter to learn, they will go forth to serve.

Vision

Garland High School seeks to best serve its population and surrounding community via continual and consistent implementation of the school's mission and values to ensure on-going student growth and contribution to the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2481 students, 9-12th grade, Established in 1902 , central Garland. GISD has choice of school. Each high school has magnet programs that students can apply for. Our magnet programs are the IB program, the AVAPA program, ECHS, AP, DC, and MYP programs. Student Group and Staff Percentages are listed below:

Gender

50.42% - Female

49.58% - Male

Ethnicity

66.59% - Hispanic

Race

0.28% - American Indian

7.42% - Asian

12.78% - African American

0.04% Native Hawaiian - Pacific Islander

10.52% - White

2.38% - Two or More

2481 (100%) of the student population

38.81% EB student population

36.96 ESL student population

23.86% GT student population

8.38% SPED student population

48.81% At-Risk student population

8.38% 504 student population

13.95% ECHS student population

66.55% Economically disadvantaged student population

Instructional Staff (100% representing the total)

Teachers - 172 (77.13%)

Administrative support: 35 (15.70%)

Educational Aide 16 (7.17%)

Demographics Strengths

Approximately 23.86% of our students are serviced by the Gifted and Talented Program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based upon 23-24 attendance data, approximately 40% of the largest demographic (Hispanic and Latino students) have less than a 89.99 ADA rate. **Root Cause:** Language proficiency issues, academic support needs, cultural differences in educational expectations, and employment pressures have an impact on the student group.

Student Learning

Student Learning Summary

Garland High School (GHS) provides a diverse range of educational programs and courses aimed at serving both students and the community. These include AVID, AP, DC (Dual Credit), IB, MYP, ELL (English Language Learners), SPED (Special Education), CATE (Career and Technology Education), VAPA (Visual and Performing Arts), ECHS (Early College High School), and DCP (Dual Credit Partnership). These offerings enable students to earn college credits, associate degrees, industry certifications, and participate in internships.

Professional Learning Communities (PLCs) play a crucial role at GHS, fostering instructional best practices, professional development, and the analysis of student data. Teachers utilize this data to inform their instructional strategies, ensuring alignment with TEKS (Texas Essential Knowledge and Skills), AP/IB/DC requirements, College, Career, and Military Readiness (CCMR), and End-of-Course (EOC) readiness benchmarks.

Monitoring and evaluating the curriculum to meet the diverse needs of all students relies heavily on data from formal assessments such as MAP screenings, benchmark assessments (CBA), and EOC exams, as well as informal assessments. Teachers employ Eduphoria for benchmark assessments throughout the school year to maintain alignment with learning objectives.

GHS offers various support programs academically through initiatives like the IB Diploma Programme and the Middle-Years-Program (MYP), Academy of Fine Arts, MYP, ECHS, multiple AP and dual credit courses, AVID, Achievement Academy, credit restoration, acceleration courses, and tutorials. The Career and Technology program prepares students for advanced training at the district Career and Technology Center, offering vocational experience and industry certifications both on campus and at the center.

In addition to academic support, GHS addresses students' social and emotional needs through various extracurricular clubs and organizations, enhancing the overall educational experience and fostering a well-rounded environment for student development.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on Spring 2023-24 Preliminary STAAR reports, 79% of students reached approaches and 37% Meets on the Algebra I EOC. **Root Cause:** Lack of additional targeted interventions aimed at improving curriculum alignment, enhancing instructional quality, increasing student engagement, and providing adequate support for both students and teachers.

Problem Statement 2: Based on Spring 2023-24 Preliminary STAAR reports, 88% of students reached approaches and 48% Meets on the Biology EOC. **Root Cause:** Lack of additional targeted interventions aimed at improving curriculum alignment, enhancing instructional quality, increasing student engagement, and providing adequate support for both students and teachers.

Problem Statement 3: Based on Spring 2023-24 Preliminary STAAR reports, 56% of students reached approaches and 43% Meets on the English I EOC. **Root Cause:** Lack of additional targeted interventions aimed at improving curriculum alignment, enhancing instructional quality, increasing student engagement, and providing adequate support for both students and teachers.

School Processes & Programs

School Processes & Programs Summary

Garland High School (GHS) offers a wide array of programs and courses designed to enrich the educational experience for both students and the community. These include AVID, AP, Dual Credit (DC), IB, MYP, English Language Learners (ELL), Special Education (SPED), Career and Technical Education (CATE), Visual and Performing Arts (VAPA), Early College High School (ECHS), and the Dropout Prevention Center (DCP). These programs provide opportunities for students to earn college credits, associate degrees, industry certifications, and participate in internships.

Professional Learning Communities play a crucial role at GHS by promoting instructional best practices, facilitating professional development, and analyzing student data. Teachers utilize this data to tailor their teaching strategies and ensure alignment with curriculum standards such as TEKS, AP/IB/DC, College, Career, and Military Readiness (CCMR), and End-of-Course (EOC) readiness. Assessment data from MAP screenings, benchmark assessments (CBA), EOC exams, and other formal and informal evaluations guide curriculum monitoring and evaluation throughout the year. Teachers utilize tools like Eduphoria for benchmark assessments to maintain alignment with learning objectives.

GHS offers various support programs academically through initiatives like the IB Diploma Programme and the Middle-Years-Program (MYP), Academy of Fine Arts, MYP, ECHS, multiple AP and dual credit courses, AVID, Achievement Academy, credit restoration, acceleration courses, and tutorials. The Career and Technology program prepares students for advanced training at the district Career and Technology Center, offering vocational experience and industry certifications both on campus and at the center. Social and emotional needs are addressed through a variety of extracurricular clubs and organizations, ensuring a well-rounded educational experience for all students at GHS.

School Processes & Programs Strengths

23-24 School Year Strengths:

458 of 547 students (approx. 84%) graduated with the Distinguished Level of Achievement.

24 seniors were ECHS.

IB Magnet: 51 students were full IB, and 86 were partial IB.

Teachers are urged to build strong relationships with students to improve academic performance and behavior in class. The discipline code emphasizes fairness, consistency, and integrity in handling disciplinary issues to promote mutual respect and positive relationships within the school community.

Class of 2024 were offered \$18,315,769 in scholarships.

White:	\$3,263,018	(17.8%)
Black:	\$4,335,226	(23.6%)
Hispanic:	\$6,089,881	(33.2%)
Asian:	\$4,601,064	(25.1%)
American Indian:	\$19,980	(0.10%)
Multi-Racial:	\$ 6,600	(0.03%)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: GHS provides extensive academic and extracurricular opportunities such as IB, AVAPA, and Early College High School, there is a need to enhance coordination and integration among these programs to maximize student engagement and success. **Root Cause:** Students may not fully understand or engage with the opportunities available across different programs due to lack of information or clarity upon entering their freshman and sophomore school years.

Problem Statement 2: Although the campus offers a diverse range of programs including AVID, AP, Dual Credit, IB, and Career and Technical Education, GHS faces challenges in ensuring equitable access and participation across all student demographics. **Root Cause:** Some student demographic groups may lack information about the availability, benefits, and requirements of various programs, leading to lower participation rates. Additionally, academic preparation or prerequisites required for entry into programs may disproportionately affect students from different backgrounds.

Perceptions

Perceptions Summary

GHS is committed to fostering a positive school climate and strengthening partnerships among parents, teachers, and students. As they prepare for the 2024-25 school year, GHS aims to build on the success of increased parental involvement achieved during the 2023-24 academic year, largely driven by the leadership of the PTA and booster club organizations. The school has facilitated family and community engagement through various initiatives, including informational sessions for parents, and ensures ongoing communication through channels like school counselors, the campus website with weekly updates, SKYWARD, and scheduled conferences. Teachers and staff utilize technology such as Canvas, Skyward, and Google Meets to keep parents informed about student progress and important updates. Moving forward, GHS plans to maintain consistent communication with stakeholders through methods like call-outs, emails, and a principal's weekly update online, ensuring that the school website remains a reliable resource for accessing information easily.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although, GHS has increased efforts to foster family and community engagement, GHS seeks to address barriers that hinder effective communication and collaboration among parents, teachers, and students, impacting overall school climate. **Root Cause:** Disparities in technology literacy or access to digital resources among some families could limit their ability to engage effectively with school communication platforms.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

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 demonstrating literacy as measured by Approaches Grade Level performance on STAAR English II EOC, will increase from 70% in SY 23-24 to 85% by 2025 and Meets Grade Level performance on STAAR English II EOC, will increase from 55% in SY 23-24 to 60% by 2025 and Masters Grade Level performance on STAAR English II EOC, will increase from 15% in SY 23-24 to 20% by 2025.





High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: ELAR Instructional Coach will collaborate with campus administration, LPAC, and Special Education inclusion teachers, and provide instructional coaching for low-performing teachers to ensure that each all student groups receive appropriate instruction based on individual student need.</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores, increase English 1 and 2 EOC scores, increase TELPAS scores.</p> <p>Staff Responsible for Monitoring: ELAR Instructional Coach MTSS Facilitator Campus Administrators SPED Inclusion Teachers LPAC administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: ELAR Instructional Coach - 211-School Improvement Grant funds - \$90,076</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to EB students' proficiency levels), and systematic (scaffolding instruction and academic response frames to meet student progress), in developing English language skills.</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores, increase English 1 and 2 EOC scores, increase TELPAS scores</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: ESL Classroom/Instructional Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,000, GAHSTE.2018.TEACHER ELAR INTERVENTIONIST TITLE I - 211-School Improvement Grant funds - \$85,097</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities.</p> <p>Strategy's Expected Result/Impact: Targeted instruction based off students needs. Increase benchmark scores increase English 1 and 2 EOC scores.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Title 1 Intervention Facilitator</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: Teachers will create lesson plans that include formative assessment, implementation of best practices/AVID strategies, and differentiation strategies designed to support academic success of all student groups, with emphasis on special education students.</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores increase English 1 and 2 EOC scores Lower failure rates Improve student engagement</p> <p>Staff Responsible for Monitoring: Teachers Administrator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Substitutes for Planning Days - ELAR - 6100 Payroll- Title I Funds - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will offer extended hour tutorials and Achievement Academy for at risk students in designated EOC courses.</p> <p>Strategy's Expected Result/Impact: Increase Common Assessment data results Increase EOC data results</p> <p>Staff Responsible for Monitoring: At-risk Administrator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Achievement Academy Payroll (PIC 31) - 199 - Magnet Funds - \$16,666, Healthy Snacks for AA Students (Saturdays) - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will work with the MTSS Facilitator to monitor and maintain student support processes (SSTs, RTI, failure rate monitoring, credit recovery, etc...)</p> <p>Strategy's Expected Result/Impact: Lower failure rates Targeted remediation through G-Town classes Improve EOC data Improve Cycle grades failure rates</p> <p>Staff Responsible for Monitoring: Principal MTSS Facilitator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: MTSS facilitator - Title 1 - 211-School Improvement Grant funds - \$105,021</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Improve student literacy and reading activities by incentivizing library visits and checking out books that pique their reading interests.</p> <p>Strategy's Expected Result/Impact: Encourage literacy and reading comprehension to increase students' ability to meet state standards on state-mandated assessments.</p> <p>Staff Responsible for Monitoring: Librarian RLA Teachers Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Student Incentives - Books Marks for Reading - 6300 Supplies and Materials- Title I Funds - \$2,975</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will offer extended hour tutorials for Emergent Bilingual students to assist in developing their English proficiency levels and improving English language skills and success on TELPAS.</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores, increase English 1 and 2 EOC scores, increase TELPAS scores</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 2: 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 42 % in SY 22-23 to 76% by 2025. (SY 23-24 interim goal = 50%)

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: English Language proficiency Standards (ELPS) will be implemented by sheltered teachers into instruction daily to make content comprehensible and develop academic language ensuring EBs obtain the mastery of required academic content along with language development.</p> <p>Strategy's Expected Result/Impact: Improved scores on Unit Assessments, MAP, TELPAS, and EOC scores, TELPAS Composite Score advancement by the end of school year.</p> <p>Staff Responsible for Monitoring: Team lead , LPAC administrator, Intervention Team, Principal, and Assistant principal.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused, targeted, and systematic in development English language skills.</p> <p>Strategy's Expected Result/Impact: Improvement in Unit Assessments, TELPAS, MAP, and EOC scores. TELPAS language domain advancement by the end of school year.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Principal, and Assistant Principals.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in PLCs, at content and departmental levels, to evaluate data, identify needs and develop/implement instruction to improve upon student academic performance on assessments.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS and EOC results. TELPAS composite score increase by 1 level by the end of school year.</p> <p>Staff Responsible for Monitoring: LPAC administrator, Principal, Assistant Principal, and Intervention Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Subs for Teacher Planning - 6100 Payroll- Title I Funds - \$1,200</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will facilitate Extended-day and Super Saturday small group instruction for EB students on utilizing materials and Summit K-12 software needed to increase academic success on TELPAS and all EOC subjects.</p> <p>Strategy's Expected Result/Impact: Improvement in Unit Assessments, TELPAS, MAP, and EOC scores. TELPAS Composite Score advancement by the end of school year.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Summit K-12 Software - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,200, Extended Day Tutoring and Super Saturday Pay - Teachers - 199 - PIC 25 Bil./ESL State Allotment Funds - \$27,067, Healthy Snacks - 199 - PIC 25 Bil./ESL State Allotment Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will facilitate test prep session instruction, for EB students lacking only TELPAS to reclassify, during the school day on a weekly basis utilizing materials and software needed to achieve success on TELPAS.</p> <p>Strategy's Expected Result/Impact: Students will achieve qualifying TELPAS scores to reclassify.</p> <p>Staff Responsible for Monitoring: Teachers, ELL Administrator, Testing Coordinator, LPAC Coordinator, Bilingual Aide</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Aide Bilingual Title I, - 211-School Improvement Grant funds - \$25,548.53</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>				

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Performance Objective 3: Percent of students in grade 9 demonstrating scientific understanding as measured by Approaches Grade Level performance on STAAR Biology EOC, will increase from 89% in SY 23-24 to 93% by 2025 and Meets Grade Level performance on STAAR Biology EOC, will increase from 49% in SY 23-24 to 61% by 2025 and Masters Grade Level performance on STAAR Biology EOC, will increase from 18% in SY 23-24 to 25% by 2025.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will disaggregate data from Common Assessments during CLCs and planning sessions to determine appropriate concepts to spiral into future lessons and activities for all students.</p> <p>Strategy's Expected Result/Impact: Targeted instruction based off students needs</p> <p>Staff Responsible for Monitoring: Teachers Administrators Title 1 Intervention Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create lesson plans that include bell ringers, and mini lesson (inclusive of online lab simulations) to pre- teach skills, formative assessment, AVID strategies, and differentiation strategies.</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores increase Biology EOC scores Lower failure rates Improve student engagement</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Substitutes for Planning Days - 6100 Payroll- Title I Funds - \$1,665</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will work with Title 1 Intervention Facilitator to monitor and maintain student support processes (SSTs, RTI, failure rate monitoring, credit recovery, etc.)</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores Increase Biology EOC scores Lower failure rates Improve student engagement</p> <p>Staff Responsible for Monitoring: Teachers, Title I Intervention Facilitator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will offer extended hour tutorials and Achievement Academy for at risk students in designated EOC courses. STAAR (EOC) resters will be enrolled targeted G -TOWN classrooms for STAAR (EOC) preparation.</p> <p>Strategy's Expected Result/Impact: Improved EOC scores</p> <p>Staff Responsible for Monitoring: At-Risk Administrator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Achievement Academy Payroll (PIC 31) - 199 - Magnet Funds - \$16,667</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>				

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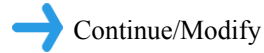
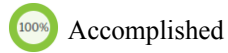
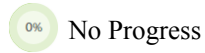
Performance Objective 4: Percent of students in grade 9 demonstrating scientific understanding as measured by Approaches Grade Level performance on STAAR Algebra I EOC, will increase from 79% in SY 23-24 to 85% by 2025 and Meets Grade Level performance on STAAR Algebra I EOC, will increase from 38% in SY 23-24 to 69% by 2025 and Masters Grade Level performance on STAAR Algebra I EOC, will increase from 13% in SY 23-24 to 25% by 2025.

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities.</p> <p>Strategy's Expected Result/Impact: Targeted instruction based off students needs</p> <p>Staff Responsible for Monitoring: Teachers Administrators Title 1 Intervention Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create and facilitate lesson plans that include bell ringers, and mini lesson to pre-teach skills, formative assessment, AVID strategies, and differentiation strategies.</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores increase Algebra EOC scores Lower failure rates Improve student engagement</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Substitute Teachers for Planning Days - 6100 Payroll- Title I Funds - \$1,320</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will work with MTSS Administrator to monitor and maintain student support processes (SSTs, RTI, failure rate monitoring, credit recovery, etc.)</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores Increase Algebra EOC scores Lower failure rates Improve student engagement</p> <p>Staff Responsible for Monitoring: MTSS Administrator Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will offer extended hour tutorials and Achievement Academy for at risk students in designated EOC courses.</p> <p>Strategy's Expected Result/Impact: Improved EOC scores</p> <p>Staff Responsible for Monitoring: At-Risk Administrator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Achievement Academy Payroll (PIC 31) - 199 - Magnet Funds - \$16,667</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: To address our need to improve all tiers of our math instructional program to better serve all students, especially students at risk of failing, we will ensure all Algebra 1 students have access to the appropriate learning tools and technology in the classroom by adding new One-Touch Smartboards in the remaining tow Algebra 1 classrooms.</p> <p>Strategy's Expected Result/Impact: Students and teachers can utilize up-to-date technology to enhance the learning environment and opportunities for students.</p> <p>Staff Responsible for Monitoring: CCMR Administrator / Accelerated Testing Administrator Math Department Chair Algebra 1 Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: AV Request - Replace SmartBoard in Room 114 - 6300 Supplies and Materials- Title I Funds - \$3,160, AV Request - Replace SmartBoard in Room 109 - 6300 Supplies and Materials- Title I Funds - \$2,958.20</p>	Formative			Summative
	Nov	Feb	Apr	June







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 postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing will increase from 54.7% in 2019 to 70% in 2025 and SAT School Day Mathematics will increase from 33.3% in 2019 to 50% by 2025. (SY 23-24 EBRW interim goal = 56%; math interim goal = 35%)

High Priority

Evaluation Data Sources: College Board's SAT district summary report





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate direct SAT practice/sample questions/problems into their lesson plans (weekly).</p> <p>Strategy's Expected Result/Impact: Improved student performance on 2024-25 SAT.</p> <p>Staff Responsible for Monitoring: Administrators, Math teachers, RLA teachers, and ESL teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement a variety of best practices and instructional strategies to improve student learning.</p> <p>Strategy's Expected Result/Impact: Reflection of best practices in lesson plans. Improved SAT performance</p> <p>Staff Responsible for Monitoring: Administrators Math teachers RLA teachers ESL Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will lead activities through Academic Decathlon to help students of all academic levels build the intellectual stamina to perform well under pressure in an exam environment.</p> <p>Strategy's Expected Result/Impact: Increased student performance on the PSAT, SAT, and ACT</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplemental Pay - 6100 Payroll- Title I Funds - \$1,200</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will incorporate Digital (P)SAT Prep through Khan Academy on Fridays for Algebra 2 and English 3 students.</p> <p>Strategy's Expected Result/Impact: Increased student performance on the PSAT, SAT, and ACT</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will host extended-day tutoring for (P)SAT Prep.</p> <p>Strategy's Expected Result/Impact: Increased student performance on the PSAT, SAT, and ACT</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>				

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 students earning qualifying criterion score on AP exams will increase from 42.7 % in 2019 to 45.0% by 2025 while maintaining high levels of student participation and number of exams administered. (SY 23-24 interim goal = 44.2%)

Evaluation Data Sources: College Board's AP district summary report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the Instructional Planning Report to design lessons to target the lowest scoring category.</p> <p>Strategy's Expected Result/Impact: Improved percentage of qualifying AP test scores.</p> <p>Staff Responsible for Monitoring: Administrators RLA Teachers AP Teachers</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 7: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS)] will decrease from 63.8% in 2024 to 35% by 2025.


High Priority


Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences
Branching Minds Reporting data

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrative staff will communicate established system for documenting classroom incidents and school wide behaviors through Review 360 and Branching Minds using the Restorative Discipline/PBIS Model during August staff development.</p> <p>Strategy's Expected Result/Impact: Decreased office referrals/exclusionary placements</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Behavior Interventionist Specialist - 211-School Improvement Grant funds - \$96,051</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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 (and in multiple languages), such as phone, email, letter, etc...in an effort to inform students and parents on restorative discipline practices (with emphasis on Hispanic and African American student population).</p> <p>Strategy's Expected Result/Impact: Clarify expectations Lower classroom incidents Improve learning environment Improve parent communication through use of Parent Square and Talking Points.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will develop and implement a classroom management plan that utilizes effective classroom management/PBIS strategies to create an environment conducive to learning and preventing misconduct.</p> <p>Strategy's Expected Result/Impact: Improve student-teacher relationships Lower office referrals</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campuswide interventions utilizing the E-HallPass Software will be implemented to increase seat time and opportunities for learning for students during the instructional period.</p> <p>Strategy's Expected Result/Impact: Clarify expectations Lower classroom and campuswide incidents Improve learning environment</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.5, 2.6 Funding Sources: E-HallPass Software - 211-School Improvement Grant funds - \$5,774.47</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 8: Percent of students successfully completing graduation requirements will increase from 94.8% in 2024 to 100% by 2025 as measured by 4-year graduation rates and 90.4% in 2024 to 100% by 2025 as measure by the percentage of students meeting College, Career, and Military Ready standards.

Evaluation Data Sources: TEA graduate reports (June); Annual Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: The school will use the PSAT school day, and GO Center (throughout the 2024-2025 school year)to facilitate/ assist seniors (and families) with the completion of FAFSA/TAFSA.</p> <p>Strategy's Expected Result/Impact: Increased graduation rates/DCP rates. Stronger communication between students, instructional staff, counselors, and administrators.</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: GAHSAI.2024.AIDE INSTRUCTIONAL TITLE I - 211-School Improvement Grant funds - \$25,298</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will have multiple opportunities to take the TSIA-2 on campus, within the school day, throughout the school year by creating a systematic framework for G-Town Advisory to ensure effective implementation of the academic period to promote student engagement and participation that supports TSIA2 success</p> <p>Strategy's Expected Result/Impact: Increased CCMR percentages</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: At-risk students not on track to graduate with their cohort and are not CCMR met are initially placed in the GOALSS/RISE programs to receive the academic and behavior support, incentives needed to succeed and meet their academic requirements. Accelerated Learning staff facilitate school-day instruction using Edgenuity, extended-day tutoring, and Saturday schools. Accelerated staff will receive ongoing professional development to learn new innovative strategies that best support at-risk student's success.</p> <p>Strategy's Expected Result/Impact: Increase graduation rates and post-secondary readiness while decreasing student dropout rates..</p> <p>Staff Responsible for Monitoring: At-Risk Administrator GOALSS Teacher Behavior Specialist MTSS Facilitator Attendance Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: GAHSAL.1232.AIDE INSTRUCTIONAL TITLE I - 211-School Improvement Grant funds - \$28,475, Attendance Incentives - Healthy Snacks - 199 - PIC 24 State Comp Ed Funds - \$2,000, Positive Behavior Incentives - 199 - PIC 24 State Comp Ed Funds - \$5,000, Professional Development for Accelerated Instruction- Staff - 199 - PIC 24 State Comp Ed Funds - \$10,000, Extended Day and Saturday School - Payroll - 199 - PIC 24 State Comp Ed Funds - \$14,000, Extended Day and Saturday School - Transportation - 199 - PIC 24 State Comp Ed Funds - \$11,427</p>	Formative			Summative
	Nov	Feb	Apr	June

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: Percentage of parents attending and participating in parent involvement and/or parent informational sessions will represent a minimum of 25% of student enrollment for 2024-25


Evaluation Data Sources: Attendance logs, survey feedback response

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents, and families, will have the opportunity to participate in English, and computer classes, through the Achievement Academy program to increase language and computer skills and build/strengthen stakeholder connection to campus.</p> <p>Strategy's Expected Result/Impact: Increased Parent Involvement</p> <p>Staff Responsible for Monitoring: At Risk Administrator</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: GHS teachers will coordinate and facilitate 9th grade orientation transition program (FISH camp) for incoming 2024-25 9th grade students and parents, on August 7th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: Administrators Counselors Student Activities Director</p> <p>TEA Priorities: 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: Parents will be invited to participate in the SHARE Night, ECHS Parent Nights and Awards Banquets, ECHS Welcome Night, MYP Personal Projects in order to promote a positive transition to high school for all students and answer any parent questions.</p> <p>Strategy's Expected Result/Impact: Increased Parental involvement</p> <p>Staff Responsible for Monitoring: MTSS facilitator IB/MYP/ECHS Coordinators Administrators Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PFE Supplemental Pay - 6100 Parent Inv. Payroll T1 - \$2,000, PFE Materials and Resources - 6300 Parent Involvement. Supplies T1 - \$406</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: GHS staff and teachers will present and provide the information/resources to parents in Spanish and English and other languages as needed during transition events.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement Student preparation for middle to high school transitions</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Talking Points Application (Parent Communication for non-English speaking Families) - 199 - PIC 24 State Comp Ed Funds - \$3,749, Supplemental Pay - Parent Conferences after hours - 6100 Payroll- Title I Funds - \$4,100</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Establish rigorous district and campus College, Career & Military Readiness annual targets for each of the fourteen student groups included in the Closing the Gaps Domain of the school accountability system (see addendum: CCMR Goal Worksheet x Student Groups).</p> <p>Strategy's Expected Result/Impact: The anticipated result is that all student groups will meet/exceed the annual targets through 2025.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers - CTE Teachers - Academic</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Increased Parental Involvement</p> <p>Staff Responsible for Monitoring: Administrator Campus Improvement Team</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 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.</p> <p>Strategy's Expected Result/Impact: Increased Parent Involvement</p> <p>Staff Responsible for Monitoring: Administrators Campus Improvement Team</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 8 Details	Reviews			
<p>Strategy 8: GHS will host two Open House sessions (Fall and Spring) specifically designed to promote parent engagement in understanding college and career readiness requirements by completing Dallas County Promise Pathway, FAFSA/ TAFSA, and TSIA2.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement and understanding of post-secondary readiness for their student Improving student CCMR qualifications Increased CCMR student participation and outcome bonuses\</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors MTSS Facilitator BIS Teachers</p> <p>Title I: 2.4, 2.6, 4.2 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Resources and Supplies - 6300 Supplies and Materials- Title I Funds - \$6,468.80, Supplemental Pay - 6100 Payroll- Title I Funds - \$2,847.50</p>	Formative			Summative
	Nov	Feb	Apr	June




No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 10: Campus Average Daily Attendance will increase from 92.5% in SY 23-24 to 96% in SY 24-25.

Evaluation Data Sources: ADA Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will analyze behavior and attendance data monthly to monitor chronic absences and provide interventions and incentives for students in need of assistance.</p> <p>Strategy's Expected Result/Impact: Improved attendance rates resulting in academic growth.</p> <p>Staff Responsible for Monitoring: At Risk Administrator, Attendance clerks, Administrators, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: PBIS Student Incentive Program - 199 - PIC 24 State Comp Ed Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will make personal calls or home visits to families of at-risk students if a student is absent 5 or more days in a month.</p> <p>Strategy's Expected Result/Impact: Improved attendance rates resulting in academic growth.</p> <p>Staff Responsible for Monitoring: At Risk Administrator, Attendance clerks, Administrators, Teachers</p> <p>Title I: 2.6, 4.2</p> <p>Funding Sources: Supplemental Pay - 6100 Payroll- Title I Funds - \$2,847.50</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 11: Percent of students demonstrating literacy as measured by Approaches Grade Level performance on STAAR US History (EOC), will increase from 95% in SY 23-24 to 96% by 2025 and Meets Grade Level performance on STAAR US History (EOC), will increase from 69% in SY 23-24 to 70% by 2025.


High Priority


Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create and facilitate lesson plans that include bell ringers, and mini lesson to pre-teach skills, formative assessment, AVID strategies, and differentiation strategies.</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores increase US History EOC scores Lower failure rates Improve student engagement</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Funding Sources: Subs for Teacher Planning - 6100 Payroll- Title I Funds - \$1,320</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Goal 2: Magnet Funding Justification

Performance Objective 1: By June 2025, the GHS IB Programme will graduate 90% of eligible full IB students with a full diploma.

Evaluation Data Sources: IB Diploma Summary Report

Strategy 1 Details	Reviews			
<p>Strategy 1: IB teachers will facilitate and implement IB/MYP training techniques, and attend conferences, to create a total academic experience consistent with the IB mission.</p> <p>Strategy's Expected Result/Impact: Increased Full Diploma Completion Percentage</p> <p>Staff Responsible for Monitoring: Magnet Liaison</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: IB/MYP Fees, Travel, registration - 199 - Magnet Funds - \$100,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide G/T students with a continuum of learning experiences that lead to advanced products, performances and independent studies.</p> <p>Strategy's Expected Result/Impact: Increased individual student progress and growth.</p> <p>Staff Responsible for Monitoring: Administrators, Magnet Liaison, GT Coordinator</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 3: Special Education Funding Justification


Performance Objective 1: Provide and maintain appropriate, functional, and safe facilities.


High Priority

Evaluation Data Sources: Qualitative data from students, teachers, and families

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify classroom needs and coordinate with ongoing facility improvement efforts to provide appropriate learning environments for special education students needing functional life skills development on campus.</p> <p>Strategy's Expected Result/Impact: Increased learning time and student functional development by providing a safe and operational learning environment on campus.</p> <p>Staff Responsible for Monitoring: Administration Special Education ALE Teachers SPED Department Heads ARD Facilitator</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Classroom Instructional Resources and Facility Improvements (Room 311) - 199 - PIC 23 SPED State Allotment Funds - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education staff will attend staff development meetings for the purpose of improving performance in assigned positions directly related to the education of eligible students with disabilities.</p> <p>Strategy's Expected Result/Impact: Administration Special Education ALE Teachers SPED Department Heads ARD Facilitator</p> <p>Staff Responsible for Monitoring: Administration Special Education Teachers SPED Department Head ARD Facilitator</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Professional Development for SPED Teachers - 199 - PIC 23 SPED State Allotment Funds - \$4,050</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	5	1	Teachers will incorporate direct SAT practice/sample questions/problems into their lesson plans (weekly).

State Compensatory

Budget for Garland High School

Total SCE Funds: \$49,176.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

GOALSS program supports recapturing students who have been withdrawn for non-attendance. This academic and behavior support program seeks to get students back on track to graduation and CCMR readiness.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cummings, Alicia	Teacher ELAR Interventionist	Title I	1.0
Norris-Jimenez, Phylcia	Teacher Title 1 Interventionist	Title 1	1.0
Reyes, Ricardo	Instructional Aide	Title 1	1.0
Sampson, Stacy	MTSS Intervention Facilitator	Title I	1.0

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Parent	Merna Harshman-Martinez	Parent
District-level Professional	Michael Arreola	Executive Director of Leadership
Community Representative	Kay Moore	Community Representative
Parent	Jennifer Fegraeus	Parent Rep
Student Rep	Andrew Fegraeus	Student Rep
Parent	Alisha Jamison	Parent
Community Representative	Randy Jackson	Community Representative
Business Representative	Tony Rorie	Business Representative
Pupil Service Member	Laquisha Nolan	School Nurse
Special Education Service Member	Karen Genslinger	ARD Facilitator
Classroom Teacher	Emiline Alovera	EB department head
Classroom Teacher	Morgan Shaeffer	ELAR teacher/cheer sponsor
Classroom Teacher	Jordan Marlar	Math Dept. Head
Administrator	Duke Barnett	Principal

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Classroom Instructional Resources and Facility Improvements (Room 311)		\$3,500.00
3	1	2	Professional Development for SPED Teachers		\$4,050.00
Sub-Total					\$7,550.00
Budgeted Fund Source Amount					\$7,550.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	3	Extended Day and Saturday School - Payroll		\$14,000.00
1	8	3	Attendance Incentives - Healthy Snacks		\$2,000.00
1	8	3	Professional Development for Accelerated Instruction- Staff		\$10,000.00
1	8	3	Positive Behavior Incentives		\$5,000.00
1	8	3	Extended Day and Saturday School - Transportation		\$11,427.00
1	9	4	Talking Points Application (Parent Communication for non-English speaking Families)		\$3,749.00
1	10	1	PBIS Student Incentive Program		\$3,000.00
Sub-Total					\$49,176.00
Budgeted Fund Source Amount					\$49,176.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESL Classroom/Instructional Supplies		\$2,000.00
1	2	4	Extended Day Tutoring and Super Saturday Pay - Teachers		\$27,067.00
1	2	4	Summit K-12 Software		\$5,200.00
1	2	4	Healthy Snacks		\$4,000.00
Sub-Total					\$38,267.00
Budgeted Fund Source Amount					\$38,267.00
+/- Difference					\$0.00

199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Achievement Academy Payroll (PIC 31)		\$16,666.00
1	3	4	Achievement Academy Payroll (PIC 31)		\$16,667.00
1	4	4	Achievement Academy Payroll (PIC 31)		\$16,667.00
2	1	1	IB/MYP Fees, Travel, registration		\$100,000.00
Sub-Total					\$150,000.00
Budgeted Fund Source Amount					\$150,000.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Substitutes for Planning Days - ELAR		\$3,500.00
1	2	3	Subs for Teacher Planning		\$1,200.00
1	3	2	Substitutes for Planning Days		\$1,665.00
1	4	2	Substitute Teachers for Planning Days		\$1,320.00
1	5	3	Supplemental Pay		\$1,200.00
1	9	4	Supplemental Pay - Parent Conferences after hours		\$4,100.00
1	9	8	Supplemental Pay		\$2,847.50
1	10	2	Supplemental Pay		\$2,847.50
1	11	1	Subs for Teacher Planning		\$1,320.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$0.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	3	PFE Supplemental Pay		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Student Incentives - Books Marks for Reading		\$2,975.00
1	4	5	AV Request - Replace SmartBoard in Room 114		\$3,160.00
1	4	5	AV Request - Replace SmartBoard in Room 109		\$2,958.20
1	9	8	Resources and Supplies		\$6,468.80
Sub-Total					\$15,562.00
Budgeted Fund Source Amount					\$15,562.00
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	3	PFE Materials and Resources		\$406.00
Sub-Total					\$406.00
Budgeted Fund Source Amount					\$406.00
+/- Difference					\$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Healthy Snacks for AA Students (Saturdays)		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

6600 Capital Outlay- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211-School Improvement Grant funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELAR Instructional Coach		\$90,076.00
1	1	2	GAHSTE.2018.TEACHER ELAR INTERVENTIONIST TITLE I		\$85,097.00
1	1	6	MTSS facilitator - Title I		\$105,021.00
1	2	5	Aide Bilingual Title I,		\$25,548.53
1	7	1	Behavior Interventionist Specialist		\$96,051.00
1	7	4	E-HallPass Software		\$5,774.47
1	8	1	GAHSAI.2024.AIDE INSTRUCTIONAL TITLE I		\$25,298.00
1	8	3	GAHSAI.1232.AIDE INSTRUCTIONAL TITLE I		\$28,475.00
Sub-Total					\$461,341.00
Budgeted Fund Source Amount					\$461,341.00
+/- Difference					\$0.00
211-School Transformation Grant funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$746,302.00
Grand Total Spent					\$746,302.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024