

# Garland Independent School District

## Garland High School

### 2023-2024 Goals/Performance Objectives/Strategies



# 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.

# Table of Contents

Goals	4
Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.	4
Goal 2: Magnet Funding Justification	26
Goal 3: Special Education Funding Justification	27

# 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 Meets Grade Level performance on EOC English I and English II, will increase from 46% and 48% respectively from SY 22-23, to 90% by 2025. (SY 23-24 interim goal = 64% (E1 and E2)).

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators and teachers will ensure that each Emergent Bilingual (EB) is provided with linguistic and instructional accommodations as determined by the LPAC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase benchmark scores, increase English 1 and 2 EOC scores, increase TELPAS scores.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC administrator Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase benchmark scores, increase English 1 and 2 EOC scores, increase TELPAS scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> ESL Classroom/Instructional Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,000, Extended-day Teacher Pay for Planning - 6100 Payroll- Title I Funds - \$2,000.53</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction based off students needs.            Increase benchmark scores            increase English 1 and 2 EOC scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Administrators            Title 1            Intervention            Facilitator</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase benchmark scores            increase English 1 and 2 EOC scores            Lower failure rates            Improve student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Administrator</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> AVID SI Supplemental Pay - 6100 Payroll- Title I Funds - \$2,500, Extended-Day EOC Tutorials (After School/Achievement Academy) - 6100 Payroll- Title I Funds - \$7,500, AVID SI Registration - 6200 Contracted Services/Registration- Title I Fun - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will offer extended hour tutorials and Achievement Academy for at risk students in designated EOC courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Common Assessment data results Increase EOC data results</p> <p><b>Staff Responsible for Monitoring:</b> At-risk Administrator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> 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><b>Strategy 6:</b> Teachers will work with the MTSS Facilitator to monitor and maintain student support processes (SSTs, RTI, failure rate monitoring, credit recovery, etc...)</p> <p><b>Strategy's Expected Result/Impact:</b> Lower failure rates Improve EOC data Improve Cycle grades failure rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal MTSS Facilitator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Improve student literacy and reading activities by incentivizing library visits and checking out books that pique their reading interests.</p> <p><b>Strategy's Expected Result/Impact:</b> Encourage literacy and reading comprehension to increase students' ability to meet state standards on state-mandated assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian RLA Teachers Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Studnet Incentives - Books Marks for Reading - 6300 Supplies and Materials- Title I Funds - \$2,975</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Based on Spring 2021 STAAR reports, 53% of students reached approaches, and 43% meets on English 1 EOC. **Root Cause:** Pandemic impact on consistent student in-person attendance and previous school year waivers on STAAR EOC (8th grade).

**Problem Statement 3:** Based on Spring 2022 STAAR reports, 76% of students reached approaches, and 49% meets on Biology EOC. **Root Cause:** Pandemic impact on consistent student in-person attendance and previous school year waivers on STAAR EOC (8th grade).

**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%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved scores on Unit Assessments, MAP, TELPAS, and EOC scores, TELPAS language domain advancement by the end of school year.</p> <p><b>Staff Responsible for Monitoring:</b> Team lead , LPAC administrator, Intervention Team, Principal, and Assistant principal.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will provide Sheltered Instruction through a differentiated classroom that is focused, targeted, and systematic in development English language skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Unit Assessments, TELPAS, MAP, and EOC scores. TELPAS language domain advancement by the end of school year.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Administrator, Principal, and Assistant Principals.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved TELPAS and EOC results. TELPAS language domain advancement by the end of school year.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC administrator, Principal, Assistant Principal, and Intervention Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Improvement in Unit Assessments, TELPAS, MAP, and EOC scores. TELPAS language domain advancement by the end of school year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Summit K-12 Software - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,200, Super Saturday Pay - Teachers - 199 - PIC 25 Bil./ESL State Allotment Funds - \$9,750, Extended Day Pay - Teachers - 6100 Payroll-Title I Funds - \$9,750, Healthy Snacks - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will achieve qualifying TELPAS scores to reclassify.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, ELL Administrator, Testing Coordinator, LPAC Coordinator</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

**Performance Objective 3:** Percent of students in grade 9 demonstrating scientific understanding as measured by Meets Grade Level performance on Biology EOC, will increase from 48% in SY 22-23 to 80% by 2025. (SY 23-24 interim goal = 65%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction based off students needs</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Title 1 Intervention Facilitator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase benchmark scores increase Biology EOC scores Lower failure rates Improve student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Substitutes for Planning Days - 6100 Payroll- Title I Funds - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase benchmark scores            Increase Biology EOC scores            Lower failure rates            Improve student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Title I Intervention Facilitator</p> <p><b>TEA Priorities:</b>            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><b>Strategy 4:</b> Teachers will offer extended hour tutorials and Achievement Academy for at risk students in designated EOC courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved EOC scores</p> <p><b>Staff Responsible for Monitoring:</b> At-Risk Administrator</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Based on Spring 2022 STAAR reports, 76% of students reached approaches, and 49% meets on Biology EOC. <b>Root Cause:</b> Pandemic impact on consistent student in-person attendance and previous school year waivers on STAAR EOC (8th grade).</p>

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

**Performance Objective 4:** Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 31% in SY 22-23 to 90% by 2025. (SY 23-24 interim goal = 68.3%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction based off students needs</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Title 1 Intervention Facilitator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase benchmark scores increase Algebra EOC scores Lower failure rates Improve student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Substitute Teachers for Planning Days - 6100 Payroll- Title I Funds - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

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

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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 provide upper Algebra 1 students with meaningful access to high-quality individualized math lessons, delivered through online software programs/apps and downloaded software.</p> <p><b>Strategy's Expected Result/Impact:</b> Students can utilize Chromebooks for instructional purposes for end-of-course exams required for graduation.</p> <p><b>Staff Responsible for Monitoring:</b> CCMR Administrator / Accelerated Testing Administrator Math Department Chair Algebra 1 Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Chromebart Cart (30) - 199 - PIC 24 State Comp Ed Funds - \$14,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			






**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Based on Spring 2022 STAAR reports, 54% of students reached approaches, and 19% meets on Algebra 1 EOC. <b>Root Cause:</b> Pandemic impact on consistent student in-person attendance and previous school year waivers on STAAR EOC (8th grade).</p>





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

**Performance Objective 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 by 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%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will incorporate direct SAT practice/sample questions/problems into their lesson plans (weekly).  <b>Strategy's Expected Result/Impact:</b> Improved student performance on 2023-24 SAT.  <b>Staff Responsible for Monitoring:</b> Administrators                      Math Teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement a variety of best practices and instructional strategies to improve student learning.  <b>Strategy's Expected Result/Impact:</b> Reflection of best practices in lesson plans.                      Improved SAT performance  <b>Staff Responsible for Monitoring:</b> Administrators                      Math Teachers</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student performance on the PSAT, SAT, and ACT</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Administration</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Extra Duty Pay (Professional) - 6100 Payroll- Title I Funds - \$1,200</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 6:** 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><b>Strategy 1:</b> Teachers will utilize the Instructional Planning Report to design lessons to target the lowest scoring category.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved percentage of qualifying AP test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators RLA 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), and Reassignment Rooms] will decrease from 39.5% in 2019 to 35% by 2025. (SY 23-24 interim goal = 38.0%)

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrative staff will communicate established system for documenting classroom incidents and school wide behaviors (Review 360) using the Restorative Discipline/PBIS Model during August staff development.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased office referrals/exclusionary placements</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><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 (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><b>Strategy's Expected Result/Impact:</b> Clarify expectations Lower classroom incidents Improve learning environment</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve student-teacher relationships Lower office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Clarify expectations Lower classroom and campuswide incidents Improve learning environment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> E-HallPass Software - 211-School Improvement Grant funds - \$5,774.47</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 8:** Percent of students successfully completing graduation requirements will increase from 90.9% in 2019 to 95% by 2025 as measured by 4-year graduation rates and 63.4% in 2019 to 80% by 2025 as measure by the percentage of students meeting College, Career, and Military Ready standards. (SY 23-24 graduation rate interim goal = 94.6%; 23-24 CCMR interim goal = 94.9%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The school will use the PSAT school day, and GO Center (throughout the 2023-2024 school year)to facilitate/assist seniors (and families) with the completion of FAFSA/TAFSA.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rates/DCP rates.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will have multiple opportunities to take the TSI-A on campus, within the school day, throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased CCMR percentages</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 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 2023-24.

**Evaluation Data Sources:** Attendance logs, survey feedback response

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement</p> <p><b>Staff Responsible for Monitoring:</b> At Risk Administrator</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Talking Points Application (Parent Communication for non-English speaking Families) - 6300 Parent Involvement. Supplies T1 - 6100 - \$2,251, Payroll for Parent Presentation- Parent Involvement - 6100 Parent Inv. Payroll T1 - 6300 Parent Involvement - \$2,014</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> GHS teachers will coordinate and facilitate 9th grade orientation transition program (FISH camp) for incoming 2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q &amp; A with principals/counselors, campus procedures, first day procedures, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Student Activities Director</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parents will be invited to participate in the "AVID Share Night" and "Meet-the-Teacher Night" in order to promote a positive transition to high school for all students and answer any parent questions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator Administrators Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> GHS staff and teachers will present and provide the information/resources to parents in Spanish and English and other languages as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> Talking Points Application (Parent Communication for non-English speaking Families) - 199 - PIC 24 State Comp Ed Funds - \$3,749</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Establish rigorous district and campus College, Career &amp; 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><b>Strategy's Expected Result/Impact:</b> The anticipated result is that all student groups will meet/exceed the annual targets through 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counsels Teachers - CTE Teachers - Academic</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</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.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategy's Expected Result/Impact Increased Parental Involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Campus Improvement Team</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Improvement Team</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 10:** Campus Average Daily Attendance will increase from 89.02% in SY 22-23 to 96% in SY 23-24.





**Evaluation Data Sources:** ADA Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will analyze behavior and attendance data monthly to monitor chronic absences and provide interventions for students in need of assistance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rates resulting in academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> At Risk Administrator, Attendance clerks, Administrators, Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> Student Incentive Program - 199 - PIC 24 State Comp Ed Funds - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved attendance rates resulting in academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> At Risk Administrator, Attendance clerks, Administrators, Teachers</p> <p><b>Title I:</b> 2.6, 4.2</p> <p><b>Funding Sources:</b> Supplemental Pay - 6100 Payroll- Title I Funds - \$5,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 2: Magnet Funding Justification**

**Performance Objective 1:** By June 2024, 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased Full Diploma Completion Percentage</p> <p><b>Staff Responsible for Monitoring:</b> Magnet Liaison</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> IB/MYP Fees, Travel, registration - 199 - Magnet Funds - \$100,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide G/T students with a continuum of learning experiences that lead to advanced products, performances and independent studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual student progress and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Magnet Liaison, GT Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3: Special Education Funding Justification**

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased learning time and student functional development by providing a safe and operational learning environment on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Special Education ALE Teachers SPED Department Heads ARD Facilitator</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> Classroom Instructional Resources and Facility Improvements - 199 - PIC 23 SPED State Allotment Funds - \$7,550</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				