Garland Independent School District

Lakeview Centennial High School

2024-2025 Campus Improvement Plan

Accountability Rating: B

Mission Statement

Lakeview Centennial High School seeks to create a challenging learning environment with high expectations for all through the development of appropriate instruction that allows for individual differences. Our school will promote a safe, orderly, caring, and supportive environment through positive relationships with students, staff, and community.

Vision

Preparing students for tomorrow – inspiring them today

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Comprehensive Needs Assessment

Revised/Approved: April 25, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Lakeview strives to be a place where students learn, explore, and grow, academically and social-emotionally. In order for our school to be this place, attendance is compulsory. We will focus on monitoring attendance and addressing issues as they arise.

While we have seen growth in our CCMR percentages, our area for growth is helping students explore, choose, and plan their pathway to CCMR Met status.

We need to keep our focus on attendance, high quality instructional practices, and positively engaging every student in all our classrooms every day. We will continue to develop plans and professional development to assist our teachers in planning high-quality, engaging lessons. Careful planning and attention will be given to targeted advisory courses to address specific student needs in order to close gaps, reach goals, and show academic growth.

We will continue to find ways and means to engage our families and create community within our school. Student involvement will continue to be a focus with the goal of every student involved in at least one campus club and/or activity group.

Demographics

Demographics Strengths

Lakeview Centennial High School has an enrollment of 2,250 students.

Number of students enrolled in our P-Tech program: 125.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to discipline data African American students receive exclusionary discipline disproportionately of other student subpopulations.
Root Cause: Positive engagement of all students is lacking in our hallways and classrooms.

Student Learning

Student Learning Summary

Lakeview's overall rating increased from 84 in 2022 to 87 in 2023. .

Student Learning Strengths

Graduation Rate increased from 2022.

CCMR Rating - A

45-50 percent of our student body is enrolled in at least one Dual Credit course.

50-55 percent of the student body is part of a Magnet program.

Lakeview received the award for highest FAFSA completions in 2023 for the fifth year in a row, and our school's social and emotional learning received district recognition.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Algebra I EOC scores remained flat after seeing significant growth the previous year.   **Root Cause:** Lack of engagement, participation, and planning in structured small group and individual instruction in intervention reading classes and targeted advisory sections.

School Processes & Programs

School Processes & Programs Strengths

CCMR Rating - A

45-50 percent of our student body is enrolled in at least one Dual Credit course.

50-55 percent of the student body is part of a Magnet program.

Lakeview received the award for highest FAFSA completions.

All EOC Teachers have CLC structured into the school day.

All students and teachers have access to technology and devices.

1:1 Instructional Coach has been effectively used to help students and teachers with Canvas and all technology resources needed for academic support. She regularly attends CLC meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students achieving CCMR status did not all arrive there from a clear, well-planned path.   **Root Cause:** Students were not informed about CCMR and the various paths to achieve CCMR Met status by senior year.

Perceptions

Perceptions Strengths

*The climate at LCHS is supportive and contributes positively to the overall effectiveness of student success. Teachers and staff collaborate with each other and administration is supportive and visible.

The GISD surveys included the following comments in regards to school climate and culture:

Great communication from teachers and administrators

Administration is supportive and always available

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all demographic populations have achieved their full potential, academically or behaviorally.   **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2: Parent involvement and community partnerships are not as strong as we would like.   **Root Cause:** Barriers to parent and community involvement may exist through a lack of communication about opportunities and needs that exist.

Priority Problem Statements

Problem Statement 1: Algebra I EOC scores remained flat after seeing significant growth the previous year.

Root Cause 1: Lack of engagement, participation, and planning in structured small group and individual instruction in intervention reading classes and targeted advisory sections.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to discipline data African American students receive exclusionary discipline disproportionately of other student subpopulations.

Root Cause 2: Positive engagement of all students is lacking in our hallways and classrooms.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students achieving CCMR status did not all arrive there from a clear, well-planned path.

Root Cause 3: Students were not informed about CCMR and the various paths to achieve CCMR Met status by senior year.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

- Communications 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 in English I and English II demonstrating literacy as measured by Approaches performance on EOC English I and II, will increase from 70%/79% to 90% by 2025.

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

Strategy 1 Details			Reviews			
Strategy 1: Teachers, Administrators, MTSS Facilitator, Instructional Coach, and Title I Instructional Aide will create strategic flexible groups for after school tutoring, advisory and Saturday School to address specific groups, and oversee targeted instruction to at-risk students in the areas of English.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in English I and English II EOC scores for ALL students at the Approaches, Meets and Masters Level. **Staff Responsible for Monitoring:** Intervention Teachers, MTSS Facilitator, Administrators, Instructional Coach **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math						
Strategy 2 Details			Reviews			
Strategy 2: Teachers, Administrators, MTSS Facilitator and Instructional Coach will create strategic flexible groups for after school tutoring and advisory to address specific groups , including Special Education, EB, African-American and re-testers to reduce gaps in achievement with performance in English I and II to ensure state and federal performance targets are met.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in English I and English II EOC scores for ALL students at the Approaches, Meets and Masters Level. **Staff Responsible for Monitoring:** EOC Teachers, Administrators, RtI Facilitator, Instructional Coach **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math						

0% No Progress   100% 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 2: Percent of EB students demonstrating English language acquisition, as measured by growing at least one proficiency level on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 27% in 2024 to 70% by 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will create strategic flexible groups for after school tutoring and in class in addressing specific groups to reduce gaps in achievement with performance of EB students to ensure state and federal performance targets are met.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in TELPAS performance
    Staff Responsible for Monitoring: EB teachers, RLA teachers, LPAC Facilitator, and administrators
 	
    Title I:
2.4, 2.6
   - TEA Priorities:
Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will regularly preview key vocabulary and implement the use of academic response frames (sentences stems) in daily instruction to address the language acquisition needs of English learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in EB State Accountability
    Staff Responsible for Monitoring: EB Teachers, Classroom Teachers, LPAC Facilitators, Administrators
 	
    Title I:
2.4, 2.6
   - TEA Priorities:
Build a foundation of reading and math				

0% No Progress   100% 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 Biology demonstrating scientific understanding as measured by Meets Grade Level performance on EOC Biology, will increase from 69% to 80% by 2025.

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers, administrators, and MTSS Facilitator will work collaboratively to create strategic flexible groups for after school tutoring, advisory, and Saturday School to address specific groups, including Special Education, EB, and re-testers to reduce gaps in achievement with performance in Biology to ensure state and federal performance targets are met.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in Biology EOC performance **Staff Responsible for Monitoring:** Biology Teachers, Administration **Title I:** 2.4					

0% No Progress   100% 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 4: Percent of students demonstrating mathematical proficiency, as measured by Approaches Level performance by the end of grade 9 on STAAR Algebra I EOC, will increase from 79% in 2024 to 90% by 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will create strategic flexible groups for after school tutoring in addressing specific groups , including all sub-populations to reduce gaps in achievement with performance in Algebra I to ensure state and federal performance targets are met.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in EOC scores for ALL students at the Meets and Masters Level.
     Staff Responsible for Monitoring: EOC Teachers and Administrators
 	
     Title I:
 2.4
  - **TEA Priorities:**
 Build a foundation of reading and math				

Strategy 2 Details	**Reviews**			
Strategy 2: Teachers, Administrators, MTSS Facilitator and Instructional Coach will create strategic flexible groups for after school tutoring, advisory, and Saturday School to address specific groups, and oversee targeted instruction to at-risk students not showing growth in the areas of Math.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in Algebra I scores that demonstrate growth in sub-population areas.
     Staff Responsible for Monitoring: Intervention Teachers, MTSS Facilitator, Administrators, Instructional Coach
 	
     Title I:
 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math				

0% No Progress   100% 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 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 44% in 2024 to 70% by 2025 and SAT School Day Mathematics will increase from 21% in 2024 to 50% by 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: All non-EOC 9th-11th advisory teachers will utilize MasteryPrep and Khan Academy with students to practice and strengthen PSAT/SAT reading/writing and math skills	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: An increase in the 9-11th grade PSAT/SAT EBRW and Math percentages that meet the district goals **Staff Responsible for Monitoring:** Administrators, Dept. Heads **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: All math and English/reading teachers will be trained to use MasteryPrep prep materials by the end of the 2024-2025 school year. targeted instruction with students in the areas of EBRW and Math	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: This strategy utilizing training materials will increase targeted instruction with students in the areas of EBRW and Math PSAT/SAT skills for mastery. **Staff Responsible for Monitoring:** District leaders, administrators, and MTSS Facilitator **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

0% No Progress   100% 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 6: Percent of students earning qualifying criterion score on AP exams will increase from 20% in 2023 to 45% by 2025 while maintaining high levels of student participation and number of exams administered.

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

Strategy 1 Details		Reviews			
Strategy 1: AP Teachers and select advisory teachers incorporate activities from professional development into current curriculum and during the advisory period to increase rigor and target critical reading and writing skills, STEM, math problem-solving skills, and enhance collaboration skills.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in participation and qualifying scores. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Connect high school to career and college					
0% No Progress 100% 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 7: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center] will decrease from 54% in 2024 to 30% by 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: High Risk students will participate in the "Just Say Yes" mentoring program to reduce potential discipline issues by targeting social skills within disproportional exclusionary consequences.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Reduction in the number of exclusionary discipline **Staff Responsible for Monitoring:** Administration **Title I:** 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Provide staff with culturally relevant professional development to assist and provide strategies in positively engaging all students.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Reduction in number of exclusionary discipline **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.6				

0% No Progress	100% 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 98% in 2024 to 99% by 2025 as measured by 4-year graduation rates. CCMR rate of 100% in 2024 to remain 100% in 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			
Strategy 1: Education about pathways to CCMR Met status will begin in the 9th grade with a plan and path being developed for each student.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in all students being classified as CCMR Met. **Staff Responsible for Monitoring:** MTSS Facilitator, Counselors, Administrators **Title I:** 2.4, 2.5 - **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
Strategy 2: 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	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is that all student groups will meet/exceed the annual targets through 2025. **Staff Responsible for Monitoring:** Administrators RtI Facilitator Counselors Teachers - CTE Teachers - Academic and Dual Credit **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college				

Strategy 3 Details		**Reviews**			
Strategy 3: Develop jointly with, and distribute to parents, a written Parent and Family Engagement policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased Parent Involvement **Staff Responsible for Monitoring:** Administrators, CIP Team **Title I:** 4.1					

Strategy 4 Details		**Reviews**			
Strategy 4: 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.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased Parent Involvement **Staff Responsible for Monitoring:** Administrators, CIP Team **Title I:** 4.1					

Strategy 5 Details		**Reviews**			
Strategy 5: All incoming ninth grade students will be given opportunities to participate in transition activities to be prepared academically and socially for the high school experience.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student academic success **Staff Responsible for Monitoring:** Administrators, MTSS Facilitator, Counselors, and Teachers **Title I:** 2.4, 2.6					

Strategy 6 Details		**Reviews**			
Strategy 6: Teachers incorporate activities into current curriculum to increase rigor and target critical reading and writing skills, STEM, and math problem-solving skills.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in all students being classified as CCMR **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Connect high school to career and college					

0% **No Progress**   100% **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 9: By May 2025, we will increase parent attendance from 15 percent to 20 percent at parent information meetings throughout the year.

Strategy 1 Details			Reviews			
Strategy 1: Administration and Faculty will provide opportunities in the fall and spring semester educating parents on technology in the classroom, PSAT and SAT, FAFSA, Dallas County Promise, AVID and other high school relevant topics.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parents' knowledge			**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, Counselors **Title I:** 4.2 **Funding Sources:** Supplies - 6300 Parent Involvement. Supplies T1 - $2,406						

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Magnet Funding Justification

Performance Objective 1: By January 2025, teachers and students will have 100 percent of requested resources needed for the successful implementation of all the magnet programs.

Strategy 1 Details				Reviews			
Strategy 1: PTech Teachers and Students will have access to resources to supplement the PTech program				**Formative**			**Summative**
Strategy's Expected Result/Impact: Program Activities				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: PTech Principal, Magnet Advisor, Campus Principal							
Funding Sources: Supplies and Materials - 199 - Magnet Funds - $50,000							

Strategy 2 Details				Reviews			
Strategy 2: Magnet Advisor will oversee and maintain all materials and resources used for all recruitment, enrollment, good standing, advisement and advancement of all magnet programs.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Recruitment Data				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Magnet Advisor, Administration							
Funding Sources: Supplies and Materials - 199 - Magnet Funds - $30,000							

Strategy 3 Details				Reviews			
Strategy 3: Collegiate Academy teachers and students will have access to resources to supplement the Collegiate Academy program.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Program Activities Dual Credit hours earned				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Magnet Advisor, Administration							
Funding Sources: Supplies and Materials - 199 - Magnet Funds - $20,000							

Strategy 4 Details				Reviews			
Strategy 4: TV production teachers and students will have access to resources to supplement the TV production program.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Program Activities				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Magnet Advisor, Administration							

Strategy 5 Details		Reviews			
Strategy 5: Classical teachers and students will have access to resources to supplement the Classical Program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Program Activities **Staff Responsible for Monitoring:** Magnet Advisor, Administration		**Nov**	**Feb**	**Apr**	**June**

Strategy 6 Details		Reviews			
Strategy 6: FTI teachers and students will have access to resources to supplement the FTI program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Program Activities **Staff Responsible for Monitoring:** Magnet Advisor, Administration		**Nov**	**Feb**	**Apr**	**June**

0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✕ Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	5	2	All math and English/reading teachers will be trained to use MasteryPrep prep materials by the end of the 2024- 2025 school year. targeted instruction with students in the areas of EBRW and Math

Title I Personnel

Name	Position	Program	FTE
Alison Staples	MTSS Facilitator	Title I, Part A	1.0
Brenda Del Cid	Aide Instructional Title I	Title I, Part A	1.0
Brenda Le	Math Title I Instructional Coach	Title I, Part A	1.0
Jeramy Boulanger-Chatman	ELAR Title I Instructional Coach	Title I, Part A	1.0
Lamont Mason	Behavior Interventionist Title I	Title I, Part A	1.0
Nallely Saucedo	Title I Parent Involvement Aide	Title I, Part A	1.0
VACANCY	Aide Instructional Title I	Title I, Part A	1.0

2024-2025 Campus Improvement Team

Committee Role	Name	Position
District-level Professional	Jeanine Boyett	Coordinator Library Media Services
Community Representative	Marilyn Lockhart	Community Representative
Business Representative	Tread Sheffield	Business Representative
Student	Mason Nguyen	Student
Non-classroom Professional	Lisa Chapman	Testing/504 Coordinator
Parent	Tevis Diaz	Parent
Classroom Teacher	Christie Milam	Classroom Teacher
Non-classroom Professional	Alison Staples	MTSS Facilitator
Classroom Teacher	Dee Rivera	Special Education Department Head
Classroom Teacher	Amy Trevizo	Classroom Teacher
Classroom Teacher	Amy Davis	Classroom Teacher
Administrator	Elise Mosty	Principal

Campus Funding Summary

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6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Supplies		$2,406.00
				Sub-Total	$2,406.00
				Budgeted Fund Source Amount	$2,406.00
				+/- Difference	$0.00
				Grand Total Budgeted	$176,162.00
				Grand Total Spent	$102,406.00
				+/- Difference	$73,756.00

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