

Garland Independent School District

Lakeview Centennial High School

2023-2024 Goals/Performance Objectives/Strategies

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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

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 | 17 |

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 71%/73% to 90% by 2025. (2023 - 2024 interim goal = 81%/82%)

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers, Administrators, Rtl Facilitator, Instructional Coach, and Title I Instructional Aide will create strategic flexible groups for after school tutoring and advisory to address specific groups, and oversee targeted instruction to at-risk students in the areas of English.</p> <p>Strategy's Expected Result/Impact: Increase in English I and English II EOC scores for ALL students at the Approaches, Meets and Masters Level.</p> <p>Staff Responsible for Monitoring: Intervention Teachers, Rtl Facilitator, Administrators, Instructional Coach</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$6,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers, Administrators, Rtl 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.</p> <p>Strategy's Expected Result/Impact: Increase in English I and English II EOC scores for ALL students at the Approaches, Meets and Masters Level.</p> <p>Staff Responsible for Monitoring: EOC Teachers, Administrators, Rtl Facilitator, Instructional Coach</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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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 2: Percent of EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 35% in 2022 to 76% by 2025. (2023 - 2024 interim goal = 56.5%)





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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS performance</p> <p>Staff Responsible for Monitoring: EB teachers, LPAC, and administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$6,000</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increase in EB State Accountability</p> <p>Staff Responsible for Monitoring: EB Teachers, LPAC, Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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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 55% to 80% by 2025. (2023 - 2024 interim goal = 68%)





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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers, administrators, and RtI Facilitator will work collaboratively to create strategic flexible groups for after school tutoring and advisory 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.</p> <p>Strategy's Expected Result/Impact: Increase in Biology EOC performance</p> <p>Staff Responsible for Monitoring: Biology Teachers, Administration</p> <p>Title I: 2.4</p> <p>Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$5,000</p> | Formative | | | Summative |
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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 40% in 2023 to 90% by 2025. (2023 - 2024 interim goal = 65%)

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 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.</p> <p>Strategy's Expected Result/Impact: Increase in EOC scores for ALL students at the Meets and Masters Level.</p> <p>Staff Responsible for Monitoring: EOC Teachers and Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$5,000</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers, Administrators, RtI Facilitator and Instructional Coach will create strategic flexible groups for after school tutoring and advisory to address specific groups, and oversee targeted instruction to at-risk students not showing growth in the areas of Math.</p> <p>Strategy's Expected Result/Impact: Increase in Algebra I scores that demonstrate growth in sub-population areas.</p> <p>Staff Responsible for Monitoring: Intervention Teachers, RtI Facilitator, Administrators, Instructional Coach</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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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 52% in 2023 to 70% in by 2025 and SAT School Day Mathematics will increase from 25% in 2023 to 50% by 2025. (2023-2024 EBRW interim goal = 58%; math interim goal = 33%)

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: All non-EOC 9th-11th advisory teachers will utilize Shmoop and Khan Academy with students to practice and strengthen PSAT/SAT reading/writing and math skills</p> <p>Strategy's Expected Result/Impact: An increase in the 9-11th grade PSAT/SAT EBRW and Math percentages that meet the district goals</p> <p>Staff Responsible for Monitoring: Administrators, Dept. Heads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$7,000</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: All math and English/reading teachers will be trained to use Princeton Review SAT prep materials by the end of the 2023 - 2024 school year. targeted instruction with students in the areas of EBRW and Math</p> <p>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.</p> <p>Staff Responsible for Monitoring: District leaders, administrators, and RtI facilitator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> | Formative | | | Summative |
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No Progress



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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 17% in 2022 to 45% by 2025 while maintaining high levels of student participation and number of exams administered. (2023 - 2024 interim goal = 31%)





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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increase in participation and qualifying scores.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$9,018</p> | Formative | | | Summative |
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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 38.1% in 2023 to 25% by 2025. (2023 - 2024 interim goal = 31%)

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

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of exclusionary discipline</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide staff with culturally relevant professional development to assist and provide strategies in positively engaging all students.</p> <p>Strategy's Expected Result/Impact: Reduction in number of exclusionary discipline</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
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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 96.4% in 2022 to 98% by 2025 as measured by 4-year graduation rates and 80% in 2022 to 98% by 2025 as measure by the percentage of students meeting College, Career, and Military Ready standards. (2023 - 2024 graduation rate interim goal = 98%; 2023 - 2024 CCMR interim goal = 90%)

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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increase in all students being classified as CCMR Met.</p> <p>Staff Responsible for Monitoring: RtI Facilitator, Counselors, Administrators</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Supplies - 6300 Supplies and Materials- Title I Funds - \$10,000</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>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</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 RtI Facilitator Counselors Teachers - CTE Teachers - Academic and Dual Credit</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increased Parent Involvement</p> <p>Staff Responsible for Monitoring: Administrators, CIP Team</p> <p>Title I: 4.1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increased Parent Involvement</p> <p>Staff Responsible for Monitoring: Administrators, CIP Team</p> <p>Title I: 4.1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 5 Details | Reviews | | | |
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increased student academic success</p> <p>Staff Responsible for Monitoring: Administrators, RtI Facilitator, Counselors, and Teachers</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Teachers incorporate activities into current curriculum to increase rigor and target critical reading and writing skills, STEM, and math problem-solving skills.</p> <p>Strategy's Expected Result/Impact: Increase in all students being classified as CCMR</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
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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 9: By May 2024, we will increase parent attendance from 15 percent to 20 percent at parent information meetings throughout the year.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increase parents' knowledge</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I: 4.2</p> <p>Funding Sources: Supplies - 6300 Parent Involvement. Supplies T1 - \$2,251</p> | Formative | | | Summative |
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Goal 2: Magnet Funding Justification

Performance Objective 1: By January 2024, 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 Strategy's Expected Result/Impact: Program Activities Staff Responsible for Monitoring: PTech Principal, Magnet Advisor, Campus Principal | Formative | | | Summative |
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| 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. Strategy's Expected Result/Impact: Recruitment Data Staff Responsible for Monitoring: Magnet Advisor, Administration | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Collegiate Academy teachers and students will have access to resources to supplement the Collegiate Academy program. Strategy's Expected Result/Impact: Program Activities Dual Credit hours earned Staff Responsible for Monitoring: Magnet Advisor, Administration | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: TV production teachers and students will have access to resources to supplement the TV production program. Strategy's Expected Result/Impact: Program Activities Staff Responsible for Monitoring: Magnet Advisor, Administration | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Classical teachers and students will have access to resources to supplement the Classical Program. Strategy's Expected Result/Impact: Program Activities Staff Responsible for Monitoring: Magnet Advisor, Administration | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 6: FTI teachers and students will have access to resources to supplement the FTI program. Strategy's Expected Result/Impact: Program Activities Staff Responsible for Monitoring: Magnet Advisor, Administration | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Paralegal teacher and students will have access to resources to supplement the Paralegal program. Strategy's Expected Result/Impact: Program Activities Staff Responsible for Monitoring: Magnet Advisor, Administration | Formative | | | Summative |
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