

Garland Independent School District

Naaman Forest High School

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Naaman Forest High School is to graduate confident and competent individuals prepared to reach their full potential in society.

Vision

All educators working together to meet the needs of every child.

Value Statement

Our students will learn.

Our students will problem solve and produce quality work.

Our students will be provided with a variety of instructional approaches.

Our students will be actively engaged.

Our students will be valued individually.

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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 STAAR English I and English II EOC, will increase from 42% to 90% by 2025.




The NFHS 23-24 interim goals are:

- English I EOC Meets level performance will increase 8 percentage points, from 42% to 50%
- English II EOC Meets level performance will increase 5 percentage points, from 44% to 49%

- English I EOC Masters Grade Level performance will increase 3 percentage points, from 7% to 10%.
- English II EOC Masters Grade Level performance will increase 3 percentage points, from 3% to 6%.





- SPED English I EOC Meets level performance will increase 3 percentage points, from 12% to 15%
- SPED English II EOC Meets level performance will increase 3 percentage points, from 21% to 24%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the Eduphoria assessment management suite to increase engagement and provide rapid formative assessment and immediate feedback to all students. The system's integrated test item bank may be used for warm up activities, exit tickets, and/ or common assessments.</p> <p>Strategy's Expected Result/Impact: Classroom walk-through information; PLC data, PLC meeting notes, Eduphoria reporting data will indicate the regular use of formative assessment, and timely feedback.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Coach and Intervention teachers will develop lesson plans based on data analysis and provide small group intervention during extended day sessions and in-class student support in identified areas of growth for at-risk students.</p> <p>Strategy's Expected Result/Impact: Lesson plans, formative assessment data, and summative assessment data will indicate increased academic achievement for identified students.</p> <p>Staff Responsible for Monitoring: Administration Intervention Facilitator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Training, Substitutes - 6100 Payroll- Title I Funds - \$31,981</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students with the lowest performance on Reading/ELA EOC will be scheduled into intervention classes and small group instruction to meet student needs. Additional extended-day intervention sessions will be offered to this targeted group of students.</p> <p>Strategy's Expected Result/Impact: Formative assessment and summative assessment data will indicate increased academic achievement in ELAR.</p> <p>Staff Responsible for Monitoring: Teachers Administration Intervention Facilitator LPAC Teacher SPED Case Managers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: AVID instructional strategies (WICOR) will be used campus-wide to increase academic achievement.</p> <p>Strategy's Expected Result/Impact: Eduphoria reporting data will indicate the regular use of WICOR strategies in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Intervention Facilitator, Administrators, and Teachers will disaggregate data from MAP and unit assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities.</p> <p>Strategy's Expected Result/Impact: Lesson plans, formative assessment data, and summative assessment data will indicate increased academic achievement for identified students.</p> <p>Staff Responsible for Monitoring: Administration Intervention Facilitator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will use frequent, purposeful, and positive feedback with all students.</p> <p>Strategy's Expected Result/Impact: Lesson plans, formative assessment data, and summative assessment data will indicate increased academic achievement for identified students.</p> <p>Staff Responsible for Monitoring: Administration Intervention Facilitator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will empower students to track their learning progress with individual goal setting conferences then charting progress on specific skills.</p> <p>Strategy's Expected Result/Impact: Lesson plans, formative assessment data, and summative assessment data will indicate increased academic achievement for identified students.</p> <p>Staff Responsible for Monitoring: Administration Intervention Facilitator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: All departments will provide small group instruction to first time STAAR and re-tester students during extended day and Saturday school sessions.</p> <p>Strategy's Expected Result/Impact: Lesson plans, formative assessment data, and summative assessment data will indicate increased academic achievement for identified students.</p> <p>Staff Responsible for Monitoring: All Departments</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 2: Percent of Emergent Bilinguals (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 15.6% in 2019 to 76% by 2025.

The NHFS 23-24 interim goal is:

- 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 27.4 percentage points, from 15.6% to 43%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will use technology to access interactive programs for language and literacy acquisition during the Ranger Connect period.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement on TELPAS and STAAR EOC.</p> <p>Staff Responsible for Monitoring: Administration Teachers LPAC Teacher</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: Chromebooks, headsets, earbuds - 199 - PIC 25 Bil./ESL State Allotment Funds - \$32,618</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide opportunities for structured speaking conversations, listening, and writing, using Academic Response Frames, and creating engaging lessons for students in small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement on TELPAS and STAAR EOC.</p> <p>Staff Responsible for Monitoring: Administration Teachers LPAC Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The English Language Proficiency Standards (ELPS) will be implemented into instruction daily to make content comprehensible and develop academic language ensuring ELLs obtain the mastery of required academic content along with language development.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement on TELPAS and STAAR EOC.</p> <p>Staff Responsible for Monitoring: Administration Teachers LPAC Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</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 3: Percent of students demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Biology EOC, will increase from 59.2% to 80% by 2025.





The NFHS 23-24 interim goals are:

-Biology EOC Meets level performance will increase 4% percentage points, from 46% to 50%

-Biology EOC Masters Grade Level performance will increase 3 percentage points, from 11% to 14%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in the Science Department will attend the CAST conference to get ideas and resources that will help them in their dynamic classrooms that are based on Texas TEKS.</p> <p>Strategy's Expected Result/Impact: Increase in Biology EOC performance data. Increase in student engagement. Decrease in classroom behavioral incidents.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: registration, travel, lodging - 6200 Contracted Services/Registration- Title I Fun - \$7,036</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During planned PLC meetings, Biology teachers will work with small groups of students who did not pass the summer retake to help prepare the students for the December assessment.</p> <p>Strategy's Expected Result/Impact: Small group pullout of Biology re testers will result in students passing the December Biology retake.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Science Department will provide small group instruction to first time STAAR and re-tester students during extended day and Saturday tutoring.</p> <p>Strategy's Expected Result/Impact: Lesson plans, formative assessment data, and summative assessment data will indicate increased academic achievement for identified students.</p> <p>Staff Responsible for Monitoring: Science Department</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus met 2 of 21 total academic achievement indicators. Root Cause: The campus lacked an intentional focus on supporting the literacy needs of all students.</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 64.2% to 90% by 2025.





The NHFS 23-24 interim goals are:

- Algebra I EOC Meets level performance will increase 5 percentage points, from 38% to 43%
- Algebra I EOC Masters Grade Level performance will increase 3 percentage points, from 10% to 13%
- SPED Algebra I EOC Meets level performance will increase 3 percentage points, from 19% to 22%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use formative assessment data and data from IXL Learning Platform to make instructional decisions during PLCs and weekly data meetings to modify instruction, determine and develop re-teach and reassessment methods.</p> <p>PLC teams will receive training on technology integration, intervention strategies, AVID (WICOR) strategies, and data analysis. PLC teams will then implement these teaching strategies to improve instruction.</p> <p>Strategy's Expected Result/Impact: Observation data, feedback, and debriefing notes from peer observation will result in increased instructional rigor and student achievement.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: IXL subscription - 199 - PIC 24 State Comp Ed Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Math Department will provide small group instruction to first time STAAR and re-tester students during Advisory Intervention classes.</p> <p>Strategy's Expected Result/Impact: Lesson plans, formative assessment data, and summative assessment data will indicate increased academic achievement for identified students.</p> <p>Staff Responsible for Monitoring: Math Department</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Additional extended day instruction will be offered to targeted groups of students. Select students will be included in pullouts during the day.</p> <p>Strategy's Expected Result/Impact: Additional instructional time will increase small group and one on one reteach opportunities for targeted students in need of intervention for success on EOCs.</p> <p>Staff Responsible for Monitoring: Administration Teachers Intervention Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Extra duty pay, substitutes, classroom supplies - 199 - PIC 24 State Comp Ed Funds - \$2,000, Extra duty pay, substitutes, classroom supplies - 6300 Supplies and Materials- Title I Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will utilize Chromebooks during differentiated lessons of increased rigor to develop the higher-order skills of critical thinking, analysis, and scientific inquiry through active engagement participation, frequent interaction, and connection to real-world contexts in order to improve academic outcomes.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: The campus met 2 of 21 total academic achievement indicators. Root Cause: The campus lacked an intentional focus on supporting the literacy needs of all students.</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, will increase from 41.8% to 70% in Evidence-based Reading & Writing and 16.8% to 50% in Mathematics by 2025.

The NFHS 23-24 interim goals are:

-Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day, will increase 14 percentage, from 41.% to 55%

-Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day, will increase 5.2 percentage points, from 16.8% to 22%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: NFHS will conduct an ongoing extended day PSAT/ SAT Bootcamp in order to prepare students for the PSAT and SAT tests. Teachers will implement the Marzano Center Essentials for Achieving Rigor model, which scaffolds instruction and conveys high expectations to all students in a student-centered classroom.</p> <p>Strategy's Expected Result/Impact: Participation in PSAT/SAT Bootcamp will result in increased student achievement and post-secondary readiness.</p> <p>Staff Responsible for Monitoring: Principals Counselors Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The NFHS College and Career Readiness Committee and counselors will hold informational, interactive sessions for parents and students outlining the necessary steps for college application via Apply Texas with the appropriate timeline to students and parents. This will include demonstrations on filling out FAFSA, registering for SAT, ACT, ASVAB, TSI, and AP exams. Information to parents will be provided in English, Spanish, and Vietnamese.</p> <p>Strategy's Expected Result/Impact: Increased ACT/SAT/TSI participation and achievement. Naviance data will indicate an increase in college enrollment applications.</p> <p>Staff Responsible for Monitoring: Administration College and Career Readiness Committee Members</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors will work with parents and students to increase their knowledge and understanding of Graduation Plans, endorsements, CTE course sequence, and opportunities available to complete college level coursework while in high-school through AP, Dual Credit, CTE and On-Ramps courses. Multiple hands-on interactive workshops will be held for parents and students regarding these opportunities.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement in the students preparation for college readiness.</p> <p>Staff Responsible for Monitoring: Administration Teachers Parents Counselors</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: An extended-day TSI bootcamp will be offered to targeted students applying for the Dual Credit program and for those pursuing CCMR requirements.</p> <p>Strategy's Expected Result/Impact: Increase student involvement in the Early College High School program.</p> <p>Staff Responsible for Monitoring: Administration ECHS Counselors Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</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 6: Percent of students earning qualifying criterion score on AP exams will increase from 23.5% to 45.0% by 2025 while maintaining high levels of student participation and number of exams administered.

The NFHS 23-24 interim goal is:

-Percent of students earning qualifying criterion score on AP exams will increase 6.5 percentage points, from 23.5% to 30.0%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-AP and AP math, science, and ELA teachers will use content-specific, rigorous, hands-on lessons learned at NMSI professional development, to build critical thinking, in order to prepare their students to earn scores of 3 or higher on AP exams.</p> <p>Strategy's Expected Result/Impact: Participation in NMSI programs will result in increased student achievement and post-secondary readiness.</p> <p>Staff Responsible for Monitoring: Administration AP Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Pre-AP and AP Math, Science, and ELA students will attend Saturday Study Sessions with instruction targeted towards increasing critical thinking skills in those subjects in preparation for AP exams.</p> <p>Strategy's Expected Result/Impact: Participation in Saturday sessions will result in increased student achievement and post-secondary readiness.</p> <p>Staff Responsible for Monitoring: Administration AP Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</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 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 45% to 35% by 2025.

The NFHS 23-24 interim goal is:





-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 4 percentage points, from 37% to 33%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Require every person in the building wear a 23-24 NFHS badge.</p> <p>Strategy's Expected Result/Impact: Increase in campus spirit</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer dress code incentives for students wearing 23-24 NFHS badges.</p> <p>Strategy's Expected Result/Impact: Decrease in dress code incidents Increase in staff morale</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All employees at NFHS will be trained on campus-wide expectations of teachers and students such as Positive Behavioral Intervention Supports and best practices in classroom management, including Culturally Relevant Teaching to increase positive staff-student interaction and reduce disproportionality of all student suspensions.</p> <p>Strategy's Expected Result/Impact: Decreased number of incident referrals and exclusionary consequences due to increased positive interaction between staff members and students.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: training, trophies, certificates, plaques - 199 - PIC 24 State Comp Ed Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: NFHS administrators will host class level assemblies for students and parents where they will learn about campus expectations, consequences, incentives, guidelines and procedures.</p> <p>Strategy's Expected Result/Impact: By attending the student assemblies regarding expectations, program, academic supports, and extra curricular activities, student will transition smoothly to Naaman Forest and will ensure student success throughout high school.</p> <p>Staff Responsible for Monitoring: Administration SRO Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Staff for parent assemblies or seminars - 6100 Parent Inv. Payroll T1 - \$2,251</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, building relationships with students, and working with students from different populations. Teachers will review discipline data and intervention strategies monthly during CLC meetings.</p> <p>Strategy's Expected Result/Impact: Decreased number of incident referrals and exclusionary consequences due to increased positive interaction between staff members and students.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Administrative teams will analyze data monthly to monitor and assess progress of goals of each Student Management Plan and revise if needed. Discipline data will be communicated to staff quarterly and plans for students in need of behavioral intervention discussed. The NFHS Discipline Committee will also meet each month to review discipline data.</p> <p>Strategy's Expected Result/Impact: Decreased number of incident referrals and exclusionary consequences due to increased positive interaction between staff members and students.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Plan for at least one classroom extension/leadership field trip learning experience per semester and guest speakers/ performances as available.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline incidents Increase in school morale</p> <p>Staff Responsible for Monitoring: Assistant Principals RTI Facilitator</p> <p>Title I: 2.6</p> <p>Funding Sources: Field trips, guest speakers - 199 - Magnet Funds - \$20,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide necessary building upgrades to compete with neighboring campuses.</p> <p>Strategy's Expected Result/Impact: Increase in school spirit Decrease in discipline incidents</p> <p>Staff Responsible for Monitoring: Administrators Activity Director</p> <p>Title I: 2.6</p> <p>Funding Sources: Marquee, Acoustic Panels, Furniture, Scorer's Table, Chairs - 199 - Magnet Funds - \$60,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Administrators, teachers, counselors, and staff will attend professional development to help meet the needs of our at-risk students.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals Increase in campus morale</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Title I: 2.6</p> <p>Funding Sources: Professional Development, Training - 199 - Magnet Funds - \$20,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 7 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Lack of events and activities planned for our behavioral students. Root Cause: Opportunities have not been provided to support our most fragile students.</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 8: Percent of students successfully completing graduation requirements will increase from 90.2% to 95% as measured by 4-year graduation rates and 56.6% to 63% as measured by the percentage of students meeting College, Career, and Military Ready standards.

The NFHS 23-24 interim goals are:

-Percent of students successfully completing graduation requirements will increase 2.6% percentage points, from 90.2% to 92.6% as measured by 4-year graduation rates

-Percent of students successfully completing graduation requirements will increase 2.6%, from 56.6% to 58.1% as measured by the percentage of students meeting College, Career, and Military Ready standards.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: NFHS Counselors will hold individual meetings with students at all grade levels to increase awareness of CCMR status and CCMR opportunities available to them including: AP, OnRamps, and Dual Credit courses, industry certifications, TSI preparation, and IEP workforce graduation codes. Selected upperclassmen will be enrolled in College Prep courses in order to meet college entrance requirements. Students will be selected based on their CCMR status.</p> <p>Strategy's Expected Result/Impact: Increased number of students meeting CCMR indicator by graduation.</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors</p> <p>Title I: 2.5</p> <p>Funding Sources: Extended day training - 6100 Payroll- Title I Funds - \$8,019</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: NFHS will hold a TSI Boost camp to prepare students for the TSI2A exam in English and Math.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement and TSI2A score.</p> <p>Staff Responsible for Monitoring: Administration Counselors Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: extra duty pay, substitutes, classroom resources - 199 - PIC 24 State Comp Ed Funds - 0 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide instruction at Naaman Forest for summer graduates of Naaman on IGC (Individual Graduation Committee) Projects.</p> <p>Strategy's Expected Result/Impact: Increase graduation rate.</p> <p>Staff Responsible for Monitoring: Administration Teachers Intervention Facilitator</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Edgenuity teachers will work with students who are trying to regain credits to ensure the students stay on track to graduate. Teachers will be paid through Title I funds.</p> <p>Strategy's Expected Result/Impact: Increase graduation status</p> <p>Staff Responsible for Monitoring: Administration Teachers Intervention Facilitator</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 8 Problem Statements:

Student Learning

Problem Statement 1: The campus met 2 of 21 total academic achievement indicators. **Root Cause:** The campus lacked an intentional focus on supporting the literacy needs of all students.

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

Current SPED Students: Reading Academic Achievement from 11 (2019) to at least 19 (min target)
 Current SPED Students: Mathematics Academic Achievement from 5 (2019) to at least 23 (min target)
 Current SPED Students: Federal Graduation Rate from 75.0 (2019) to at least 90 (min target)

Asian Students: Reading Academic Achievement from 61 (2019) to at least 74 (min target)
 Asian Students: Mathematics Academic Achievement from 69 (2019) to at least 82 (min target)
 Asian Students: College, Career & Military Readiness from 67 (2019) to at least 76 (min target)

Strategy 1 Details	Reviews			
<p>Strategy 1: Current SPED Students: Mathematics Academic Achievement from 5 (2019) to at least 23 (min target)</p> <p>Strategy: SPED teachers will implement remediation and intervention technology within instructional technology platforms Shmoop and IXL to diagnose and address areas of needed Alg. I support for Special Education students.</p> <p>Strategy's Expected Result/Impact: Increased academic performance of Special Education students.</p> <p>Staff Responsible for Monitoring: Supervising Administrator for Math Department Department Chair, Algebra I Team Lead SPED teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors, IXL, Shmoop, Flocabulary, Delta Math - 199 - PIC 23 SPED State Allotment Funds - \$6,714</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			





Strategy 2 Details	Reviews			
<p>Strategy 2: Asian Students: Mathematics Academic Achievement from 69 (2019) to at least 82 (min target) Strategy: Alg I teachers will identify Asian students to track their growth through assessment data Renaissance and IXL, and implement instructional differentiation through technology platforms Shmoop and IXL, to diagnose and address areas of need.</p> <p>Strategy's Expected Result/Impact: Increased academic performance of Asian students. Staff Responsible for Monitoring: Assistant Principal Department Chair Algebra I Team Lead</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Tutors, IXL, Shmoop, Flocabulary, Delta Math - 199 - PIC 24 State Comp Ed Funds - \$39,314</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CCMR</p> <p>Current SPED Students: Federal Graduation Rate from 75.0 (2019) to at least 90 (min target)</p> <p>Strategy: Special Education teachers will develop CCMR IEPs for their students that show the specific CCMR pathway that is realistic and attainable for each Special Education student. For most Special Education students this will involve a plan for them to Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness. A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employ-ability and self-help skills that do not require public school services.</p> <p>Strategy's Expected Result/Impact: Increased CCMR Readiness for Special Education Students Staff Responsible for Monitoring: Supervising Administrator for CCMR CCMR Counselor SPEP Dept. Chair, SPED Facilitator</p> <p>Title I: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Asian Students: College, Career & Military Readiness from 67 (2019) to at least 76 (min target)</p> <p>English III and Algebra II teachers will identify, track and monitor the academic progress of their Asian students and provide targeted and individualized test prep for the TSI test using the Shmoop TSI Test Prep platform. Algebra II teachers are giving all Algebra II students the TSI test in May.</p> <p>Strategy's Expected Result/Impact: Increased CCMR Readiness for Asian students</p> <p>Staff Responsible for Monitoring: Supervising Administrator for CCMR Administrator for Math , CCMR Counselor Supervising Administrator for English</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Magnet Funding Justification





Performance Objective 1: Maintain 100% enrollment (125) for incoming 9th grade Collegiate Academy (2023-2024) and increase enrollment by 50% (75) for incoming 9th grade P-TECH (2023-2024).

Strategy 1 Details	Reviews			
<p>Strategy 1: NFHS will create a strong presence at the #ChooseGarlandISD event to attract and recruit prospective students. Strategy's Expected Result/Impact: Sign in sheets will be created to track number of visitors at information meeting. Total number of visitors to Magnet Fair will be compared to total number of visitors on sign in sheet. Staff Responsible for Monitoring: Administration, Magnet Advisor, Magnet Teachers</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: NFHS will conduct outreach/ information sessions for prospective students and parents and other key community members, including: - Magnet Information Meeting -Presentations to feeder schools -Presentations to the middle school counselors Strategy's Expected Result/Impact: Sign in sheets will be used to compare attendance at the parent Magnet Information Meeting to last year number of applications received from students will be tracked in Skyward. Staff Responsible for Monitoring: Administration Magnet Advisor Magnet Teachers</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: NFHS will mail letters and post cards to prospects with information on the program and magnet application process.</p> <p>Strategy's Expected Result/Impact: Increased participation in Magnet Information Meeting (sign in sheets) and increase in number of applications received from previous year (data in Skyward)</p> <p>Staff Responsible for Monitoring: Administration, Magnet Advisor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Extra duty pay needed to pay teachers to work events.</p> <p>Strategy's Expected Result/Impact: Sign in sheets will be created to track number of visitors at information meeting. Total number of visitors to Magnet Fair will be compared to total number of visitors on sign in sheet.</p> <p>Staff Responsible for Monitoring: Administration, Magnet Advisor, Magnet Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Magnet Funding Justification

Performance Objective 2: All magnet students will meet or exceed their HS program requirements.





Strategy 1 Details	Reviews			
<p>Strategy 1: Collegiate Academy students will pass the TSI test(s) (reading and/or writing) required to enroll in DC courses. Tutorials will be planned to prepare students who failed first test or did not test yet.</p> <p>Strategy's Expected Result/Impact: Increase passing rate on TSI.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Magnet Advisor will review student schedules at beginning of the year and work with counselors to coordinate choice of subject.</p> <p>Strategy's Expected Result/Impact: Course enrollment in Skyward</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Magnet Advisor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Magnet Advisor will check report card grades after each cycle. Meetings will be conducted with students with failing grades to discuss improvement plan options. Includes purchasing classroom furniture and display boards.</p> <p>Strategy's Expected Result/Impact: Skyward reports on magnet students' grades.</p> <p>Staff Responsible for Monitoring: Administration, Magnet Advisor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Magnet Funding Justification

Performance Objective 3: All magnet students will meet or exceed their magnet requirements: pass all subjects, and earn dual credit.

Strategy 1 Details	Reviews			
<p>Strategy 1: Magnet leadership team and magnet teachers will meet weekly to review calendar of events and lessons. This includes staff supplies needed.</p> <p>Strategy's Expected Result/Impact: PD sign-in sheets, meeting minutes</p> <p>Staff Responsible for Monitoring: Administration, Magnet Advisor, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Magnet Advisor and magnet teachers will meet with students to create list of service-learning opportunities and work based learning objectives including industry certifications.</p> <p>Strategy's Expected Result/Impact: Attendance, number of hours submitted by submitted on volunteer forms</p> <p>Staff Responsible for Monitoring: Administration, Magnet Advisor, Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Magnet teachers, Magnet Advisor and Administration will plan for at least one classroom extension/ leadership field trip learning experience per semester and guest speakers/ performances as available.</p> <p>Strategy's Expected Result/Impact: Attendance on field trip, performances</p> <p>Staff Responsible for Monitoring: Administration, Magnet Advisor, Magnet Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Magnet Advisor and Administration will create one domestic travel classroom extension experience.</p> <p>Strategy's Expected Result/Impact: Attendance on trip</p> <p>Staff Responsible for Monitoring: Administration Magnet Advisor Magnet Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Magnet Advisor and Administration will create one study abroad learning experience.</p> <p>Strategy's Expected Result/Impact: Attendance on trip.</p> <p>Staff Responsible for Monitoring: Administration, Magnet Advisor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Monthly meetings held by leadership organizations in addition to students completing service project.</p> <p>Strategy's Expected Result/Impact: Number of magnet students on NBHS roster.</p> <p>Staff Responsible for Monitoring: Administration, Magnet Advisor, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Magnet teachers will use technology, and common instructional coherence to drive instruction including technology needed for leadership to work with students.</p> <p>Strategy's Expected Result/Impact: Lesson plans, classroom walkthroughs</p> <p>Staff Responsible for Monitoring: Administration Magnet Advisor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</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>				