

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



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Naaman Forest school beliefs	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
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.	12
Goal 2: Magnet Funding Justification	29
Title I Personnel	35
Campus Funding Summary	36
Policies, Procedures, and Requirements	39

Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on the 2022-2023 preliminary fall PEIMS file (**not updated in OnData Suite**)

- Male- 1,188 (53.20%)
- Hispanic-Latino- 1,266 (56.70%)
- Special Education (SPED)- 176 count
- Emergent Bilingual (EB)- 784 (35.11%)
- Economic Disadvantage Total- 1,673 (74.92%)

Demographics Strengths

- Special Education total is less than 10%, which indicates exit from program and no longer needing services.
- Less than 80% of students receive free & reduced meals.
- Naaman Forest offers a variety of AP and dual credit classes, including the AP Capstone Diploma.
- Students enrolled at Naaman have the opportunity to participate in three great magnet programs : Collegiate Academy, Global Business ,Language and Leadership, and (P-Tech) Pathways in Technology Early College HighSchool

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Limited Advanced Placement/Dual Credit representation from the African American student group. **Root Cause:** African Americans are not recommended for the courses at the same rate as other student groups

Student Learning

Student Learning Summary

During the 2022 Spring administration the Campus did not meet the TELPAS Proficiency Standard of 36% (28%).

During the 2021-2022 Academic year, the campus earned 0 out of 7 distinctions (ELAR, Math, Science, SS, Comparative Academic Growth, Closing the Gaps, Post Secondary Readiness)

Attendance Rate was 93.7% for the 2021-2022 school year.

Student Learning Strengths

Special Education met target on ELAR growth.

CCMR percentage was 68% scaled to 93% overall.

Economic Disadvantage met target in the area of academic achievement in ELAR.

We were in quartile 1 of the AP examination results in the area of ELAR.

We were in the 1st quartile in advanced dual credit completion for ELAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Limited achievement in the areas of English I (53% App 37% Meets 8% Masters) & English II (63% App 47% Meets 4% Masters) end of course exams. **Root Cause:** Tier one best practices are not being implemented with fidelity.

Problem Statement 2 (Prioritized): Limited achievement in the areas of Algebra I (74% App 36% Meets 12% Masters) end of course exam. **Root Cause:** Tier one best practices are not being implemented with fidelity.

School Processes & Programs

School Processes & Programs Summary

Programs

1. Collegiate Academy Magnet
2. Global Business, Language & Leadership Magnet
3. P-Tech (Pathways to Technology Early College HS Magnet)
4. AVID
5. Advance Placement
6. CTE

Recruit/Support/Retain

Naaman Forest prioritizes the improvement of staff through practices including self-improvement (goal setting) and rigorous professional development, both at the district and campus level.

Curriculum, Instruction, and Assessment Summary

Naaman Forest curriculum is directly tied to the district's pacing guides which provide clarity and pacing regarding the state's TEKS. Evidence of this correlation can be found in planning documents developed by teachers. Expectations for planning include weekly PLC meetings and extended planning days by subjects throughout the year.

School Processes & Programs Strengths

Strengths in the area of staff quality, recruitment, and retention includes:

- 1) a diversified staff that reflects the student demographic needs of the campus
- 2) a diversified staff that reflects a multi-generational workforce

Curriculum, Instruction, and Assessment Strengths

A strength of Naaman's curriculum, instruction, and assessment model includes:

1. Weekly PLC meetings for teachers.
2. Teacher analysis of data.
3. Frequent monitoring of instruction through classroom visits by district specialist and administrators.
4. Campus wide morning arrival procedures.
5. Campus wide hallway procedures.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 2023-2024 88.3% average daily attendance (ADA) **Root Cause:** Ineffective systems to track attendance and incentivize students to attend school.

Perceptions

Perceptions Summary

Naaman Forest school beliefs

- All students can learn.
- Students should not only demonstrate their understanding of essential knowledge and skills, but should also be actively involved in solving problems and producing quality work.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Students learn best when they are actively engaged in the learning process.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- A safe and physically comfortable environment promotes student learning.

Perceptions Strengths

Based on open responses from Family Engagement Survey:

1. 78 % of the parents feel that the school provides materials and trainings to help parents work with their children to improve student achievement.
2. 87 % of the parents feel that teachers show respect to all students on campus.
3. 90% of parents feel that teachers and administrators are knowledgeable about how to teach children and the content area subject matter.

Students, staff, and community have expressed disappointment in not having the same instructional upgrades as neighboring campuses.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low parent participate rate as evidence by a decrease in economic and panorama surveys. **Root Cause:** Ineffective systems to incentivize parent participation.

Priority Problem Statements

Problem Statement 1: 2023-2024 88.3% average daily attendance (ADA)

Root Cause 1: Ineffective systems to track attendance and incentivize students to attend school.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Limited achievement in the areas of English I (53% App 37% Meets 8% Masters) & English II (63% App 47% Meets 4% Masters) end of course exams.

Root Cause 2: Tier one best practices are not being implemented with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Low parent participate rate as evidence by a decrease in economic and panorama surveys.

Root Cause 3: Ineffective systems to incentivize parent participation.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Limited Advanced Placement/Dual Credit representation from the African American student group.

Root Cause 4: African Americans are not recommended for the courses at the same rate as other student groups

Problem Statement 4 Areas: Demographics

Problem Statement 5: Limited achievement in the areas of Algebra I (74% App 36% Meets 12% Masters) end of course exam.

Root Cause 5: Tier one best practices are not being implemented with fidelity.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- STAAR released test questions
- 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

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: September 23, 2024

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 24-25 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%

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted interventions for students during the instructional day.</p> <p>Strategy's Expected Result/Impact: Close gaps among students groups; increase overall student performance</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches, Intervention Teacher, Classroom Teachers</p> <p>Title I: 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: Instructional Materials- Sirius English I & II Zingers - 199 - PIC 25 Bil../ESL State Allotment Funds - \$4,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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
<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>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Limited achievement in the areas of English I (53% App 37% Meets 8% Masters) & English II (63% App 47% Meets 4% Masters) end of course exams.</p> <p>Root Cause: Tier one best practices are not being implemented with fidelity.</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 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 24-25 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%.

High Priority

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 - 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: 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 24-25 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>Funding Sources: registration, travel, lodging - 6200 Contracted Services/Registration- Title I Fun - \$7,036</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 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 24-25 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: Provide targeted interventions for students during the instructional day.</p> <p>Strategy's Expected Result/Impact: Close gaps among students groups; increase overall student performance</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches, Intervention Teacher, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional Materials- IXL - 199 - PIC 24 State Comp Ed Funds - \$2,000, Instructional Materials- Maneuvering the Middle - 199 - PIC 25 Bil./ESL State Allotment Funds - \$900</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Limited achievement in the areas of Algebra I (74% App 36% Meets 12% Masters) end of course exam. Root Cause: Tier one best practices are not being implemented with fidelity.</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 24-25 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: 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 6: Percent of students earning qualifying criterion score on AP exams will increase from 23.5% to 45.0% by 2025 while maintaining high levels of student participation and number of exams administered.

The NFHS 24-25 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 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 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 24-25 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: Facilitate 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>Funding Sources: training, trophies, certificates, plaques - 199 - PIC 24 State Comp Ed Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: NFHS administrators will host class level assemblies for students and parents where they will learn about campus expectations, incentives, policies 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: Personnel - 6100 Parent Inv. Payroll T1 - \$2,251</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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 4 Details	Reviews			
<p>Strategy 4: Address 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, Furniture, Scorer's Table, Chairs - 199 - Magnet Funds - \$60,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 8: Percent of students successfully completing graduation requirements will increase from 90.2% 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 24-25 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: 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: Host 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>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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 9: 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)

High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: Current SPED Students: Mathematics Academic Achievement from 5 (2019) to at least 23 (min target)</p> <p>Implement remediation and intervention technology within instructional technology platform 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</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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

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.</p> <p>Staff Responsible for Monitoring: Assistant Principal Department Chair Algebra I Team Lead</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors, IXL, Shmoop, Flocabulary, Delta Math - 199 - PIC 24 State Comp Ed Funds - \$39,314</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 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
<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 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>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Thompson	Intervention Facilitator	Title I Part A	1.0
Amanda Gearin	Behavioral Intervention Specialist	Title I Part A	1.0
Kim Stewart	Instructional Coach	Title I Part A	1.0
Reubin Turner	Instructional Coach	Title I Part A	1.0

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Tutors, IXL, Shmoop, Flocabulary, Delta Math		\$6,714.00
Sub-Total					\$6,714.00
Budgeted Fund Source Amount					\$6,714.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Instructional Materials- IXL		\$2,000.00
1	4	2	Extra duty pay, substitutes, classroom supplies		\$2,000.00
1	7	1	training, trophies, certificates, plaques		\$2,000.00
1	8	2	extra duty pay, substitutes, classroom resources	0	\$2,000.00
1	9	2	Tutors, IXL, Shmoop, Flocabulary, Delta Math		\$39,314.00
Sub-Total					\$47,314.00
Budgeted Fund Source Amount					\$47,314.00
+/- Difference					\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials- Sirius English I & II Zingers		\$4,500.00
1	2	1	Chromebooks, headsets, earbuds		\$32,618.00
1	4	1	Instructional Materials- Maneuvering the Middle		\$900.00
Sub-Total					\$38,018.00
Budgeted Fund Source Amount					\$32,618.00
+/- Difference					-\$5,400.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	3	Field trips, guest speakers		\$20,000.00
1	7	4	Marquee, Furniture, Scorer's Table, Chairs		\$60,000.00

199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	5	Professional Development, Training		\$20,000.00
Sub-Total					\$100,000.00
Budgeted Fund Source Amount					\$100,000.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	Extended day training		\$8,019.00
Sub-Total					\$8,019.00
Budgeted Fund Source Amount					\$40,000.00
+/- Difference					\$31,981.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2	Personnel		\$2,251.00
Sub-Total					\$2,251.00
Budgeted Fund Source Amount					\$2,405.00
+/- Difference					\$154.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	registration, travel, lodging		\$7,036.00
Sub-Total					\$7,036.00
Budgeted Fund Source Amount					\$7,036.00
+/- Difference					\$0.00
6200 Parent Involvement. Contracted Services/Reg -					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Extra duty pay, substitutes, classroom supplies		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$238,087.00
Grand Total Spent					\$211,352.00
+/- Difference					\$26,735.00

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