Garland Independent School District North Garland High School 2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

The Mission of North Garland High School is to close learning gaps by encouraging CCMR and providing high quality literacy instruction.

Vision

North Garland High School will create a positive and equitable learning culture where students and staff grow to their fullest potential.

Value Statement

We believe every student can learn.
We know every student deserves our best.
We value and celebrate all cultures.
We respect all students, families, staff and communities.
We demonstrate ethical behavior.

Table of Contents

G	oals	
	Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equivalent performance measures are proportional performance measures.	ty
	in student management.	4
	Goal 2: Magnet Funding Justification	32

Goals

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

Performance Objective 1: Percent of students demonstrating literacy as measured by Meets Grade Level performance on English I End of Course Exam, will increase from 70% in 2019 to district goal 90% by 2025. (SY23-24 interim goal = 77%)

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

4.
s to be purchased Formative Summative
June
mmative
June

Strategy 3 Details		Rev	iews	
Strategy 3: Teachers will provide extended day tutorial opportunities, including Saturday school for at-risk students.		Formative		Summative
Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers. Staff Responsible for Monitoring: ELA Teachers Instructional Coach AP over English Dept.	Nov	Feb	Apr	June
Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math				
Strategy 4 Details		Rev	iews	
tegy 4: Teachers will provide English I & II re testers an EOC boot camp during the school day in the fall and spring		Formative		Summative
prior to administration to prepare for the reading comprehension, revise/edit, and essay portions of the EOC exam. Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 15% for re-testers.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: ELA Teachers Instructional Coach AP over English Dept. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math				
Strategy 5 Details		Rev	iews	
Strategy 5: Teachers will utilize online programs to assist students in remediation skills in Reading and Math.		Formative		Summative
Chromebooks will be utilized in each English I and II and Algebra I to provide access to the district online programs. Materials for remediation skills.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers. Staff Responsible for Monitoring: ELA Teachers Instructional Coach AP over English Dept. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math				

Strategy 6 Details		Rev	iews			
Strategy 6: Teachers will PLC an extra day to plan engaging lessons that will strategically focus on difficult TEKS for	Formative			Summative		
students including those that receive emerging bilingual and special education services. Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 15% for re-testers. Staff Responsible for Monitoring: Reading Teachers Instructional Coach AP over English Dept. Title I:	Nov	Feb	Apr	June		
2.4, 2.6						
Strategy 7 Details	Reviews					
Strategy 7: English teachers will go into English III and IV classes during their SAM Time period to provide small group instruction or pullouts to provide remediation for students who have not met state standard on the English I or English II		Formative				Summative
End of Course Exam.	Nov	Feb	Apr	June		
Strategy's Expected Result/Impact: Increase in percentage of students passing the December retest by 25% Staff Responsible for Monitoring: English Teachers Instructional Coach AP over English Dept.						
Title I: 2.4, 2.5, 2.6						
Strategy 8 Details		Rev	views			
Strategy 8: Instructional coaches will be utilized to provide Literacy Workshops and strategies will be introduced and		Formative		Summative		
monitored throughout the year.	Nov	Feb	Apr	June		
Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers. Staff Responsible for Monitoring: Principal APs Title I: 2.6						

Strategy 9 Details	Reviews			
Strategy 9: Teachers will provide students in English I, English II, Reading I, II, III, and Creative Writing/Literary Genres	Formative			Summative
with access to varied reading materials that address diversity and contemporary issues.	Nov	Nov Feb		June
Strategy's Expected Result/Impact: Increase EOC scores in all subjects by 5% for first time testers.			_	
Staff Responsible for Monitoring: English Dept. Manager				
Principal				
AP				
Title I:				
2.4, 2.6				
No Progress Accomplished — Continue/Modify	X Discor	Intinue		

Performance Objective 2: Percent of students demonstrating literacy as measured by Meets Grade Level performance on English II End of Course, will increase from 70.9% in 2019 to district goal 90% by 2025. (SY23-24 Campus interim goal = 75`%)

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

Strategy 1 Details		Rev	iews	
Strategy 1: Reading Interventionist to provide small group instruction during the school day through pullouts.	Formative			Summative
Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers. Staff Responsible for Monitoring: Reading Teachers Instructional Coach Administrator over English Dept. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Nov	Feb	Apr	June
Strategy 2 Details		Rev	iews	
Strategy 2: Teachers in the 9th and 10th Social Studies classes during their Bell Ringer Activity will introduce reading		Formative		Summative
strategies that support Eng I and Eng II TEKS that focus on common missed RLA EOC TEKS.	Nov	Feb	Apr	June

Strategy 3 Details		Rev	iews	
Strategy 3: Teachers will provide English I & II re testers an EOC boot camp during the school day in the fall and spring		Formative See Ann		
prior to administration to prepare for the reading comprehension, revise/edit, and essay portions of the EOC exam.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 15% for re-testers.				
Staff Responsible for Monitoring: ELA Teachers Instructional Coach				
AP over English Dept.				
Title I:				
2.4, 2.6				
- TEA Priorities:				
Build a foundation of reading and math				
Strategy 4 Details		Rev	iews	l
Strategy 4: English I & II Teachers will conduct a writing workshop with all testers during the school day to ensure that all	Formative			Summative
students receive targeted support for EOC.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers. Staff Responsible for Monitoring: ELA Teachers				
Instructional Coach				
AP over English Dept.				
Title I:				
2.4, 2.6				
- TEA Priorities:				
Build a foundation of reading and math				
Strategy 5 Details		Rev	iews	
Strategy 5: Teachers will provide English I & II re testers an EOC boot camp during the school day in the fall and spring	ring Formative		_	Summative
prior to administration to prepare for the reading comprehension, revise/edit, and essay portions of the EOC exam. Strategy's Expected Result/Impact: Increase reading scores of SST students.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: ELA Teachers				
Instructional Coach				
AP over English Dept.				
Title I:				
2.4, 2.6 - TEA Priorities:				
Build a foundation of reading and math				

Strategy 6 Details		Rev	iews	
Strategy 6: Reading teachers will PLC an extra day to plan engaging lessons that will strategically focus on difficult TEKS		Formative		Summative
for students receiving special education services. Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 15% for re-testers. Staff Responsible for Monitoring: Reading Teachers Instructional Coach AP over English Dept. Title I:	Nov	Feb	Apr	June
2.4, 2.6 - TEA Priorities: Build a foundation of reading and math				
Strategy 7 Details				
Strategy 7: ELA I and II teachers will PLC an extra day to plan engaging lessons that will strategically focus on difficult TEKS for students receiving special education services		Formative		
Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers. Staff Responsible for Monitoring: Reading Teachers Instructional Coach AP over English Dept. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Nov	Feb	Apr	June
Strategy 8 Details			iews	
Strategy 8: English teachers will go into English III and IV classes during their Duty Period to provide small group instruction or pullouts to provide remediation for students who have not met state standard on the English I or English II		Formative	Г	Summative
End of Course Exam. Strategy's Expected Result/Impact: Increase in percentage of students passing the December retest by 25% Staff Responsible for Monitoring: Administrators, Department Chairs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Nov	Feb	Apr	June

Strategy 9 Details		Rev	views				
Strategy 9: Monthly Faculty Meetings will be utilized as Literacy Workshops and strategies will be introduced an	Formative			Formative			Summative
monitored throughout the year.	Nov	Feb	Apr	June			
Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers.							
Staff Responsible for Monitoring: Principal APs							
Title I:							
2.4, 2.5, 2.6							
- TEA Priorities:							
Build a foundation of reading and math							
Strategy 10 Details	Reviews						
Strategy 10: Utilize instructional coach and interventionist to provide workshops to prepare teachers to prepare students for	Formative			Summative			
the TSI-A and EOC exams.	Nov	Feb Apr	June				
Strategy's Expected Result/Impact: Improve English I and II EOC scores by 5%. Increase percentage of students passing the TSI-A Reading and Writing Assessments by 5%.	1101	100	1201	June			
Staff Responsible for Monitoring: Reading Teachers English Teachers							
Title I:							
2.4, 2.6							
- TEA Priorities:							
Build a foundation of reading and math, Connect high school to career and college							
No Progress Accomplished Continue/Modify	X Discor	l etimie					

Performance Objective 3: Percent of Emergent Bilingual students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 37.5% in 2019 to 76% by 2026. (SY23-24 interim goal = 57.8%)

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

Strategy 1 Details		Rev	views	
Strategy 1: Teachers will access and use strategies from TELPAS prep camp to enhance student success.		Formative		Summative
Strategy's Expected Result/Impact: Student success will increase by 5% for TELPAS, and 2% on EOC exams.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: LPAC coordinator / Assistant principals				
Title I:				
2.4, 2.6				
- TEA Priorities:				
Build a foundation of reading and math				
Funding Sources: Software Licenses - 199 - PIC 25 Bil/ESL State Allotment Funds - \$34,967				
Strategy 2 Details	Reviews			
			iews	G
Strategy 2: Teachers in all subject areas will use anchor charts to help students visualize learning as well as other proven best practices to address language barriers for Emergent Bilingual students.		Formative		Summative
Strategy's Expected Result/Impact: Increase of 2% on Emergent Bilingual student scores on STAAR EOC.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: LPAC admin over individual departments				
Instructional coach				
Title I:				
2.4, 2.6				
- TEA Priorities:				
Build a foundation of reading and math				
Funding Sources: Supplies for ELL students - 199 - PIC 25 Bil/ESL State Allotment Funds - \$30,000				

Strategy 3 Details		Rev	iews	
Strategy 3: All teachers will be trained in Sheltered Instruction strategies.	Formative			Summative
Strategy's Expected Result/Impact: Student success will increase by 5% for TELPAS, and 2% on EOC exams. Staff Responsible for Monitoring: Principal	Nov	Feb	Apr	June
Title I: 2.4, 2.5, 2.6 Funding Sources: Subs for ELL Teachers - 199 - PIC 25 Bil/ESL State Allotment Funds - \$10,000, Supplemental Pay for extended day - 199 - PIC 25 Bil/ESL State Allotment Funds - \$2,000				
Strategy 4 Details	Reviews			
Strategy 4: Teachers in all subject areas will use response frames, sentence stems as well as other proven best practices to	Formative		Summative	
address language barriers for Emergent Bilingual students. Strategy's Expected Result/Impact: Increase of 2% on Emergent Bilingual student scores on STAAR EOC. Staff Responsible for Monitoring: LPAC admin over individual departments Instructional coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Nov	Feb	Apr	June
No Progress Continue/Modify	X Discor	itinue		ı

Performance Objective 4: Percent of students in grade 9 Biology demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 77.8% in 2019 to 90% by 2026. (SY23-24 interim goal = 83%)

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

Strategy 1 Details		Rev	riews	
Strategy 1: Certified Biology teachers will work with the Biology EOC failures that have passed the class but failed the	Formative			Summative
EOC.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: The passing rate for Biology EOC re testers will increase from 24% to 30%	Nov Feb			
Staff Responsible for Monitoring: Biology teacher AP supporting science				
The supporting serence	Nov Fo			
Title I:				
2.4, 2.6				
- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college				
build a foundation of feading and math, Connect high school to career and conege				
Strategy 2 Details		Rev	riews	
Strategy 2: Biology teachers will PLC to plan engaging lessons that will strategically focus on TEKS that are most difficult	Formative		Summative	
for students receiving special education services.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in passing rate in Biology EOC for special education by 5%.	1101	100	P-	- June
Staff Responsible for Monitoring: Biology lead teacher				
AP supporting science				
RTI Facilitator				
Title I:				
2.4, 2.6				
- TEA Priorities:				
Connect high school to career and college, Improve low-performing schools				
No Progress Accomplished Continue/Modify	X Discor	itinue		

Performance Objective 5: 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 70.4% in 2019 to 90% by 2026. (SY23-24 interim goal = 75%)

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

Strategy 1 Details		Reviews			
Strategy 1: Extend the regular scheduled day to include Saturday tutoring sessions so that students have a consistent		Formative		Summative	
opportunity for individualized academic assistance. Strategy's Expected Result/Impact: Increased EOC scores in the 5 tested areas within our economical disadvantage students at the Meet Standards level by 2% in each area for first time testers Staff Responsible for Monitoring: Department Heads, RTI Facilitator and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Nov	Feb	Apr	June	
Strategy 2 Details		Rev	iews		
Strategy 2: Algebra I and Double Block Geometry teachers will PLC an extra day to plan engaging lessons that will		Formative		Summative	
strategically focus on difficult TEKS for students receiving special education and emerging bilingual services. Strategy's Expected Result/Impact: Increase in passing rate in Algebra I EOC for special education students by 5%	Nov	Feb	Apr	June	
Staff Responsible for Monitoring: Algebra I Lead teacher; AP of Math; RTI Facilitator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools					

Strategy 3: Title 1 Math Interventionist will be uti9lized to support teachers during planning intervention and by working with students during the school day to provide additional support. Strategy's Expected Result/Impact: Increase in passing rate in Algebra I EOC and PSAT scores Staff Responsible for Monitoring: AP of Math Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy No Progress On No Progress Summative Nov Feb Apr June Summative Nov Feb Apr June Summative Nov Feb Apr June Continue/Modify Discontinue	Strategy 3 Details	Reviews			
Strategy's Expected Result/Impact: Increase in passing rate in Algebra I EOC and PSAT scores Staff Responsible for Monitoring: AP of Math Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Strategy 3: Title I Math Interventionist will be uti9lized to support teachers during planning intervention and by working		Formative		Summative
No Progress Continue/Modify Discontinue	Strategy's Expected Result/Impact: Increase in passing rate in Algebra I EOC and PSAT scores Staff Responsible for Monitoring: AP of Math Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Nov	Feb	Apr	June
	No Progress Accomplished — Continue/Modify	X Discor	ntinue	1	1

Performance Objective 6: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing will increase from 48% in 2020 to 70% in by 2026 and SAT School Day Mathematics will increase from 29% in 2020 to 50% by 2026. (SY23-24 EBRW interim goal = 59.8%; 23-24 math interim goal = 39.4)

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

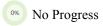
Strategy 1 Details		Reviews			
Strategy 1: PSAT/SAT Bootcamp instructors will provide all staff with strategies to support student success. Strategies		Formative		Summative	
include testing strategies, Khan Academy, problems of the day, and frequently used words/word walls, and SAT/PSAT apps Strategy's Expected Result/Impact: Increased Scores Student Familiarity with the Test Staff Responsible for Monitoring: Administrators Instructional Coach RTI Facilitator SAT Boot Camp Instructors Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: Subs for PSAT/SAT Bootcamp - 6100 Payroll- Title I Funds - \$5,000	Nov	Feb	Apr	June	
Strategy 2 Details		Rev	iews		
Strategy 2: PSAT/SAT practice materials from Canvas will be used by staff members as samples in bell ringers, etc		Formative	Summativ	Summative	
Strategy's Expected Result/Impact: Increased emphasis on the test, and more student familiarity with the format and test questions before the actual test	Nov	Feb	Apr	June	
Staff Responsible for Monitoring: Administrator over English Dept. Testing Coordinator Title I: 2.5, 2.6					

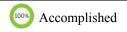
Strategy 3 Details		Reviews			
Strategy 3: Target and test the top performers in 11th grade in the same room on PSAT day. Meet individually with each to		Formative			
go over last year's scores and emphasize importance of the test to each. Strategy's Expected Result/Impact: Increase in average test score for top 10% of students testing Staff Responsible for Monitoring: Administrator over English Dept. Testing Coordinator Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Nov	Feb	Apr	June	
Strategy 4 Details		Rev	iews	_	
Strategy 4: Each content area will identify their SAT words to use in context in their content area. The "word of the day"		Formative		Summative	
for each department will be reviewed and practiced in context. Strategy's Expected Result/Impact: Overall percentile will improve from 39th percentile to 42nd percentile. Staff Responsible for Monitoring: Administrators Instructional Coach Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Nov	Feb	Apr	June	

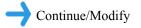
Performance Objective 7: Percent of students earning qualifying criterion score on AP exams will increase from ____% in 2020 to 45.0% by 2026 while maintaining high levels of student participation and number of exams administered. (SY23-24 interim goal = 41%)

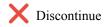
Evaluation Data Sources: College Board's AP district summary report

Strategy 1 Details	Reviews				
Strategy 1: Increase the rigor of AP instruction through a) professional development opportunities (e.g. two-day	Formative			Summative	
workshops, spring training), b) job-embedded instructional support, and c) collaborative vertical/horizontal AP teacher PLCs. d) Professional development geared towards AP distance education. AVID Summer Institute.	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: The anticipated result is increased student performance at the AP criterion score due to daily rigorous instructional practices.					
Staff Responsible for Monitoring: Advanced Academics Department Teaching & Learning Department					
Funding Sources: Subs for professional development training - 6100 Payroll- Title I Funds - \$5,000, Professional development opportunities - 6200 Contracted Services/Registration- Title I Fun - \$14,000					
Strategy 2 Details		Rev	views		
Strategy 2: Strategy 2		Formative		Summative	
Provide direct content mastery support to AP students through extended learning opportunities for distance and in person. (e.g. study sessions, Gladiator Saturday study sessions, AP review sessions). AP review sessions for distance and in person.	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: 5%-7% increase in scores of 3 or higher on all AP tests.					
Staff Responsible for Monitoring: Administration, AP teachers, counselors					
Funding Sources: Supplemental pay for extended learning opportunities - 6100 Payroll- Title I Funds - \$5,000					
Strategy 3 Details	Reviews				
Strategy 3: Increase student participation and performance in AP Portfolio through alignment of fine arts instruction.	Formative			Summative	
Include scheduled progress checks with fine arts instructors.	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: The anticipated result is increased student performance at the AP criterion score on AP portfolios due to increased student participation based on rigorous and aligned instruction. Staff Responsible for Monitoring: Visual and Performing Arts Department					









Performance Objective 8: 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 46.9% in 2019 to 35% by 2025. (SY23-24 interim goal = 40.3%)

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

Strategy 1 Details		Reviews			
Strategy 1: Train campus staff, students and families on campus/classroom expectations and de-escalation training		Formative			
techniques. Strategy's Expected Result/Impact: Decrease the percentage of referred Black and Hispanic students by 5% (to 18% & 14%) Staff Responsible for Monitoring: Foundations team/Administration	Nov	Feb	Apr	June	
TEA Priorities: Recruit, support, retain teachers and principals					
Strategy 2 Details		Reviews			
Strategy 2: Campus administration will monitor discipline data each cycle.		Formative		Summative	
Strategy's Expected Result/Impact: Dis proportionality will decrease to less than 100% (1.0) for each exclusionary consequence by sub population. Staff Responsible for Monitoring: Administration	Nov	Feb	Apr	June	
Strategy 3 Details		Rev	l views		
Strategy 3: Multiple transition activities for parents to become involved in, such as FAFSA/TAFSA Night in the Fall and		Formative		Summative	
Spring semesters, Meet the Teacher, 9th Grade Orientation, MST Night, 8th Grade Elective Fair, AVID Family Nights, etc.	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: Create awareness of and encourage membership of Parent/Caretakers in PTSA and other parent organizations. Staff Responsible for Monitoring: Administration PTSA Faculty Representative TEA Priorities: Recruit, support, retain teachers and principals					

Strategy 4 Details		Reviews			
Strategy 4: Host monthly Parent-Principal Coffees to review college requirements, parental support, literacy strategies,		Formative	_	Summative	
Review School Parent Compact, and other ways for parents to support their children Strategy's Expected Result/Impact: Create awareness of and encourage participation in school-parent organizations. Ensure we are following our School Parent compact. Staff Responsible for Monitoring: Principal	Nov	Feb	Apr	June	
TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Materials for parent meetings - 6300 Parent Involvement. Supplies T1 - \$1,751, Translation Services - 6100 Parent Inv. Payroll T1 - \$500					
Strategy 5 Details		eviews			
Strategy 5: Campus will work to improve school climate and prevent student behavior that can negatively impact	Formative			Summative	
attendance. Strategy's Expected Result/Impact: Increase the percentage of daily attendance Staff Responsible for Monitoring: Admin	Nov	Feb	Apr	June	
Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools					
Strategy 6 Details		Rev	riews		
Strategy 6: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared				Summative	
responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Strategy's Expected Result/Impact: Increase participation in parent outreach events. Staff Responsible for Monitoring: Principal	Nov	Feb	Apr	June	
Title I: 2.4, 4.1 - ESF Levers: Lever 3: Positive School Culture					

Strategy 7 Details	Reviews			
Strategy 7: Campus will purchase student hallway monitoring programming(E-Hall Pass) to monitor students out of the		Formative		Summative
classroom during instructional time.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Reduce the number of students in the hallway during instruction.		<u> </u>	•	
Staff Responsible for Monitoring: Teachers and Admin				
Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: E-Hall Pass - 6200 Contracted Services/Registration- Title I Fun - \$7,000				
No Progress Accomplished — Continue/Modify	X Discon	tinue	1	•

Performance Objective 9: Percent of students successfully completing graduation requirements will increase from a) 94.9% in 2020 to 95% by 2026 as measured by 4-year graduation rates and b) 72% in 2020 to 80% by 2026 as measured by the percentage of students meeting College, Career, and Military Ready standards. (SY23-24 graduation rate interim goal = 95.3 %; 23-24 CCMR interim goal = 93%)

Evaluation Data Sources: TEA graduate reports (June); annual Texas Academic performance Report (TAPR)

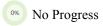
Strategy 1 Details	Reviews			
Strategy 1: Counselors will use the AP Potential report to identify students for upper level AP classes.		Formative		Summative
Strategy's Expected Result/Impact: Increase in CCMR percentage to 63% Staff Responsible for Monitoring: Counselors Administrators Title I:	Nov	Feb	Apr	June
2.5, 2.6 - TEA Priorities: Connect high school to career and college				
Strategy 2 Details	Reviews			
Strategy 2: Within the first grading cycle, the campus will identify every Senior who has not met at least one EOC		Formative		Summative
requirement for graduation to ensure that all of these students are remediated and retested at the December re-take Strategy's Expected Result/Impact: Increase graduation rate by 1% as measured by the 4 year graduation rate. Staff Responsible for Monitoring: Counselors Testing coordinator AP over testing Testing Coordinator RTI Facilitator Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college	Nov	Feb	Apr	June

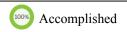
Strategy 3 Details		Reviews			
Strategy 3: Utilize the MTSS facilitator to assist teachers in identifying and assisting Tier I, Tier II, and Tier III strategies		Formative		Summative	
Strategy's Expected Result/Impact: Increase graduation rate by 1% as measured by the 4 year graduation rate.	Nov	Feb	Apr	June	
Staff Responsible for Monitoring: Principal					
Title I:					
2.4, 2.6 - TEA Priorities:					
Connect high school to career and college					
Strategy 4 Details					
Strategy 4: Teachers and administrators will visit high performing schools in areas of special education to determine		Formative		Summative	
strategies for student success. Strategy's Expected Result/Impact: Increase student performance on all EOC exams	Nov	Feb	Apr	June	
by special education students by 5%.					
Staff Responsible for Monitoring: Principal					
Special ed administrator					
Title I:					
2.4, 2.6					
Funding Sources: Subs for visits - 199 - PIC 24 State Comp Ed Funds - \$2,000					
Strategy 5 Details		Rev	iews		
Strategy 5: Students will receive tutorials and/or will be placed in a class that specifically targets the TSIA in Reading and		Formative		Summative	
Math Strategy's Expected Result/Impact: Increase in students being identified as college and career ready as measured by	Nov	Feb	Apr	June	
the success on TSI-A and SAT.					
Staff Responsible for Monitoring: Admin supporting reading and math					
Counselors					
Title I: 2.5, 2.6					
- TEA Priorities:					
Funding Sources: Supplemental Pay for Extended day targeting the TSIA in reading and math - 6100 Payroll- Title I Funds - \$3,002.10					
Staff Responsible for Monitoring: Admin supporting reading and math Counselors Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: Supplemental Pay for Extended day targeting the TSIA in reading and math - 6100 Payroll- Title I					

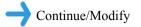
Strategy 6 Details		Reviews			
Strategy 6: Staff will market and communicate campus-wide district college night		Formative		Summative	
Strategy's Expected Result/Impact: Students will have a stronger understanding of college, career/workforce, militarily expectations when the graduate high school.	Nov	Feb	Apr	June	
Staff Responsible for Monitoring: Counselors					
AVID site team					
AVID elective teacher					
Gen Ed Teachers					
Administrators					
Title I:					
2.6					
- TEA Priorities:					
Connect high school to career and college					
Strategy 7 Details		Rev	iews		
Strategy 7: Staff will connect students from different programs (MST, AVID, CTE, Dallas County Promise) with mentors		Summative			
and resources related to their area of study through Dallas Promise Program	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: Students will have a clear path and resources that will link them directly to their			-		
area of concentration as they transition out of graduation					
Staff Responsible for Monitoring: Counselors					
MST coordinator					
AVID site team					
AVID site team					
Title I:					
2.5, 2.6					
- TEA Priorities:					
Recruit, support, retain teachers and principals, Connect high school to career and college					
Strategy 8 Details	Reviews				
Strategy 8: Students (non MST and AVID) will participate in school sponsored field trips by identifying two Dallas		Summative			
Community Colleges and Paul Quinn, to learn more about their certifications and/or associate degree	Nov	Feb	Apr	June	
Strategy's Expected Result/Impact: Increase percentage of students enrolling in DCC by 10% after graduation.	1101	100	7хрт	June	
Staff Responsible for Monitoring: Counselors					
Title I:					
2.5, 2.6					

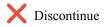
Strategy 9 Details		Reviews				
Strategy 9: Counselors will host FAFSA/TAFSA nights for students and parents throughout the school year.		Formative		Summative		
Strategy's Expected Result/Impact: Increase of 10% FAFSA/TAFSA applications from 44 to 52% Staff Responsible for Monitoring: Counselors	Nov	Feb	Apr	June		
Title I: 2.6, 4.2 - TEA Priorities: Connect high school to career and college						
Strategy 10 Details		Rev	views			
Strategy 10: An outside organization that focuses on support for immigrants will present to NGHS seniors the background		Formative				
and benefits of TASFA Strategy's Expected Result/Impact: Students and parents who may be undocumented will have a greater understanding and confidence in the benefits of TAFSA Staff Responsible for Monitoring: Administrators Counselors Title I: 2.6	Nov	Feb	Apr	June		
Strategy 11 Details		Rev	/iews			
Strategy 11: Counselors will share with NGHS seniors resources to support steps to complete the TAFSA/FAFSA		Formative		Summative		
(including Dallas County Promise staff) Strategy's Expected Result/Impact: Students and parents will be able to easily follow the steps to complete TAFSA/FAFSA Staff Responsible for Monitoring: Counselors AVID SITE Team Elective teachers Title I: 2.6 - TEA Priorities: Connect high school to career and college	Nov	Feb	Apr	June		

Strategy 12 Details	Reviews			
Strategy 12: Counselors will help students complete TAFSA/FAFSA by the priority deadline	Formative			Summative
Strategy's Expected Result/Impact: Students and families will be motivated to complete the TAFSA/FAFSA by expected deadline	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Counselors				
Administrators				
AVID site team				
Title I:				
2.6				
- TEA Priorities:				
Connect high school to career and college				
Strategy 13 Details	Reviews			
Strategy 13: Establish rigorous district and campus College, Career & Military Readiness annual targets for each of the	Formative			Summative
fourteen student groups included in the Closing the Gaps Domain of the school accountability system.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: The anticipated result is that all student groups will meet/exceed the annual targets through 2025.				
Staff Responsible for Monitoring: Administrators				
Counselors				
Teachers - CTE				
Teachers - Academic				
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Connect high school to career and college				
Strategy 14 Details	Reviews			
Strategy 14: Faculty and staff will provide parent involvement and engagement opportunities addressing transitions topics such as graduation plans, college application procedures, AP/Dual Credit programs, and teen issues. Strategy's Expected Result/Impact: Students will have a clear path and resources that will link them directly to their area of concentration as they transition out of graduation	Formative			Summative
	Nov	Feb	Apr	June
Staff Responsible for Monitoring: APs				
Principal				
Title I:				
2.5, 4.1, 4.2				









Performance Objective 10: Percent of students that score at the meets grade level on all STAAR EOCs will increase from 64% in 2023 to 72% in 2024.

Evaluation Data Sources: STAAR EOC Results

Summative June
June
Summative
June
†
-

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplies, materials, and technology for EOC classrooms including at-risk students and emerging	Formative			Summative
bilingual students. Strategy's Expected Result/Impact: Increase in EOC scores Staff Responsible for Monitoring: Teachers, Instructional Coaches, AP over the department Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$25,000, Supplies and Materials fir SPED students - 199 - PIC 23 SPED State Allotment Funds - \$3,256	Nov	Feb	Apr	June
No Progress Continue/Modify	X Discor	tinue		

Goal 2: Magnet Funding Justification

Performance Objective 1: Students will have the opportunity to extend learning in the 2023-2024 school year, through rigorous programs offered in the magnet program.

Strategy 1 Details		Reviews		
Strategy 1: Additional project-based opportunities will be offered in the MST curriculum; (e.g. student supplies, field trips, professional development, Food for students during competitions and software programs to assist students, and research books)	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased community engagement, service hours, and achievement on state and nation exams				
Staff Responsible for Monitoring: Magnet Coordinator & MST administrator				
Title I: 2.4, 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: Supplies & Materials - 199 - Magnet Funds - \$55,600, Books maintained & Cataloged - 199 - Magnet Funds - \$4,000, Student snacks - 199 - Magnet Funds - \$1,000				
Strategy 2 Details	Reviews			-1
tegy 2: Students will be required to complete in an educational competition their junior and senior years as part if the	Formative Summa			Summative
MST requirement	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased community engagement, service hours, and achievement on state and nation exams				
Staff Responsible for Monitoring: Magnet Coordinator & MST administrator				
Title I: 2.4, 2.5, 2.6, 4.2 Funding Sources: Registrations for competitions - 199 - Magnet Funds - \$18,400				
No Progress Continue/Modify	X Discon	tinue	1	1