

**Garland Independent School District
North Garland High School
2024-2025 Campus Improvement Plan**



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Garland High School is a 6A urban high school located in Garland, Texas that serves students in grades 9 through 12. It is an open enrollment school which accepts applications for all magnet programs with reserved seats for neighborhood students. NGHS houses the Math, Science, and Technology Magnet, Accelerated Math and Science Magnet, Health Science and Technology Program, Project Lead the Way Engineering, Biomedical Learning Pathways, Early College and P-TECH. It is an AVID National Demonstration School and a member of the Dallas County Promise network of schools.

North Garland had a student population of 2849 for the 2023-24 school year and is currently at 2883 for 2024-25 school year.

North Garland HS demographics:

- African American 12.8%
- Hispanic 55.8%
- White 8.1%
- Asian 21.0%
- 2+races 1.7%
- Mobility rate of 9.3%
- Emergent Bilingual population of 36.42%
- Low Socioeconomic of 64.4%
- Special Education 7.2%
- Graduation rate at North Garland for 2024 was 98%

North Garland High School provides a safe environment where students can learn. This is done through the presence of two SROs, staff and students wearing ID badges, a campus security camera system, and practicing monthly drill procedures. Teacher retention is approximately 90% and all teachers are highly qualified in their fields. As a National AVID Demonstration School, many of our teachers are trained in implementing collaborative instruction to enhance student learning. A MTSS process has been implemented and will be further expanded in the upcoming school year. Weekly core area PLC/data planning sessions are conducted. High academic, behavioral, social, and extra curricular expectations are held throughout the campus.

Demographics Strengths

NGHS has a very diverse student and teacher population.

The use of AVID strategies promotes collaborative learning and provides a common foundation for all staff to promote student learning.

The use of an effective MTSS process allows for differentiated instruction to include all levels of learning.

Reading courses support students who have shown the need for additional assistance through STAAR test scores and class performance in the ELA courses.

Sheltered courses support English Language Learners who need additional assistance, as indicated by test scores and course grades.

Saturday school sessions offered to students by invitation to support those who are having difficulty in EOC courses and core content areas.

Saturday school sessions, by invitation, to support and extend learning opportunities for the Advanced Placement and Honors courses, as well as course recovery for struggling students. Buses are provided.

Teachers have a voice in planning and implementing Saturday school offerings - planning the calendar, setting the offerings based on student need, and inviting the students who qualify for each session.

All students are enrolled in an advisory period call SAM Time. Students in need of intervention receive targeted support. Juniors and seniors that are not CCMR met, will be enrolled in Texas College Bridge. All other students are receiving enrichment and are learning study skills through collaborative study groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a disproportionate percentage of Hispanics being placed at the district Alternative Education Center. While Hispanics make up 55% of the student population, 80% of the population placed at the District Alternative Education Center. **Root Cause:** Parent education and awareness. Staff training on identifying students in distress.

Student Learning

Student Learning Summary

EOC, Performance trends, AEIS, TELPAS.

English I - 26% English 2 - 13% Biology - 38% Algebra I 28% US History 56%

TSI Scores: 98% of Seniors were CCMR met at graduation, the 2nd in GISD.

AP participation rates in the top quartile of the comparison group in all content areas. However, AP examination results in both and ELA are below average for schools that look similar to North Garland's Demographic makeup.

Student Learning Strengths

In the 2021-2022 school year of state accountability, NGHS received all 7 state distinctions for Academic achievement in English/Language/Arts & Reading, Academic achievement in Math, Academic achievement in Science, Academic achievement in Social Studies.

North Garland is predicted to receive an overall Accountability Rating of "A" for the latest released accountability scores.

47% of graduating Seniors met the Texas Success Initiative criteria in both English and Math, deeming them college ready as determined by the state.

Across all grade levels (9-12), 58% of NGHS students met benchmark for the evidence-based reading and writing on the PSAT 8/9 (56%), PSAT 10/11 (56%), and SAT (65%) in the 2023-24 exam administrations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 44% of 9th graders, 60% of 10th/11th graders, and 50% of SAT school day testers did not meet Benchmark on math. **Root Cause:** There was not an emphasis on building math skills or test prep during advisory.

Problem Statement 2 (Prioritized): 26% of English I and 13% of English II students received a Master's designation on EOC exams. **Root Cause:** A greater emphasis on literacy for students with average to high level skills is necessary to help students succeed.

School Processes & Programs

School Processes & Programs Summary

At North Garland High School, our goal is to ensure that all students receive a quality and equitable education. In order to maintain the highest quality of education, various strategies are used to recruit and develop the best staff. The district offers competitive staff benefits, salary, and incentive packages to attract the best candidates. There are multiple professional development opportunities offered for all staff members to choose from during the school year and also during the summer. Teachers who are new to the profession or to the district are strongly supported throughout the year to ensure their success as they complete their first year on campus. Teachers who wish to further advance their career aspirations are encouraged to seek advanced degrees and are provided opportunities to gain experience as they complete their coursework. Finally, now since the T-TESS evaluation system is in its fifth year of district implementation, staff and administration have a clearer understanding of the multilayered process. This will help administrative staff to provide effective and meaningful feedback for staff throughout the year.

Our effective processes include:

Lead4ward protocols for EOC tested-CLCs

Teacher Credibility

Administrative Walkthroughs for all Content Areas

Instructional Rounds and Project Goal Mentorship for New Teachers

Teacher Appreciation

MST Feeder Pattern Walkthroughs

Sheltered Instruction Training

Literacy Training at all Faculty Meetings

Raider Rush Student Orientation

School Processes & Programs Strengths

New teacher programs provide necessary support for all teachers new to the campus to observe quality instruction and management protocols.

Frequent walkthroughs provide instant feedback and support for teachers. Provided specific and immediate remediation or praise for teachers observed.

Teacher retention increased due to positive school culture created by processes and programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Only 86 families returned their family survey out of approximately 2800 families. **Root Cause:** We need to make sure we are communicating with families and they understand the importance of the survey.

Perceptions

Perceptions Summary

Panorama Survey Results:

89 Parents responded to the survey.

43% felt school always provides materials and training for families.

Multiple parents requested more security.

60% of responses felt their student always wanted to be at school.

56% always felt teachers encouraged their students.

Perceptions Strengths

Questions involving communication are over 70% feeling they are always communicated well.

89% always receive information in the language they understand.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 48% of parents felt campus was always a safe place for their students. **Root Cause:** More monitoring outside doors and restrooms during the school day.

Priority Problem Statements

Problem Statement 1: 44% of 9th graders, 60% of 10th/11th graders, and 50% of SAT school day testers did not meet Benchmark on math.

Root Cause 1: There was not an emphasis on building math skills or test prep during advisory.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 26% of English I and 13% of English II students received a Master's designation on EOC exams.

Root Cause 2: A greater emphasis on literacy for students with average to high level skills is necessary to help students succeed.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 48% of parents felt campus was always a safe place for their students.

Root Cause 3: More monitoring outside doors and restrooms during the school day.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

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. (SY24-25 interim goal = 77%)





High Priority

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Reading teacher will utilize and implement the Odell Reading Program. Supplies and materials to be purchased to assist.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers.</p> <p>Staff Responsible for Monitoring: Reading Teachers Instructional Coach Administrator over English Dept.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies & Materials - 199 - PIC 24 State Comp Ed Funds - \$32,979</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Teachers in the 9th and 10th Social Studies classes during their Bell Ringer Activity will introduce reading strategies that support Eng I and Eng II TEKS that focus on EOC TEKS.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers.</p> <p>Staff Responsible for Monitoring: SS Teachers Instructional Coach Administrator over SS Dept.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Teachers will provide extended day tutorial opportunities, including Saturday school for at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers.</p> <p>Staff Responsible for Monitoring: ELA Teachers Instructional Coach AP over English Dept.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Teachers will provide English I & II re testers an EOC boot camp during the school day in the fall and spring prior to administration to prepare for the reading comprehension, revise/edit, and essay portions of the EOC exam.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 15% for re-testers.</p> <p>Staff Responsible for Monitoring: ELA Teachers Instructional Coach AP over English Dept.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
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| <p>Strategy 5: Teachers will utilize online programs to assist students in remediation skills in Reading and Math. 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.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers.</p> <p>Staff Responsible for Monitoring: ELA Teachers Instructional Coach AP over English Dept.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Teachers will PLC an extra day to plan engaging lessons that will strategically focus on difficult TEKS for students including those that receive emerging bilingual and special education services.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 15% for re-testers.</p> <p>Staff Responsible for Monitoring: Reading Teachers Instructional Coach AP over English Dept.</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: English Interventionist 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 End of Course Exam.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students passing the December retest by 25%</p> <p>Staff Responsible for Monitoring: English Teachers Instructional Coach AP over English Dept.</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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| Strategy 8 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 8: Instructional coaches will be utilized to provide Literacy Workshops and strategies will be introduced and monitored throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers.</p> <p>Staff Responsible for Monitoring: Principal APs</p> <p>Title I: 2.6</p> | Formative | | | Summative |
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| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Teachers will provide students in English I, English II, Reading I, II, III, and Creative Writing/Literary Genres with access to varied reading materials that address diversity and contemporary issues.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in all subjects by 5% for first time testers.</p> <p>Staff Responsible for Monitoring: English Dept. Manager Principal AP</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.





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. (SY24-25 Campus interim goal = 75`%)

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

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: English Interventionist to provide small group instruction during the school day through pullouts. 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.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers in the 9th and 10th Social Studies classes during their Bell Ringer Activity will introduce reading strategies that support Eng I and Eng II TEKS that focus on common missed RLA EOC TEKS. Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers. Staff Responsible for Monitoring: SS Teachers Instructional Coach Administrator over SS Dept.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 3: Teachers will provide English I & II re testers an EOC boot camp during the school day in the fall and spring prior to administration to prepare for the reading comprehension, revise/edit, and essay portions of the EOC exam.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 15% for re-testers.</p> <p>Staff Responsible for Monitoring: ELA Teachers Instructional Coach AP over English Dept.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: English I & II Teachers will conduct a writing workshop with all testers during the school day to ensure that all students receive targeted support for EOC.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers.</p> <p>Staff Responsible for Monitoring: ELA Teachers Instructional Coach AP over English Dept.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Teachers will provide English I & II re testers an EOC boot camp during the school day in the fall and spring prior to administration to prepare for the reading comprehension, revise/edit, and essay portions of the EOC exam.</p> <p>Strategy's Expected Result/Impact: Increase reading scores of SST students.</p> <p>Staff Responsible for Monitoring: ELA Teachers Instructional Coach AP over English Dept.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 6: Reading teachers will PLC an extra day to plan engaging lessons that will strategically focus on difficult TEKS for students receiving special education services.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 15% for re-testers.</p> <p>Staff Responsible for Monitoring: Reading Teachers Instructional Coach AP over English Dept.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| <p>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</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers.</p> <p>Staff Responsible for Monitoring: Reading Teachers Instructional Coach AP over English Dept.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 8 Details | Reviews | | | |
| <p>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 End of Course Exam.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students passing the December retest by 25%</p> <p>Staff Responsible for Monitoring: Administrators, Department Chairs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 9 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 9: Monthly Faculty Meetings will be utilized as Literacy Workshops and strategies will be introduced and monitored throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first time testers.</p> <p>Staff Responsible for Monitoring: Principal APs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Utilize instructional coach and interventionist to provide workshops to prepare teachers to prepare students for the TSI-A and EOC exams.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Reading Teachers English Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> | Formative | | | Summative |
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| <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 equity in student management.

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. (SY24-25 interim goal = 57.8%)

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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will access and use strategies from TELPAS prep camp to enhance student success. Strategy's Expected Result/Impact: Student success will increase by 5% for TELPAS, and 2% on EOC exams. Staff Responsible for Monitoring: LPAC coordinator / Assistant principals</p> <p>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 - \$8,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>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. 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</p> <p>Instructional coach</p> <p>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 - \$20,747</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: All teachers will be trained in Sheltered Instruction strategies. Strategy's Expected Result/Impact: Student success will increase by 5% for TELPAS, and 2% on EOC exams. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Subs for ELL Teachers - 199 - PIC 25 Bil./ESL State Allotment Funds - \$12,000, Supplemental Pay for extended day - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Teachers in all subject areas will use response frames, sentence stems as well as other proven best practices to 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</p> <p>Instructional coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| <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 equity in student management.

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. (SY24-25 interim goal = 88%)

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

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Certified Biology teachers will work with the Biology EOC failures during advisory (SAMTIME) that have passed the class but failed the EOC.</p> <p>Strategy's Expected Result/Impact: The passing rate for Biology EOC re testers will increase from 47% to 50%</p> <p>Staff Responsible for Monitoring: Biology teacher AP supporting science</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Biology teachers will CLC to plan engaging lessons that will strategically focus on TEKS that are most difficult for students receiving special education services.</p> <p>Strategy's Expected Result/Impact: Increase in passing rate in Biology EOC for special education by 5%.</p> <p>Staff Responsible for Monitoring: Biology lead teacher AP supporting science 1:1 Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: 10th grade Biology students (9th - IPC) that did not take the EOC in their 9th grade year will get added support by tracking assignments outside the gradebook and meeting parents of concerned students.</p> <p>Strategy's Expected Result/Impact: 10th grade Biology students will score 80% meets EOC</p> <p>Staff Responsible for Monitoring: Biology teacher Biology Admin 1:1 Instructional Coach</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Biology teachers will PLC to plan engaging lessons that will strategically focus on TEKS that are most difficult for students receiving Emerging bilinguals services.</p> <p>Strategy's Expected Result/Impact: Increase in EB EOC scores from 76% meets to 81%</p> <p>Staff Responsible for Monitoring: Biology teacher Biology Admin 1:1 Instructional Coach</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| <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 equity in student management.

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 | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Extend the regular scheduled day to include Saturday tutoring sessions so that students have a consistent opportunity for individualized academic assistance.</p> <p>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</p> <p>Staff Responsible for Monitoring: Department Heads, RTI Facilitator and Administration</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> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Algebra I, Algebraic Reasoning and Double Block Geometry teachers will PLC an extra day to plan engaging lessons that will strategically focus on difficult TEKS for students receiving special education and emerging bilingual services.</p> <p>Strategy's Expected Result/Impact: Increase in passing rate in Algebra I EOC for special education students by 5%</p> <p>Staff Responsible for Monitoring: Algebra I Lead teacher; AP of Math; RTI Facilitator; Math Interventionist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
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| <p>Strategy 3: Title I Math Interventionist will be utilized to support teachers during planning intervention and by working with students during the school day to provide additional support.</p> <p>Strategy's Expected Result/Impact: Increase in passing rate in Algebra I EOC and PSAT scores</p> <p>Staff Responsible for Monitoring: AP of Math</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| <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 equity in student management.

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 | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: PSAT/SAT Bootcamp instructors will provide all staff with strategies to support student success. Strategies include testing strategies, Khan Academy, problems of the day, and frequently used words/word walls, and SAT/PSAT apps</p> <p>Strategy's Expected Result/Impact: Increased Scores Student Familiarity with the Test</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach RTI Facilitator SAT Boot Camp Instructors</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Subs for PSAT/SAT Bootcamp - 6100 Payroll- Title I Funds - \$5,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: PSAT/SAT practice materials will be used by staff members as samples in bell ringers, etc</p> <p>Strategy's Expected Result/Impact: Increased emphasis on the test, and more student familiarity with the format and test questions before the actual test</p> <p>Staff Responsible for Monitoring: Administrator over English Dept. Testing Coordinator</p> <p>Title I: 2.5, 2.6</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
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| <p>Strategy 3: Target and test the top performers in 11th grade in the same SAMTIME rooms and in rooms on PSAT test day. Meet individually with each to go over last year's scores and emphasize importance of the test to each.</p> <p>Strategy's Expected Result/Impact: Increase in average test score for top 10% of students testing</p> <p>Staff Responsible for Monitoring: Administrator over English Dept. and Math Dept Testing Coordinator</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| <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 equity in student management.


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 | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Increase the rigor of AP instruction through a) professional development opportunities (e.g. two-day 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.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student performance at the AP criterion score due to daily rigorous instructional practices.</p> <p>Staff Responsible for Monitoring: Advanced Academics Department Teaching & Learning Department</p> <p>Funding Sources: Subs for professional development training - 6100 Payroll- Title I Funds - \$5,000, Professional development opportunities - 6200 Contracted Services/Registration- Title I Fun - \$11,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Strategy 2 Provide direct content mastery support to AP students through extended learning opportunities such as after school study sessions, Saturday study sessions, AP review sessions and SAMTIME provided sessions. AP review sessions. Sessions to be planned at first AP staff development</p> <p>Strategy's Expected Result/Impact: 5%-7% increase in scores of 3 or higher on all AP tests.</p> <p>Staff Responsible for Monitoring: Administrators , AP teachers, counselors</p> <p>Funding Sources: Supplemental pay for extended learning opportunities - 6100 Payroll- Title I Funds - \$5,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Increase student participation and performance in AP Portfolio through alignment of fine arts instruction. Include scheduled progress checks with fine arts instructors.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Visual and Performing Arts Department</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

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 | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Train campus staff, students and families on campus/classroom expectations and de-escalation training techniques.</p> <p>Strategy's Expected Result/Impact: Decrease the percentage of referred Black and Hispanic students by 5% (to 18% & 14%)</p> <p>Staff Responsible for Monitoring: Foundations team/Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus administration will monitor discipline data each cycle.</p> <p>Strategy's Expected Result/Impact: Dis proportionality will decrease to less than 100% (1.0) for each exclusionary consequence by sub population.</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Multiple transition activities for parents to become involved in, such as FAFSA/TAFSA Night in the Fall and Spring semesters, Meet the Teacher, 9th Grade Orientation, MST Night, 8th Grade Elective Fair, AVID Family Nights, etc.</p> <p>Strategy's Expected Result/Impact: Create awareness of and encourage membership of Parent/Caretakers in PTSA and other parent organizations.</p> <p>Staff Responsible for Monitoring: Administration PTSA Faculty Representative</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: Host monthly Parent-Principal Coffees to review college requirements, parental support, literacy strategies, Review School Parent Compact, and other ways for parents to support their children</p> <p>Strategy's Expected Result/Impact: Create awareness of and encourage participation in school-parent organizations. Ensure we are following our School Parent compact.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Materials for parent meetings - 6300 Parent Involvement. Supplies T1 - \$1,406, Translation Services - 6100 Parent Inv. Payroll T1 - \$1,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Campus will work to improve school climate and prevent student behavior that can negatively impact attendance.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of daily attendance</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Increase participation in parent outreach events.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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| <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 equity in student management.

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 = 97.5%)

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

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Counselors will use the AP Potential report to identify students for upper level AP classes.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR percentage to 97.5% Increase in CCMR without TCB number by 101% (from 294 to 324 students)</p> <p>Staff Responsible for Monitoring: Counselors Administrators CCMR Team</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Within the first grading cycle, the campus will identify every Senior who has not met at least one EOC requirement for graduation to ensure that all of these students are remediated and retested at the December re-take</p> <p>Strategy's Expected Result/Impact: Increase graduation rate by 1% as measured by the 4 year graduation rate.</p> <p>Staff Responsible for Monitoring: Counselors Testing coordinator AP over EOC testing MTSS Facilitator</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
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| <p>Strategy 3: Intervention lists will be provided to department chairs and CLC leads in August for the incoming enrollment. Scheduled meetings will occur monthly with EOC-CLC to discuss interventions that are provided for the targeted students and any needed adjustments to ensure success.</p> <p>Strategy's Expected Result/Impact: Increase graduation rate by 1% as measured by the 4 year graduation rate.</p> <p>Staff Responsible for Monitoring: Principal MTSS</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Teachers and administrators will visit high performing schools in areas of special education, low socio-economic, and EB to determine strategies for student success.</p> <p>Strategy's Expected Result/Impact: Increase student performance on all EOC exams by special education students by 5%.</p> <p>Staff Responsible for Monitoring: Principal Special ed administrator</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Subs for visits - 199 - PIC 24 State Comp Ed Funds - \$5,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Students will receive tutorials and/or will be placed in an advisory (SAMTIME) that specifically targets the TSIA in Reading and Math</p> <p>Strategy's Expected Result/Impact: Increase in students being identified as college and career ready as measured by the success on TSIA-2 and SAT.</p> <p>Staff Responsible for Monitoring: Admin supporting reading and math Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Supplemental Pay for Extended day targeting the TSIA in reading and math - 6100 Payroll- Title I Funds - \$3,002.10</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 6: Staff will market and communicate campus-wide district college night</p> <p>Strategy's Expected Result/Impact: Students will have a stronger understanding of college, career/workforce, military expectations when they graduate high school.</p> <p>Staff Responsible for Monitoring: Counselors AVID site team AVID elective teacher Gen Ed Teachers Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Staff will connect students from different programs (MST, AVID, CTE, Dallas County Promise) with mentors and resources related to their area of study through Dallas Promise Program</p> <p>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</p> <p>Staff Responsible for Monitoring: Counselors MST coordinator Administrators AVID site team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Students (non MST and AVID) will participate in school sponsored field trips to Dallas Colleges to learn more about their certifications and/or associate degree</p> <p>Strategy's Expected Result/Impact: Increase percentage of students enrolling in DCCCD by 10% after graduation.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.5, 2.6</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 9 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 9: Counselors will host FAFSA/TAFSA nights attached to other parent reach out and Saturday "Coffee with the Principal" and well as having appointments for those who need other times throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase of 10% FAFSA/TAFSA applications from 61% to 71%</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Counselors will share with NGHS seniors resources to support steps to complete the TAFSA/FAFSA (including Dallas County Promise staff)</p> <p>Strategy's Expected Result/Impact: Students and parents will be able to easily follow the steps to complete TAFSA/FAFSA</p> <p>Staff Responsible for Monitoring: Counselors EIF (Education is Freedom) Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 11 Details | Reviews | | | |
| <p>Strategy 11: Counselors will help students complete TAFSA/FAFSA by the priority deadline</p> <p>Strategy's Expected Result/Impact: Students and families will be motivated to complete the TAFSA/FAFSA by expected deadline</p> <p>Staff Responsible for Monitoring: Counselors EIF(Education is Freedom) Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 12 Details | Reviews | | | |
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| <p>Strategy 12: Establish rigorous district and campus College, Career & Military Readiness annual targets for each of the fourteen student groups included in the Closing the Gaps Domain of the school accountability system.</p> <p>Strategy's Expected Result/Impact: The anticipated result is that all student groups will meet/exceed the annual targets through 2025.</p> <p>Staff Responsible for Monitoring: Administrators Counselors CCMR Team Teachers - CTE Teachers - Academic</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 |
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| Strategy 13 Details | Reviews | | | |
| <p>Strategy 13: Admin, Counselors, 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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p> <p>Title I: 2.5, 4.1, 4.2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 14 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 14: CCMR Team will provide an awareness to all stakeholders in order to ensure all students are provided opportunities and know steps needed to become CCMR met.</p> <p>Strategy's Expected Result/Impact: Parents, students, NGHS staff, and the community will know what CCMR is and the steps to become CCMR met</p> <p>Staff Responsible for Monitoring: Administrators CCMR Ambassador CCMR Coaches CCMR Counselor other CCMR Team members</p> <p>Title I: 2.4, 2.5, 4.2 - TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 15 Details | Reviews | | | |
| <p>Strategy 15: SPED students will be placed in a CTE pathway that is determined by the ARD committee and gives the student the best opportunity to become CCMR met via CTE certification.</p> <p>Strategy's Expected Result/Impact: SPED - CCMR met percent will increase by 5%</p> <p>Staff Responsible for Monitoring: SPED Admin SPED Facilitator SPED Case manager Counselors</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 16 Details | Reviews | | | |
| <p>Strategy 16: Teachers will conduct classroom walks into other teacher classrooms at NGHS to ensure the implementation of AVID WICOR Strategies.</p> <p>Strategy's Expected Result/Impact: Increase in EOC scores, PSAT/SAT?TSIA Scores</p> <p>Staff Responsible for Monitoring: Admin, AVID Coordinators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Subs - 199 - PIC 24 State Comp Ed Funds - \$5,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

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.

High Priority





Evaluation Data Sources: STAAR EOC Results

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will PLC an extra day to plan engaging lessons that will strategically focus on difficult TEKS for students including those that receive emerging bilingual and special education services.</p> <p>Strategy's Expected Result/Impact: Improved STAAR EOC performance at the meets grade level indicator.</p> <p>Staff Responsible for Monitoring: teachers, instructional coaches, interventionist, AP over subjects, principal</p> <p>Title I: 2.4, 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: Substitute teachers - 6100 Payroll- Title I Funds - \$7,202.90, Substitute teachers for SPED teachers - 199 - PIC 23 SPED State Allotment Funds - \$2,829, Substitute teachers for ELL teachers - 199 - PIC 25 Bil./ESL State Allotment Funds, Supplemental Pay for Teacher Planning - 6100 Payroll- Title I Funds - \$25,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will provide extended day tutorial opportunities, including Saturday school for at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase in EOC scores in all tested subjects..</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, AP over departments</p> <p>Title I: 2.4, 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: Extended day and Saturday School Staffing - 6100 Payroll- Title I Funds - \$5,000, Extended day and Saturday School Staffing - 199 - PIC 24 State Comp Ed Funds - \$10,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Purchase supplies, materials, and technology for EOC classrooms including at-risk students and emerging bilingual students.</p> <p>Strategy's Expected Result/Impact: Increase in EOC scores</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, AP over the department</p> <p>Title I: 2.4, 2.5</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: Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$0, Supplies and Materials fir SPED students - 199 - PIC 23 SPED State Allotment Funds - \$3,256</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| <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: 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 | | | |
|---|-----------|-----|-----|-----------|
| <p>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)</p> <p>Strategy's Expected Result/Impact: Increased community engagement, service hours, and achievement on state and nation exams</p> <p>Staff Responsible for Monitoring: Magnet Coordinator & MST administrator</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: Supplies & Materials - 199 - Magnet Funds - \$70,600, Books maintained & Cataloged - 199 - Magnet Funds - \$8,000, Student snacks - 199 - Magnet Funds - \$3,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Students will be required to complete in an educational competition their junior and senior years as part if the MST requirement</p> <p>Strategy's Expected Result/Impact: Increased community engagement, service hours, and achievement on state and nation exams</p> <p>Staff Responsible for Monitoring: Magnet Coordinator & MST administrator</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Funding Sources: Registrations for competitions - 199 - Magnet Funds - \$18,400</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> | | | | |

Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 5 | 3 | Title I Math Interventionist will be utilized to support teachers during planning intervention and by working with students during the school day to provide additional support. |

Additional Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 5 | 3 | Title I Math Interventionist will be utilized to support teachers during planning intervention and by working with students during the school day to provide additional support. |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|---------------------|----------------|------------|
| Alexis Ortiz | Instructional Coach | Intervention | 1.0 |
| Anna Hickman | Paraprofessional | Intervention | 1.0 |
| Kelly Bollman | RTI Facilitator | Intervention | 1.0 |
| Lindsey Armet | Interventionist | Intervention | 1.0 |
| T'era Thorn | Instructional Coach | Intervention | 1.0 |
| Tracey Haggard | Interventionist | Intervention | 1.0 |

2024-2025 Campus Improvement Team

| Committee Role | Name | Position |
|-----------------------------|----------------------|----------------------------|
| District-level Professional | Christie Creel | Assistant Director of MTSS |
| Teacher | Romulo Borrego | SPed Teacher |
| Teacher | Andrea Walters | ESL Teacher |
| Teacher | Anne Rojas | Math Teacher |
| Teacher | Michal Robertson | Math Teacher |
| Counselor | Donna Mitchell | Counselor |
| Student | Cryss Godoy-Diguette | Tech Teacher |
| Teacher | Nadelle Belizaire | Science Teacher |
| Student | April Aston | SS Teacher |
| Administrator | Juan Puente | Assistant Principal |
| Administrator | John Fishpaw | Principal |
| Administrator | Pebbles Martin | Assistant Principal |
| Teacher | Debbie Reed | Librarian |
| Administrator | Christine Brewer | Assistant Principal |
| Community Representative | Lewis Guardado | Community Representative |
| Community Representative | Armando Ochoa | Community Representative |
| Parent | Taylor Brewer | Parent |
| Teacher | Marcus Myers | Technology Teacher |
| Parent | Joel Rodriguez | Parent |
| Business Representative | Gracie Rodriguez | Owner |
| Administrator | Carol Goff | Associate Principal |

Campus Funding Summary

| 199 - PIC 23 SPED State Allotment Funds | | | | | |
|---|-----------|----------|---|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 10 | 1 | Substitute teachers for SPED teachers | | \$2,829.00 |
| 1 | 10 | 3 | Supplies and Materials fir SPED students | | \$3,256.00 |
| Sub-Total | | | | | \$6,085.00 |
| Budgeted Fund Source Amount | | | | | \$6,085.00 |
| +/- Difference | | | | | \$0.00 |
| 199 - PIC 24 State Comp Ed Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Supplies & Materials | | \$32,979.00 |
| 1 | 9 | 4 | Subs for visits | | \$5,000.00 |
| 1 | 9 | 16 | Subs | | \$5,000.00 |
| 1 | 10 | 2 | Extended day and Saturday School Staffing | | \$10,000.00 |
| Sub-Total | | | | | \$52,979.00 |
| Budgeted Fund Source Amount | | | | | \$52,979.00 |
| +/- Difference | | | | | \$0.00 |
| 199 - PIC 25 Bil./ESL State Allotment Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | Software Licenses | | \$8,000.00 |
| 1 | 3 | 2 | Supplies for ELL students | | \$20,747.00 |
| 1 | 3 | 3 | Subs for ELL Teachers | | \$12,000.00 |
| 1 | 3 | 3 | Supplemental Pay for extended day | | \$1,000.00 |
| 1 | 10 | 1 | Substitute teachers for ELL teachers | | \$0.00 |
| Sub-Total | | | | | \$41,747.00 |
| Budgeted Fund Source Amount | | | | | \$41,747.00 |
| +/- Difference | | | | | \$0.00 |

| 199 - Magnet Funds | | | | | |
|--|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Supplies & Materials | | \$70,600.00 |
| 2 | 1 | 1 | Student snacks | | \$3,000.00 |
| 2 | 1 | 1 | Books maintained & Cataloged | | \$8,000.00 |
| 2 | 1 | 2 | Registrations for competitions | | \$18,400.00 |
| 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 | 6 | 1 | Subs for PSAT/SAT Bootcamp | | \$5,000.00 |
| 1 | 7 | 1 | Subs for professional development training | | \$5,000.00 |
| 1 | 7 | 2 | Supplemental pay for extended learning opportunities | | \$5,000.00 |
| 1 | 9 | 5 | Supplemental Pay for Extended day targeting the TSIA in reading and math | | \$3,002.10 |
| 1 | 10 | 1 | Supplemental Pay for Teacher Planning | | \$25,000.00 |
| 1 | 10 | 1 | Substitute teachers | | \$7,202.90 |
| 1 | 10 | 2 | Extended day and Saturday School Staffing | | \$5,000.00 |
| Sub-Total | | | | | \$55,205.00 |
| Budgeted Fund Source Amount | | | | | \$55,205.00 |
| +/- Difference | | | | | \$0.00 |
| 6100 Parent Inv. Payroll T1 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 8 | 4 | Translation Services | | \$1,000.00 |
| Sub-Total | | | | | \$1,000.00 |
| Budgeted Fund Source Amount | | | | | \$1,000.00 |
| +/- Difference | | | | | \$0.00 |
| 6200 Contracted Services/Registration- Title I Fun | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 7 | 1 | Professional development opportunities | | \$11,000.00 |
| Sub-Total | | | | | \$11,000.00 |
| Budgeted Fund Source Amount | | | | | \$11,000.00 |

| 6200 Contracted Services/Registration- Title I Fun | | | | | |
|--|-----------|----------|-------------------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| +/- Difference | | | | | \$0.00 |
| 6300 Supplies and Materials- Title I Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 10 | 3 | Supplies and Materials | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$0.00 |
| +/- Difference | | | | | \$0.00 |
| 6300 Parent Involvement. Supplies T1 | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 8 | 4 | Materials for parent meetings | | \$1,406.00 |
| Sub-Total | | | | | \$1,406.00 |
| Budgeted Fund Source Amount | | | | | \$1,406.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$269,422.00 |
| Grand Total Spent | | | | | \$269,422.00 |
| +/- Difference | | | | | \$0.00 |

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 |