

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.

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Goals

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

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 - \$22,609</p>	Formative			Summative
	Nov	Feb	Apr	June
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 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</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide extended day tutorial opportunities, including Saturday school for at-risk students. 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.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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. 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.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<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. 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.</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will 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
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>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 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
	Nov	Feb	Apr	June
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
	Nov	Feb	Apr	June

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
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and 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. (SY23-24 Campus interim goal = 75`%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Reading 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
	Nov	Feb	Apr	June
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
	Nov	Feb	Apr	June

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</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
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</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
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</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

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
	Nov	Feb	Apr	June
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
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
	Nov	Feb	Apr	June





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
	Nov	Feb	Apr	June
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
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and 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. (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	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 - \$34,967</p>	Formative			Summative
	Nov	Feb	Apr	June
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 - \$30,000</p>	Formative			Summative
	Nov	Feb	Apr	June

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 - \$10,000, Supplemental Pay for extended day - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
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
<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. (SY23-24 interim goal = 83%)

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 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 24% to 30%</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
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Biology teachers will PLC 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 RTI Facilitator</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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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
Strategy 2 Details	Reviews			
<p>Strategy 2: Algebra I 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</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





Strategy 3 Details	Reviews			
<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
<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</p> <p>- 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
Strategy 2 Details	Reviews			
<p>Strategy 2: PSAT/SAT practice materials from Canvas 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

Strategy 3 Details	Reviews			
<p>Strategy 3: Target and test the top performers in 11th grade in the same room on PSAT 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. 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
Strategy 4 Details	Reviews			
<p>Strategy 4: Each content area will identify their SAT words to use in context in their content area. The "word of the day" for each department will be reviewed and practiced in context.</p> <p>Strategy's Expected Result/Impact: Overall percentile will improve from 39th percentile to 42nd percentile.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</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>	Formative			Summative
	Nov	Feb	Apr	June
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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 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 - \$14,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2 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.</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: Administration, 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
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



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
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
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

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 - \$1,751, Translation Services - 6100 Parent Inv. Payroll T1 - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
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
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
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Campus will purchase student hallway monitoring programming(E-Hall Pass) to monitor students out of the classroom during instructional time.</p> <p>Strategy's Expected Result/Impact: Reduce the number of students in the hallway during instruction.</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: E-Hall Pass - 6200 Contracted Services/Registration- Title I Fun - \$7,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and 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 = 93%)

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 63%</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 testing Testing Coordinator RTI Facilitator</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

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the MTSS facilitator to assist teachers in identifying and assisting Tier I, Tier II, and Tier III strategies</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</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
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and administrators will visit high performing schools in areas of special education 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 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will receive tutorials and/or will be placed in a class 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 TSI-A 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
	Nov	Feb	Apr	June

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 the 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
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
Strategy 8 Details	Reviews			
<p>Strategy 8: Students (non MST and AVID) will participate in school sponsored field trips by identifying two Dallas Community Colleges and Paul Quinn, to learn more about their certifications and/or associate degree</p> <p>Strategy's Expected Result/Impact: Increase percentage of students enrolling in DCC 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

Strategy 9 Details	Reviews			
<p>Strategy 9: Counselors will host FAFSA/TAFSA nights for students and parents throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase of 10% FAFSA/TAFSA applications from 44 to 52%</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
Strategy 10 Details	Reviews			
<p>Strategy 10: An outside organization that focuses on support for immigrants will present to NGHS seniors the background and benefits of TASFA</p> <p>Strategy's Expected Result/Impact: Students and parents who may be undocumented will have a greater understanding and confidence in the benefits of TAFSA</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: 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 AVID SITE Team Elective teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 12 Details	Reviews			
<p>Strategy 12: 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 Administrators AVID site team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13 Details	Reviews			
<p>Strategy 13: 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 Teachers - CTE Teachers - Academic</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 14 Details	Reviews			
<p>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.</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: APs Principal</p> <p>Title I: 2.5, 4.1, 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







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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 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

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 - \$19,742.73, Substitute teachers for SPED teachers - 199 - PIC 23 SPED State Allotment Funds - \$2,200, Substitute teachers for ELL teachers - 199 - PIC 25 Bil./ESL State Allotment Funds</p>	Formative			Summative
	Nov	Feb	Apr	June
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 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

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 - \$25,000, Supplies and Materials fir SPED students - 199 - PIC 23 SPED State Allotment Funds - \$3,256</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Magnet Funding Justification

Performance Objective 1: 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 - \$55,600, Books maintained & Cataloged - 199 - Magnet Funds - \$4,000, Student snacks - 199 - Magnet Funds - \$1,000</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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				