

Garland Independent School District
Rowlett High School
2024-2025 Campus Improvement Plan



Mission Statement

We will support academic and social excellence in a global society for diverse students through the combined efforts of all community members.

Vision

We will prepare individual students for their best future by collaborating together and demonstrating excellence, every day.

Value Statement

We believe all students can learn, every day.

We will work together to promote and achieve high expectations, every day.

We know that students deserve our best, every day.

We value all cultures, every day.

We respect all students, families, staff and community members, every day.

We demonstrate ethical behavior, every day.

We will hold each other accountable for our actions, every day.

We believe education transforms lives, every day.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Chadwick update!

Est. 1996

Size: 2286

Grade: 9-12

Ages: 14-22

Location: Rowlett TX, Dallas County

Admission: GISD SCHOOL OF CHOICE

Interesting/Important descriptions: Air Force Junior ROTC Magnet, PTech Magnet, ECHS Magnet, Advanced Placement, Dual Credit, Career and Technology

Education, AVID, VAPA, TAFE

Over 30 clubs and organizations

Demographics Strengths

We have a strong PBIS Team that is committed to serving the needs of ALL student AND teachers on our campus and seeking opportunities to serve all sub-populations and their families.

Reset room available to students and teachers to allow a safe space for de-escalation and self regulation skills/opportunities.

New focus placed on school culture and is continuing.

Recognizing need for consistency among cohorts and developing a plan for incoming freshman academy/cohort.

Award winning JROTC program.

Highly effective ECHS program with regards to completion of Associates Degree and there is a high attendance rate for those students in this program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are consistently skipping class across all class periods not just the first period of the day. **Root Cause:** Students and teaches have not built a strong community in individual classroom. Students do not find value in being in class. Students have achievement gaps and do not want to sit in a class where they always feel behind. We have not found the right incentive to motivate students to go to class.

Problem Statement 2 (Prioritized): 42.83% of our student body is Hispanic, however, only 10% of our teachers are Hispanic. In general, our Hispanic students are underserved on our campus in our clubs, organizations and our academic programs. **Root Cause:** We do not have a systematic way to recruit Hispanic teachers. We do not have a systematic way to ensure that we recruit Hispanic students to higher academic programs. We are not well versed in Hispanic culture and current needs of our Hispanic students. We do not have a strong leadership representation at a campus level to promote and lead culturally Hispanic focused clubs and organizations.

Problem Statement 3 (Prioritized): Students are consistently skipping class across all class periods not just the first period of the day. **Root Cause:** Students and teaches have not built a strong community in individual classroom. Students do not find value in being in class and education. Students have achievement gaps and do not want to sit in a class where they always feel behind. We have not found the right incentive to motivate students to go to class.

Problem Statement 4 (Prioritized): 50.7% of our teachers have missed 11+ days through the use of personal/state leave. **Root Cause:** Lack of initial positive interactions with parents, leadership does not monitor positive interactions with parents. De-escalation strategies not utilized by teachers. Lack of training for community building in individual classrooms, training on how to conduct parent/teacher conference, actions steps for referrals for teachers, transparency and trust regarding discipline, teacher/student awareness

Problem Statement 5 (Prioritized): Overall attendance for 2023-2024 is 91.6% with district expectation being 97%. **Root Cause:** Lack of value of school and/or attending class. Transportation issues if students are not on the bus route for RHS and are unable to get to school with other transportation. Students dropped off at school and not attending classes. Lack of school community culture among students and staff.

Student Learning

Student Learning Summary

Algebra 1

Had the highest student growth in the district at Student growth from 7th to 9th grade:

2022 - 59%

2023 - 76%

2024 - 82%

Algebra 1

Emergent Bilingual student performance increased from 82.55 to 85.6 in approaches.

Biology I

EB student performance increased from 82.64% to 88.67% in approaches, increased from 31.4% to 44.6% 7 in Meets, and increased from 3.31% to 7.33% in Masters.

US History increased overall in 93.36% to 95.4% 1 in Approaches and 66.96 to 67.47% in Meets.

US History increased EB Student scores from 86.17% to 90.53% in Approaches, from 47.87% to 53.68% in Meets, and from 19.15% to 21.05%

We graduated the largest number of students from Dallas College (74 graduated with a full associates and 19 within 9 hours).

93% Met

47.8% OB

13 out of 19 AP courses improved scores from 2023. 7% increase in students meeting a qualified score on their AP test from 2023.

Student Learning Strengths

1. 93% of graduating seniors achieved college, career, military and readiness (CCMR) met with 47% being double met.

2. Improvement was seen in Algebra EOC from 23-24 approaches 76% to 82% & meets stayed at 35%
3. The EB program implemented to target specific language goals during WEROC, provided professional development with the EB department on language acquisition, and all staff were provided the opportunity to take the mock TELPAS to better understand how to support the EB students. Rowlett HS was the 2nd highest high school in Garland ISD for TELPAS growth.
4. E1 had 78.9% student growth from 8th grade STAAR score 9th Grade E1 STAAR EOC
5. USH had an overall increase of .75% of average percent score
6. Math TSIA2 passing rate went from 20% in 23 to 39% in 24
7. 82 Students with an TELPAS Advance High Composite
8. 61 students will exit the EB program

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite the overall high performance in Biology, there was a slight decrease in scores from 90.72% in the 2023 academic year to 90.14% in 2024. This drop indicates a need to investigate the causes of the decline and implement strategies to reverse this trend and improve Biology scores. **Root Cause:** The slight decline in Biology scores from 90.72% to 90.14% attributed to insufficient alignment of teaching strategies with the current curriculum standards, possible gaps in the foundational knowledge of students, or a lack of targeted interventions for students who are just below the proficiency threshold.

Problem Statement 2 (Prioritized): The English II (E2) STAAR EOC scores showed a significant drop, with 47.3% passing in the 10th grade, down from a 52% pass rate in the 9th grade E1 STAAR EOC. Additionally, Honors students experienced a significantly larger decrease in scores compared to on-level students. This indicates a need for targeted interventions to support both on-level and Honors students in transitioning from English I. **Root Cause:** The significant drop in E2 STAAR EOC scores from 52% in the 9th grade E1 STAAR EOC to 47.3% in the 10th grade E2 STAAR EOC, especially among Honors students, is likely due to inadequate preparation for the increased complexity of the E2 curriculum, insufficient support during the transition from English I to English II, and potential gaps in literacy skills that were not addressed in earlier grade.

Problem Statement 3 (Prioritized): U.S. History (USH) saw a decrease in students achieving Meets and Masters levels from Spring 2023 to Spring 2024. This suggests a need for curriculum adjustments, teacher professional development, and student support mechanisms to help students reach higher performance levels in USH. **Root Cause:** The decrease in the percentage of students achieving Meets and Masters levels in USH may stem from a lack of rigorous and engaging instructional strategies, insufficient emphasis on critical thinking and analytical skills necessary for higher-level performance, and potentially inadequate teacher professional development focused on advanced historical concepts and teaching methods.

Problem Statement 4 (Prioritized): The percentage of students achieving Masters in Algebra 1 fell from 12% in 2023 to 8% in 2024. This highlights a need to focus on advanced mathematical concepts and provide additional resources or support to help students excel in Algebra 1. **Root Cause:** The decline in the percentage of students achieving Masters in Algebra 1 from 12% to 8% suggests that there may be a lack of differentiated instruction to meet the needs of advanced students, insufficient opportunities for students to engage with complex problem-solving tasks, and possible gaps in teacher knowledge or confidence in teaching higher-level algebraic concepts.

Problem Statement 5 (Prioritized): The passing rate for the English Language Arts and Reading (ELAR) TSIA2 exam dropped significantly from 25% to 8%. This sharp decline points to a critical need for enhanced preparatory programs, better alignment of the curriculum with the TSIA2 standards, and additional support for students preparing for the exam. **Root Cause:** The sharp decline in the ELAR TSIA2 passing rate from 25% to 8% indicates potential misalignment between the curriculum and the TSIA2 exam requirements, lack of focused preparatory resources and support for students, and possibly insufficient emphasis on developing the advanced reading and writing skills needed for the exam.

Problem Statement 6 (Prioritized): Percentage of SPED students achieving Meets on the English 1 EOC (2023) was 12.1% versus 10.58% in (2024). Percentage of SPED students achieving Approaches on the English 1 EOC (2023) was 24.8% versus 19.3% in (2024). SPED were under performing across all EOC tested content areas. **Root Cause:** Lack of differentiated instruction to meet the needs of SPED students.

Problem Statement 7 (Prioritized): The percentage of AP Testers earning a qualifying score decreases from 23.47% in 2022 to 18.32% in 2023 **Root Cause:** Lack of sections (teachers only have 1 of 6 sections). Not enough extra prep time for AP Strategies outside the in-school class time.

School Processes & Programs

School Processes & Programs Summary

The Programs we offer at Rowlett High School:

PTECH, ECHS, AFJROTC, Fine Arts, Athletics, Extra-Curricular Clubs & Organizations, Advanced Placement, Dual Credit, Special Education Services, ELL Services, Positive Behavioral Intervention & Supports (PBIS), Responsive Service Counseling, Employee Wellness Programs, CCMR, German-American Partnership Program (GAPP), GRCTC, Parent/Family Engagement Opportunities, AVID, TAFE

Some of the Technology Integration we use:

Chromebooks, Canvas, content specific curriculum/programs. Blended Learning technology programs for English and Algebra (DESMOS).

Curriculum & instruction.

RHS moved forward with Personalized Learning Program in conjunction Teaching and Learning (District) in Alg 1, E1, E2, and added Biology in the 2023-24 school year.

Curriculum Coaching

GroweLab utilized to enhance coaching cycle for all EOC tested subjects.

Progress Learning

ECHS/PTECH students cohorted into WEROC classes based on TSI status where they worked on Progress Learning 3 out of the 5 days of the week.

School Processes & Programs Strengths

RHS moved forward with Personalized Learning Program in conjunction Teaching and Learning (District) in Alg 1, E1, E2, and Biology in 2023-24 school year. This is a shift in our approach to our Tier 1 instruction.

RHS continues to above 93% of our seniors CCMR met.

RHS had our second class of ECHS graduating class of 93 students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The average daily attendance rate has only seen a marginal increase from 91.1% to 91.6%, reflecting a 0.5% improvement despite concerted efforts. **Root Cause:** The root causes of absenteeism, such as socio-economic factors, health issues, lack of engagement, and transportation problems.

Problem Statement 2 (Prioritized): The percentage of total discipline issues attributed to freshmen has steadily increased over the past 3 years, indicating a growing problem with behavioral management and student adjustment in their first year of high school. '22= 44% of discipline issues, '23= 46% of discipline issues, '24= 49% of discipline issues. **Root Cause:** Freshmen struggle to adapt to the high school environment, leading to higher incidences of disruptive behavior.

Problem Statement 3 (Prioritized): Recent assessments of administrative duties have revealed an imbalance in how time is allocated. Administrators are spending a disproportionate amount of time on disciplinary and operational tasks at the expense of their instructional leadership responsibilities, such as coaching teachers and being present in classrooms. **Root Cause:** Increase in discipline due to lack of systems and procedures in feeder middle schools and at RHS causing high demand of operational tasks, overshadowing the focus on educational leadership, which is critical for driving school improvement and fostering a culture of continuous learning.

Perceptions

Perceptions Summary

At RHS we strive to build a WEROC culture where all students are empowered to learn and thrive. In order for that to happen we must have all of our stakeholders involved. We value the input of our students, teachers, parents and our community.

We get feedback from our 3 major stakeholders in the following ways:

Students: The use of the Panorama Survey, the use of Town Halls (held on campus).

Teachers: The use of the Panorama Survey and the use of campus leadership surveys.

Parents: The use of the Parent Engagement Surveys

Perceptions Strengths

According to the Family Engagement Survey(2023-2), 89% of parents believe there are NO barriers to becoming involved at RHS.

Parents feel that we have strong communication methods between the school and families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Winter 2024 Parent Engagement Survey, 44% of parents do not believe the school provides materials and trainings to help parents work with their children to improve student achievement. **Root Cause:** RHS does not provide an array of parent trainings and opportunities and advertise them in multiple languages, targeting specific demographics, such as economically disadvantaged and the Hispanic parent populations.

Problem Statement 2 (Prioritized): According to the Panorama survey taken by 50% of our students, the percentage of favorable ratings were 27% in engagement, 31% in school climate, 30% in sense of belonging and 43% in student-teacher relationships. **Root Cause:** Lack of skills and support regarding self regulation and effective communication. Lack of involvement in clubs and organizations on campus, connection to content in classes, real world connections to content, school community and pride, sense of belonging.

Problem Statement 3 (Prioritized): According to the Staff Panorama Survey from Winter 2024, of the 50% of teachers that responded to the survey, only 28% believe their school culture will improve and only 27% believe there is a positive working environment. **Root Cause:** According to the comments in the survey, staff is disheartened due to student discipline challenges and feel there are no changes, regardless of what they do to address it.

Priority Problem Statements

Problem Statement 1: 42.83% of our student body is Hispanic, however, only 10% of our teachers are Hispanic. In general, our Hispanic students are underserved on our campus in our clubs, organizations and our academic programs.

Root Cause 1: We do not have a systematic way to recruit Hispanic teachers. We do not have a systematic way to ensure that we recruit Hispanic students to higher academic programs. We are not well versed in Hispanic culture and current needs of our Hispanic students. We do not have a strong leadership representation at a campus level to promote and lead culturally Hispanic focused clubs and organizations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Despite the overall high performance in Biology, there was a slight decrease in scores from 90.72% in the 2023 academic year to 90.14% in 2024. This drop indicates a need to investigate the causes of the decline and implement strategies to reverse this trend and improve Biology scores.

Root Cause 2: The slight decline in Biology scores from 90.72% to 90.14% attributed to insufficient alignment of teaching strategies with the current curriculum standards, possible gaps in the foundational knowledge of students, or a lack of targeted interventions for students who are just below the proficiency threshold.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to the Winter 2024 Parent Engagement Survey, 44% of parents do not believe the school provides materials and trainings to help parents work with their children to improve student achievement.

Root Cause 3: RHS does not provide an array of parent trainings and opportunities and advertise them in multiple languages, targeting specific demographics, such as economically disadvantaged and the Hispanic parent populations.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: According to the Panorama survey taken by 50% of our students, the percentage of favorable ratings were 27% in engagement, 31% in school climate, 30% in sense of belonging and 43% in student-teacher relationships.

Root Cause 4: Lack of skills and support regarding self regulation and effective communication. Lack of involvement in clubs and organizations on campus, connection to content in classes, real world connections to content, school community and pride, sense of belonging.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students are consistently skipping class across all class periods not just the first period of the day.

Root Cause 5: Students and teaches have not built a strong community in individual classroom. Students do not find value in being in class. Students have achievement gaps and do not want to sit in a class where they always feel behind. We have not found the right incentive to motivate students to go to class.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Students are consistently skipping class across all class periods not just the first period of the day.

Root Cause 6: Students and teaches have not built a strong community in individual classroom. Students do not find value in being in class and education. Students have achievement gaps and do not want to sit in a class where they always feel behind. We have not found the right incentive to motivate students to go to class.

Problem Statement 6 Areas: Demographics

Problem Statement 7: 50.7% of our teachers have missed 11+ days through the use of personal/state leave.

Root Cause 7: Lack of initial positive interactions with parents, leadership does not monitor positive interactions with parents. De-escalation strategies not utilized by teachers. Lack of training for community building in individual classrooms, training on how to conduct parent/teacher conference, actions steps for referrals for teachers, transparency and trust regarding discipline, teacher/student awareness

Problem Statement 7 Areas: Demographics

Problem Statement 8: Overall attendance for 2023-2024 is 91.6% with district expectation being 97%.

Root Cause 8: Lack of value of school and/or attending class. Transportation issues if students are not on the bus route for RHS and are unable to get to school with other transportation. Students dropped off at school and not attending classes. Lack of school community culture among students and staff.

Problem Statement 8 Areas: Demographics

Problem Statement 9: The English II (E2) STAAR EOC scores showed a significant drop, with 47.3% passing in the 10th grade, down from a 52% pass rate in the 9th grade E1 STAAR EOC. Additionally, Honors students experienced a significantly larger decrease in scores compared to on-level students. This indicates a need for targeted interventions to support both on-level and Honors students in transitioning from English I

Root Cause 9: The significant drop in E2 STAAR EOC scores from 52% in the 9th grade E1 STAAR EOC to 47.3% in the 10th grade E2 STAAR EOC, especially among Honors students, is likely due to inadequate preparation for the increased complexity of the E2 curriculum, insufficient support during the transition from English I to English II, and potential gaps in literacy skills that were not addressed in earlier grade

Problem Statement 9 Areas: Student Learning

Problem Statement 10: U.S. History (USH) saw a decrease in students achieving Meets and Masters levels from Spring 2023 to Spring 2024. This suggests a need for curriculum adjustments, teacher professional development, and student support mechanisms to help students reach higher performance levels in USH.

Root Cause 10: The decrease in the percentage of students achieving Meets and Masters levels in USH may stem from a lack of rigorous and engaging instructional strategies, insufficient emphasis on critical thinking and analytical skills necessary for higher-level performance, and potentially inadequate teacher professional development focused on advanced historical concepts and teaching methods.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: The percentage of students achieving Masters in Algebra 1 fell from 12% in 2023 to 8% in 2024. This highlights a need to focus on advanced mathematical concepts and provide additional resources or support to help students excel in Algebra 1.

Root Cause 11: The decline in the percentage of students achieving Masters in Algebra 1 from 12% to 8% suggests that there may be a lack of differentiated instruction to meet the needs of advanced students, insufficient opportunities for students to engage with complex problem-solving tasks, and possible gaps in teacher knowledge or confidence in teaching higher-level algebraic concepts.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: The passing rate for the English Language Arts and Reading (ELAR) TSIA2 exam dropped significantly from 25% to 8%. This sharp decline points to a critical need for enhanced preparatory programs, better alignment of the curriculum with the TSIA2 standards, and additional support for students preparing for the exam.

Root Cause 12: The sharp decline in the ELAR TSIA2 passing rate from 25% to 8% indicates potential misalignment between the curriculum and the TSIA2 exam requirements, lack of focused preparatory resources and support for students, and possibly insufficient emphasis on developing the advanced reading and writing skills needed for the exam.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: The average daily attendance rate has only seen a marginal increase from 91.1% to 91.6%, reflecting a 0.5% improvement despite concerted efforts.

Root Cause 13: The root causes of absenteeism, such as socio-economic factors, health issues, lack of engagement, and transportation problems.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: The percentage of total discipline issues attributed to freshmen has steadily increased over the past 3 years, indicating a growing problem with behavioral management and student adjustment in their first year of high school. '22= 44% of discipline issues, '23= 46% of discipline issues, '24= 49% of discipline issues.

Root Cause 14: Freshmen struggle to adapt to the high school environment, leading to higher incidences of disruptive behavior.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Recent assessments of administrative duties have revealed an imbalance in how time is allocated. Administrators are spending a disproportionate amount of time on disciplinary and operational tasks at the expense of their instructional leadership responsibilities, such as coaching teachers and being present in classrooms.

Root Cause 15: Increase in discipline due to lack of systems and procedures in feeder middle schools and at RHS causing high demand of operational tasks, overshadowing the focus on educational leadership, which is critical for driving school improvement and fostering a culture of continuous learning.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: According to the Staff Panorama Survey from Winter 2024, of the 50% of teachers that responded to the survey, only 28% believe their school culture will improve and only 27% believe there is a positive working environment.

Root Cause 16: According to the comments in the survey, staff is disheartened due to student discipline challenges and feel there are no changes, regardless of what they do to address it.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: Percentage of SPED students achieving Meets on the English 1 EOC (2023) was 12.1% versus 10.58% in (2024). Percentage of SPED students achieving Approaches on the English 1 EOC (2023) was 24.8% versus 19.3% in (2024). SPED were under performing across all EOC tested content areas.

Root Cause 17: Lack of differentiated instruction to meet the needs of SPED students.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: The percentage of AP Testers earning a qualifying score decreases from 23.47% in 2022 to 18.32% in 2023

Root Cause 18: Lack of sections (teachers only have 1 of 6 sections). Not enough extra prep time for AP Strategies outside the in-school class time.

Problem Statement 18 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals

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

Performance Objective 1: Percent of students in English I demonstrating literacy as measured by Meets Grade Level performance will increase from 50% in English I to 60% in 2025 and to 90% by 2026. Percent of students in English II demonstrating literacy as measured by Meets Grade Level performance will increase from 55% in English II to 65% in 2025 and to 90% by 2026.

High Priority

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize instructional technology, Progress Learning, Diagnostic Testing, Student data tracking, and Personalized Learning in English I, English II, and Reading classroom to support economically disadvantaged, ESL/ELL, and special education students.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I by 10% for first time testers. Increase EOC scores in English II by 10% for first time testers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Intervention Facilitator, Instructional Coach</p> <p>Title I: 2.4, 2.5, 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>Problem Statements: Student Learning 2</p> <p>Funding Sources: Materials and Resources for State Testing Prep - 199 - PIC 24 State Comp Ed Funds - \$3,854</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in AVID, TCEA & Lead4ward professional development to utilize instructional technology to support the educational need of economically disadvantaged and all student groups.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I by 10% for first time testers. Increase EOC scores in English II by 10% for first time testers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Intervention Facilitator, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: English 1 and 2 teachers will participate in performance planning in the spring and fall, summer curriculum planning, targeted interventions and writing conferences to focus on accelerated growth and closing the learning gap to support Special Education, economically disadvantaged, at-risk and ESL/ELL students.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I by 10% for first time testers. Increase EOC scores in English II by 10% for first time testers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Intervention Facilitator, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Sub payroll for planning days - 199 - PIC 24 State Comp Ed Funds - \$2,470.80</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: English 1 and 2 teachers will participate in Personalized Learning professional development to facilitate these methods into their classrooms and curriculum.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I by 12% for first time testers. Increase EOC scores in English II by 10% for first time testers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Intervention Facilitator, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Special Education staff will provide increased instructional support by hosting special sections of Thursday/Friday/Saturday School for SPED students, with a focus on core content areas.</p> <p>Strategy's Expected Result/Impact: Current SPED Students will show growth in Reading.</p> <p>Staff Responsible for Monitoring: AP over SPED, SPED Staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Supplemental pay - 199 - PIC 23 SPED State Allotment Funds - \$2,862.30</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Staff will provide increased instructional support by hosting special sections of Thursday/Friday/Saturday School for All At Risk students, with a focus on core content areas.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I by 10% for first time testers. Increase EOC scores in English II by 10% for first time testers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Intervention Facilitator, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Additional instructional support will be provided to students identified as at risk of not passing EOC exams.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I by 12% for first time testers. Increase EOC scores in English II by 10% for first time testers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Intervention Facilitator, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Materials and supplies - 199 - PIC 24 State Comp Ed Funds - \$750</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: We will implement a Freshman Hall (WERO Academy) on campus is to create a supportive and focused environment tailored specifically for 9th-grade students as they transition into high school. We will foster community among freshmen, providing targeted academic and social support, and reducing feelings of overwhelm as students navigate the challenges of high school. Additionally, this will promotes collaboration among teachers and staff to address the unique needs of freshmen, setting them up for success throughout their high school journey.</p> <p>Strategy's Expected Result/Impact: Higher student achievement for our freshman class.</p> <p>Staff Responsible for Monitoring: Freshman Teachers Assistant Principals Instructional Support Staff</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: The English II (E2) STAAR EOC scores showed a significant drop, with 47.3% passing in the 10th grade, down from a 52% pass rate in the 9th grade E1 STAAR EOC. Additionally, Honors students experienced a significantly larger decrease in scores compared to on-level students. This indicates a need for targeted interventions to support both on-level and Honors students in transitioning from English I Root Cause: The significant drop in E2 STAAR EOC scores from 52% in the 9th grade E1 STAAR EOC to 47.3% in the 10th grade E2 STAAR EOC, especially among Honors students, is likely due to inadequate preparation for the increased complexity of the E2 curriculum, insufficient support during the transition from English I to English II, and potential gaps in literacy skills that were not addressed in earlier grade</p> <p>Problem Statement 6: Percentage of SPED students achieving Meets on the English 1 EOC (2023) was 12.1% verses 10.58% in (2024). Percentage of SPED students achieving Approaches on the English 1 EOC (2023) was 24.8% verses 19.3% in (2024). SPED were under performing across all EOC tested content areas. Root Cause: Lack of differentiated instruction to meet the needs of SPED students.</p>

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

Performance Objective 2: Percent of Emergent Bilingual (EB) students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 56% in 2017 to 76% by 2026. (SY2024 actual =54 %; SY2025 interim goal =64%)

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Our sheltered instruction classes will use a software called K12 Summit to increase TELPAS scores. Strategy's Expected Result/Impact: Students will increase by at least one level in each domain. Staff Responsible for Monitoring: AP over ELL and LPAC lead teacher</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement daily writing practices in classrooms and data tracking to increase the understanding of academic vocabulary and critical writing techniques to support English Language Learners, economically disadvantaged, at-risk and special education students. Strategy's Expected Result/Impact: Students will increase at least one level in each domain. Staff Responsible for Monitoring: AP over ELLs and LPAC lead teacher</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Materials and Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in a department specific training and planning time that will include Sheltered Instruction Strategies to target the needs of English Language Learners, At-Risk and Special Education students.</p> <p>Strategy's Expected Result/Impact: Students will increase by at least one level in each domain.</p> <p>Staff Responsible for Monitoring: AP over ELLs and LPAC lead teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Substitutes for planning days - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,500, Supplies/ Materials/Resources - 199 - PIC 25 Bil./ESL State Allotment Funds - \$7,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All core EOC teachers will be trained in and will understand how to use the data from Ellevation.</p> <p>Strategy's Expected Result/Impact: Students will increase by at least one level in each domain.</p> <p>Staff Responsible for Monitoring: AP over ELLs and LPAC lead teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Parents of emergent bilinguals will participate in a TELPAS parent workshop.</p> <p>Strategy's Expected Result/Impact: Students will increase by at least one level in each domain.</p> <p>Staff Responsible for Monitoring: AP over ELLs and LPAC lead teacher</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Materials/Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: All EB students will be placed in a WEROC advisory with targeted instruction for TELPAS using Summit K-12 software.</p> <p>Strategy's Expected Result/Impact: Students will increase by at least one level in each domain.</p> <p>Staff Responsible for Monitoring: AP over ELLs and LPAC lead teacher.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: EB staff will provide increased instructional support by hosting special sections of Thursday/Friday/Saturday School for students with EB services, with a focus on core content areas.</p> <p>Funding Sources: Supplemental Pay - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,000, Materials/Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,560</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: The English II (E2) STAAR EOC scores showed a significant drop, with 47.3% passing in the 10th grade, down from a 52% pass rate in the 9th grade E1 STAAR EOC. Additionally, Honors students experienced a significantly larger decrease in scores compared to on-level students. This indicates a need for targeted interventions to support both on-level and Honors students in transitioning from English I</p> <p>Root Cause: The significant drop in E2 STAAR EOC scores from 52% in the 9th grade E1 STAAR EOC to 47.3% in the 10th grade E2 STAAR EOC, especially among Honors students, is likely due to inadequate preparation for the increased complexity of the E2 curriculum, insufficient support during the transition from English I to English II, and potential gaps in literacy skills that were not addressed in earlier grade</p>

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

Performance Objective 3: Percent of students demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR EOC Biology I, will increase from 54% to 64% in 2025 and to 80% by 2026.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly Personalized Learning CLCs and data meetings to evaluate formative assessment data to determine gaps in learning and devise strategies to spiral information to be retaught.</p> <p>Strategy's Expected Result/Impact: EOC STAAR First time testers scores will increase by 10%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Intervention Facilitator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Biology teachers will provide an extended day tutorials, targeted instruction, and Saturday School Bootcamps prior to the EOC.</p> <p>Strategy's Expected Result/Impact: EOC STAAR First time testers scores will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Intervention Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Materials /Supplies - 199 - PIC 24 State Comp Ed Funds - \$625</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Biology teachers will participate in performance planning in the spring and fall, summer planning, to focus on accelerated growth and closing the learning gap to support Special Education, economically disadvantaged, at-risk and ESL/ELL students.</p> <p>Strategy's Expected Result/Impact: EOC STAAR First time testers scores will increase by 10%</p> <p>Staff Responsible for Monitoring: Biology Teachers, Assistant Principal, RTI Facilitator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Sup payroll for planning days - 199 - PIC 24 State Comp Ed Funds - \$750</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Biology teachers will participate in Personalized Learning professional development to facilitate personalized learning methods into their classrooms and curriculum.</p> <p>Strategy's Expected Result/Impact: EOC STAAR First time testers scores will increase by 10%</p> <p>Staff Responsible for Monitoring: Biology Teachers, Assistant Principal, RTI Facilitator</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will participate in AVID, TCEA, MINI CAST/CAST & Lead4ward professional development to utilize instructional technology to support the educational need of economically disadvantaged and all student groups.</p> <p>Strategy's Expected Result/Impact: EOC STAAR First time testers scores will increase by 10%.</p> <p>Staff Responsible for Monitoring: Biology Teachers, Assistant Principal, RTI Facilitator</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Biology teachers will use instructional materials, Progress Learning, for Tier 1 instruction. Strategy's Expected Result/Impact: EOC STAAR First time testers scores will increase by 10%. Staff Responsible for Monitoring: Biology Teachers, Assistant Principal, RTI Facilitator</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Materials and Resources - 199 - PIC 24 State Comp Ed Funds - \$3,854</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Staff will provide increased instructional support by hosting special sections of Thursday/Friday/Saturday School for All At Risk students, with a focus on core content areas. Special Education staff will provide increased instructional support by hosting special sections of Thursday/Friday/Saturday School for SPED students, with a focus on core content areas. Strategy's Expected Result/Impact: EOC STAAR First time testers scores will increase by 11.4%. Staff Responsible for Monitoring: Biology Teachers, Assistant Principal, RTI Facilitator</p> <p>Problem Statements: Student Learning 1 Funding Sources: Supplemental Pay - 199 - PIC 23 SPED State Allotment Funds - \$2,862.40</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: We will implement a Freshman Hall (WEROC Academy) on campus is to create a supportive and focused environment tailored specifically for 9th-grade students as they transition into high school. We will foster community among freshmen, providing targeted academic and social support, and reducing feelings of overwhelm as students navigate the challenges of high school. Additionally, this will promotes collaboration among teachers and staff to address the unique needs of freshmen, setting them up for success throughout their high school journey. Strategy's Expected Result/Impact: Higher student achievement for our freshman class. Staff Responsible for Monitoring: Freshman Teachers Assistant Principals Instructional Support Staff</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>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Despite the overall high performance in Biology, there was a slight decrease in scores from 90.72% in the 2023 academic year to 90.14% in 2024. This drop indicates a need to investigate the causes of the decline and implement strategies to reverse this trend and improve Biology scores. **Root Cause:** The slight decline in Biology scores from 90.72% to 90.14% attributed to insufficient alignment of teaching strategies with the current curriculum standards, possible gaps in the foundational knowledge of students, or a lack of targeted interventions for students who are just below the proficiency threshold.

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

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 35% to 45% in 2025 and to 90% by 2026.

High Priority

Evaluation Data Sources: none

Strategy 1 Details	Reviews			
<p>Strategy 1: Algebra teachers will participate in performance planning in the spring and the fall, summer planning, and data tracking to focus on accelerated growth and closing the learning gap to support economically disadvantaged, at-risk and special education students.</p> <p>Strategy's Expected Result/Impact: Increase in Algebra I EOC by 10% meets.</p> <p>Staff Responsible for Monitoring: AP over math, RTI facilitator, Algebra I teachers, math interventionist, district support staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Sub Payroll for planning days - 199 - PIC 24 State Comp Ed Funds - \$720.80</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Students that have not approached in Algebra 1 will be placed in an intervention class with master teachers.</p> <p>Strategy's Expected Result/Impact: Increase in Algebra I EOC by 10% meets.</p> <p>Staff Responsible for Monitoring: AP over math, RTI facilitator, Algebra I teachers, math interventionist, district support staff.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Alg 1 teachers will participate in Personalized Learning professional development to facilitate personalized learning methods into their classrooms and curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR EOC Meets Category.</p> <p>Staff Responsible for Monitoring: AP over Math RTI Facilitator Math Interventionist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Special Education staff will provide increased instructional support by hosting special sections of Thursday/Friday/Saturday School for students with special education services, with a focus on core content areas.</p> <p>Strategy's Expected Result/Impact: Current SPED Students: Mathematics Academic Achievement from 13 (2022) to at least 23 (min target)</p> <p>Staff Responsible for Monitoring: Principal, AP over SPED, and case managers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: Supplemental Pay - 199 - PIC 23 SPED State Allotment Funds - \$2,862.30</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Staff will provide increased instructional support by hosting special sections of Thursday/Friday/Saturday School for All At Risk students, with a focus on core content areas.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR EOC Meets Category.</p> <p>Staff Responsible for Monitoring: AP over Math RTI Facilitator Math Interventionist</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Additional instructional support will be provided to students identified as at risk of not passing EOC exams.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR EOC Meets Category.</p> <p>Staff Responsible for Monitoring: AP over Math RTI Facilitator Math Interventionist</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Materials and supplies - 199 - PIC 24 State Comp Ed Funds - \$625</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Algebra 1 and Algebra 1 Intervention teachers will use instructional materials, Progress Learning, for Tier 1 instruction.</p> <p>Funding Sources: Materials and Resources - 199 - PIC 24 State Comp Ed Funds - \$3,854</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: We will implement a Freshman Hall (WEROC Academy) on campus is to create a supportive and focused environment tailored specifically for 9th-grade students as they transition into high school. We will foster community among freshmen, providing targeted academic and social support, and reducing feelings of overwhelm as students navigate the challenges of high school. Additionally, this will promotes collaboration among teachers and staff to address the unique needs of freshmen, setting them up for success throughout their high school journey.</p> <p>Strategy's Expected Result/Impact: Higher student achievement for our freshman class.</p> <p>Staff Responsible for Monitoring: Freshman Teachers Assistant Principals Instructional Support Staff</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>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 4: The percentage of students achieving Masters in Algebra 1 fell from 12% in 2023 to 8% in 2024. This highlights a need to focus on advanced mathematical concepts and provide additional resources or support to help students excel in Algebra 1. Root Cause: The decline in the percentage of students achieving Masters in Algebra 1 from 12% to 8% suggests that there may be a lack of differentiated instruction to meet the needs of advanced students, insufficient opportunities for students to engage with complex problem-solving tasks, and possible gaps in teacher knowledge or confidence in teaching higher-level algebraic concepts.</p> <p>Problem Statement 6: Percentage of SPED students achieving Meets on the English 1 EOC (2023) was 12.1% verses 10.58% in (2024). Percentage of SPED students achieving Approaches on the English 1 EOC (2023) was 24.8% verses 19.3% in (2024). SPED were under performing across all EOC tested content areas. Root Cause: Lack of differentiated instruction to meet the needs of SPED students.</p>

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

Performance Objective 5: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing, will increase from 50% in 2018 to 70% in by 2026. (SY2024 actual = 47%; SY2025 interim goal =57%%)

High Priority

Evaluation Data Sources: District Performance SAT Report (testing drive)

Strategy 1 Details	Reviews			
<p>Strategy 1: English I, II, III, and IV teachers will participate in weekly Professional Learning Communities/Data meetings to evaluate formative assessment data to determine gaps in learning and plan reteach/spiral strategies for student mastery and achieve College Career Military Ready status that includes TSI preparation to support at-risk students, students with special education services and our emergent bilingual students.</p> <p>Strategy's Expected Result/Impact: Show an increase in SAT Reading and Writing scores across all grade levels.</p> <p>Staff Responsible for Monitoring: AP over ELAR RTI Facilitator English and Reading Teachers District support staff</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: At-risk students will participate targeted WEROC advisory and after school study sessions/tutorials (SAT Bootcamp) to increase the number of students demonstrating post-secondary readiness exam success, as measured by meeting college-ready benchmarks through and SAT.</p> <p>Strategy's Expected Result/Impact: Show an increase in SAT Reading and Writing scores across all grade levels.</p> <p>Staff Responsible for Monitoring: AP over ELAR RTI Facilitator English and Reading Teachers District support staff</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>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students and teachers will utilize test preparation Progress Learning</p> <p>Strategy's Expected Result/Impact: Show an increase in SAT Reading and Writing scores across all grade levels.</p> <p>Staff Responsible for Monitoring: AP over ELAR RTI Facilitator English and Reading Teachers Instructional Support Staff District support staff</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>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- 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 graduation rates, and decreasing student management incidences.

Performance Objective 6: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Mathematics, will increase from 25% in 2018 to 50% by 2026. (SY2024 actual = 17%; SY2025 interim goal = 27.0%)

High Priority

Evaluation Data Sources: District Performance SAT Report (testing drive)

Strategy 1 Details	Reviews			
<p>Strategy 1: Algebra I, II, and Pre-Calculus teachers will participate in weekly Professional Learning Communities/Data meetings to evaluate formative assessment data to determine gaps in learning and plan reteach/spiral strategies for student mastery and achieve College Career Military Ready status that includes TSI preparation.</p> <p>Strategy's Expected Result/Impact: Show an increase in SAT Math scores across all grade levels.</p> <p>Staff Responsible for Monitoring: AP over Math RTI Facilitator Algebra I, II, and Pre-Calculus District Support Staff</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>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in targeted WEROC advisory and after school study sessions/tutorials (SAT Bootcamp) to increase the number of students demonstrating post-secondary readiness exam success, as measured by meeting college-ready benchmarks through and SAT.</p> <p>Strategy's Expected Result/Impact: Show an increase in SAT Math scores across all grade levels</p> <p>Staff Responsible for Monitoring: AP over Math RTI Facilitator Algebra I, II, and Pre-Calculus District Support Staff</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>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All students and teachers will utilize test preparation program Progress Learning.</p> <p>Strategy's Expected Result/Impact: Show an increase in SAT Math scores across all grade level</p> <p>Staff Responsible for Monitoring: AP over Math RTI Facilitator Algebra I, II, and Pre-Calculus District Support Staff</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>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- 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 graduation rates, and decreasing student management incidences.

Performance Objective 7: Percent of students earning qualifying criterion score on AP exams will increase from 28.1% in 2017 to 45.0% by 2026 while maintaining high levels of student participation and number of exams administered. (SY2023 actual = 18.32%; SY2024 interim goal = 39.5%)

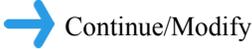
High Priority

Evaluation Data Sources: College Board Score Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Advanced Placement teachers will participate in performance planning, summer planning, and data tracking to support the accelerated growth of economically disadvantaged, at-risk students, and students with special education services.</p> <p>Strategy's Expected Result/Impact: Percent of students with AP Exams with qualifying criterion scores will increase.</p> <p>Staff Responsible for Monitoring: Assistant Principals Advanced Placement Teachers District Support Staff</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Supplies/Materials/Resources - 199 - PIC 24 State Comp Ed Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Advanced Placement teachers will implement data tracking and evaluate formative assessment data through AP classroom to determine gaps in learning and plan reteach and spiral strategies for student mastery.</p> <p>Strategy's Expected Result/Impact: Percent of students with AP Exams with qualifying criterion scores will increase.</p> <p>Staff Responsible for Monitoring: Assistant Principals Advanced Placement Teachers District Support Staff</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>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 7</p>	Formative			Summative
	Nov	Feb	Apr	June






Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 7: The percentage of AP Testers earning a qualifying score decreases from 23.47% in 2022 to 18.32% in 2023 Root Cause: Lack of sections (teachers only have 1 of 6 sections). Not enough extra prep time for AP Strategies outside the in-school class time.</p>

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

Performance Objective 8: Percent of discretionary exclusionary consequences* will decrease from 51.9% in 2017 to 35% by 2026. (SY2024 actual = 41%; SY2025 interim goal = 35.0%)

*defined as Exclusionary consequences- In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

High Priority

Evaluation Data Sources: Review 360 Incidents Summary

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will implement Positive Behavior Interventions and Supports campus wide to establish equitable behavioral supports for all students and to reduce the number of disproportional exclusionary discipline consequences in African American students.</p> <p>Strategy's Expected Result/Impact: A reduction in the percentage of exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RTI Facilitator Behavior Intervention Specialist Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators and teachers will provide students with alternative behavior consequences on Thursday and Friday after school, and Saturday to reduce dis-proportionality among minority students in the area of exclusionary consequences.</p> <p>Strategy's Expected Result/Impact: A reduction in the percentage of exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RTI Facilitator Behavior Intervention Specialist Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A committee of teachers led by Dr. Davis, AP, will recommend behavior intervention strategies to support all students with recurring discipline incidents. The committee will identify, define, and implement a campus-wide character development program for all students. (PBIS) Teachers will be provided ongoing professional development to support the implementation of intervention strategies.</p> <p>Strategy's Expected Result/Impact: A reduction in the percentage of exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RTI Facilitator Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p> <p>Funding Sources: PBIS Reward system - 199 - PIC 24 State Comp Ed Funds - \$5,550</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will communicate attendance and behavior expectations to students and families at the beginning of the year and at the start of each grading cycle.</p> <p>Strategy's Expected Result/Impact: A reduction in the percentage of exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RTI Facilitator Behavior Intervention Specialist Teachers</p> <p>Title I: 2.6, 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 5 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The PBIS Team will host Family Engagement/Training in the Fall and Spring to equip families on strategies to help decrease exclusionary consequences.</p> <p>Strategy's Expected Result/Impact: A reduction in the percentage of exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RTI Facilitator Behavior Intervention Specialist Teachers</p> <p>Title I: 2.6, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 5 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Supplemental Payroll for Family Nights - 6100 Parent Inv. Payroll T1 - \$1,200, Materials and Supplies for Parent Nights - 6300 Parent Involvement. Supplies T1 - \$1,206</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: A reduction in the percentage of exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RTI Facilitator Behavior Intervention Specialist Teachers</p> <p>Title I: 2.6, 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Communication system- Talking points - 199 - PIC 24 State Comp Ed Funds - \$8,568</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The MTSS facilitator, and the administrators will work closely with classroom teachers to identify high attendance infractions and behavior infractions to create a preventative plan.</p> <p>Strategy's Expected Result/Impact: A reduction in the percentage of attendance and exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Retention Specialist, Behavioral Specialist, Admin, PBIS team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: Security software (E-Hall pass) - 199 - PIC 24 State Comp Ed Funds - \$5,062.40, Supplies/ Materials/Resources - 199 - PIC 24 State Comp Ed Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Our campus will establish a Freshman Academy which will house all of our non-PTECH, ECHS 9th graders in one section of our building.</p> <p>Strategy's Expected Result/Impact: Decrease in behaviour incidents in our 9th grade data which is currently our highest number of incidents. Attendance rate will improve Overall academic achievement will increase</p> <p>Staff Responsible for Monitoring: Freshman Academy AP Freshman Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: A Reset Room has been established a space to allow all general ed students the opportunity to learn emotional regulations skills, communication skills, and coping mechanisms.</p> <p>Strategy's Expected Result/Impact: Decrease in overall discipline incidents Increase in academic achievement Overall improvement in campus culture</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Materials and resources - 199 - PIC 24 State Comp Ed Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 1: Students are consistently skipping class across all class periods not just the first period of the day. Root Cause: Students and teaches have not built a strong community in individual classroom. Students do not find value in being in class. Students have achievement gaps and do not want to sit in a class where they always feel behind. We have not found the right incentive to motivate students to go to class.</p>

Demographics

Problem Statement 3: Students are consistently skipping class across all class periods not just the first period of the day. **Root Cause:** Students and teaches have not built a strong community in individual classroom. Students do not find value in being in class and education. Students have achievement gaps and do not want to sit in a class where they always feel behind. We have not found the right incentive to motivate students to go to class.

Problem Statement 5: Overall attendance for 2023-2024 is 91.6% with district expectation being 97%. **Root Cause:** Lack of value of school and/or attending class. Transportation issues if students are not on the bus route for RHS and are unable to get to school with other transportation. Students dropped off at school and not attending classes. Lack of school community culture among students and staff.

School Processes & Programs

Problem Statement 1: The average daily attendance rate has only seen a marginal increase from 91.1% to 91.6%, reflecting a 0.5% improvement despite concerted efforts. **Root Cause:** The root causes of absenteeism, such as socio-economic factors, health issues, lack of engagement, and transportation problems.

Problem Statement 3: Recent assessments of administrative duties have revealed an imbalance in how time is allocated. Administrators are spending a disproportionate amount of time on disciplinary and operational tasks at the expense of their instructional leadership responsibilities, such as coaching teachers and being present in classrooms. **Root Cause:** Increase in discipline due to lack of systems and procedures in feeder middle schools and at RHS causing high demand of operational tasks, overshadowing the focus on educational leadership, which is critical for driving school improvement and fostering a culture of continuous learning.

Perceptions

Problem Statement 1: According to the Winter 2024 Parent Engagement Survey, 44% of parents do not believe the school provides materials and trainings to help parents work with their children to improve student achievement. **Root Cause:** RHS does not provide an array of parent trainings and opportunities and advertise them in multiple languages, targeting specific demographics, such as economically disadvantaged and the Hispanic parent populations.

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

Performance Objective 9: Percent of students successfully completing graduation requirements will increase from 91.7% in 2017 to 95% by 2026, as measured by 4-year graduation rates as presented through annual accountability. (SY2024 actual = 98.8%; SY2025 interim goal = 99%)

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators, counselors, and teachers will promote Advanced Academic and Career & Technical Education courses through a series of student/parent course selection meetings, Parent College, Career & Military Readiness Night meetings, 9th grade transition programs, and increased communication.</p> <p>Strategy's Expected Result/Impact: An increase in Advanced Academic and Career & Technical Education courses.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Intervention Facilitator Counselors</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 10: Percent of students successfully completing College, Career & Military Ready requirements will increase from 48.5% for Class of 2017 to 80% for Class of 2024 (based on annual accountability rates). (SY2024 actual = 93%; SY2025 interim goal = 94.0%)

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators, counselors, and teachers will promote Advanced Academic and Career & Technical Education courses through a series of student/parent course selection meetings, Parent College, Career & Military Readiness Night meetings, 9th grade transition programs, and increased communication.</p> <p>Strategy's Expected Result/Impact: An increase in the amount of students that are CCMR met and double CCMR met.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Seniors will enroll in Texas College Bridge within Junior level math and English classes to prepare for TSIA2.</p> <p>Strategy's Expected Result/Impact: An increase in the amount of students that are CCMR met and double CCMR met.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors</p> <p>Title I: 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments - Additional Targeted Support Strategy 	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Streamline proctoring protocol for TSIA2 testing. TSI proctors will be provided substitutes.</p> <p>Strategy's Expected Result/Impact: An increase in the amount of students that are CCMR met and double CCMR met.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors</p> <p>Title I: 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy 	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Professional development for collaboration between CTE teachers and counselors to explain and share pathways with teachers, students, and families. CTE pathway teachers will CLC together once per semester.</p> <p>Strategy's Expected Result/Impact: An increase in the amount of students that are CCMR met and double CCMR met.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal CTE Teachers Counselors</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: As a transition program, take freshmen to the GRCTC to tour the facilities and understand the programs offered and the prerequisites required.</p> <p>Strategy's Expected Result/Impact: Higher student enrollment in GRCTC.</p> <p>Staff Responsible for Monitoring: Counselors, freshmen CTE teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</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: Percent of students successfully completing graduation requirements will increase from 91.7% in 2017 to 95% by 2026, as measured by 4-year graduation rates as presented through annual accountability. (SY2024 actual = 98.8%; SY2025 interim goal = 99%)

High Priority

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
<p>Strategy 1: Students participate in Air Force Junior ROTC (AFJROTC) to be educated and trained cadets in the areas of leadership, community service, teamwork, communication, responsibility, personal accountability, character and to become College, Career or Military Ready.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Magnet Advisor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies/Materials/Resources for ROTC - 199 - Magnet Funds - \$33,333</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in the Pathways to Technology Early College HS magnet program(PTECH). PTECH provides students with technical and workplace skills as well as college credit opportunities. While getting their high school diploma students will earn up to 60 free college hours and have the potential to earn an Associate's degree in Software Design.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Magnet Advisor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies/Materials/Resources for P-TECH - 199 - Magnet Funds - \$33,333</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Early College High School (ECHS) provides students an opportunity to earn both a high school diploma and 60 college credit hours. Students are offered rigorous instruction and accelerated courses along with academic and social support services to help students succeed in the classroom. ECHS provides this dual credit opportunity at no cost to students. Students can earn an Associates in Arts or Associates in Science.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Magnet Advisor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies/Materials/Resources for ECHS - 199 - Magnet Funds - \$33,334</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Our sheltered instruction classes will use a software called K12 Summit to increase TELPAS scores.
1	2	2	Teachers will implement daily writing practices in classrooms and data tracking to increase the understanding of academic vocabulary and critical writing techniques to support English Language Learners, economically disadvantaged, at-risk and special education students.
1	2	3	Teachers will participate in a department specific training and planning time that will include Sheltered Instruction Strategies to target the needs of English Language Learners, At-Risk and Special Education students.
1	2	4	All core EOC teachers will be trained in and will understand how to use the data from Ellevation.
1	4	1	Algebra teachers will participate in performance planning in the spring and the fall, summer planning, and data tracking to focus on accelerated growth and closing the learning gap to support economically disadvantaged, at-risk and special education students.
1	4	2	Students that have not approached in Algebra 1 will be placed in an intervention class with master teachers.
1	4	3	Alg 1 teachers will participate in Personalized Learning professional development to facilitate personalized learning methods into their classrooms and curriculum.
1	5	1	English I, II, III, and IV teachers will participate in weekly Professional Learning Communities/Data meetings to evaluate formative assessment data to determine gaps in learning and plan reteach/spiral strategies for student mastery and achieve College Career Military Ready status that includes TSI preparation to support at-risk students, students with special education services and our emergent bilingual students.
1	5	2	At-risk students will participate targeted WEROC advisory and after school study sessions/tutorials (SAT Bootcamp) to increase the number of students demonstrating post-secondary readiness exam success, as measured by meeting college-ready benchmarks through and SAT.
1	5	3	Students and teachers will utilize test preparation Progress Learning
1	6	1	Algebra I, II, and Pre-Calculus teachers will participate in weekly Professional Learning Communities/Data meetings to evaluate formative assessment data to determine gaps in learning and plan reteach/spiral strategies for student mastery and achieve College Career Military Ready status that includes TSI preparation.
1	6	2	Students will participate in targeted WEROC advisory and after school study sessions/tutorials (SAT Bootcamp) to increase the number of students demonstrating post-secondary readiness exam success, as measured by meeting college-ready benchmarks through and SAT.
1	6	3	All students and teachers will utilize test preparation program Progress Learning.
1	7	1	Advanced Placement teachers will participate in performance planning, summer planning, and data tracking to support the accelerated growth of economically disadvantaged, at-risk students, and students with special education services.
1	7	2	Advanced Placement teachers will implement data tracking and evaluate formative assessment data through AP classroom to determine gaps in learning and plan reteach and spiral strategies for student mastery.

Goal	Objective	Strategy	Description
1	8	1	Campus will implement Positive Behavior Interventions and Supports campus wide to establish equitable behavioral supports for all students and to reduce the number of disproportional exclusionary discipline consequences in African American students.
1	8	2	Administrators and teachers will provide students with alternative behavior consequences on Thursday and Friday after school, and Saturday to reduce dis-proportionality among minority students in the area of exclusionary consequences.
1	8	3	A committee of teachers led by Dr. Davis, AP, will recommend behavior intervention strategies to support all students with recurring discipline incidents. The committee will identify, define, and implement a campus-wide character development program for all students. (PBIS) Teachers will be provided ongoing professional development to support the implementation of intervention strategies.
1	8	4	Campus will communicate attendance and behavior expectations to students and families at the beginning of the year and at the start of each grading cycle.
1	8	5	The PBIS Team will host Family Engagement/Training in the Fall and Spring to equip families on strategies to help decrease exclusionary consequences.
1	8	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.
1	10	1	Administrators, counselors, and teachers will promote Advanced Academic and Career & Technical Education courses through a series of student/parent course selection meetings, Parent College, Career & Military Readiness Night meetings, 9th grade transition programs, and increased communication.
1	10	2	Seniors will enroll in Texas College Bridge within Junior level math and English classes to prepare for TSIA2.
1	10	3	Streamline proctoring protocol for TSIA2 testing. TSI proctors will be provided substitutes.
1	10	4	Professional development for collaboration between CTE teachers and counselors to explain and share pathways with teachers, students, and families. CTE pathway teachers will CLC together once per semester.

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Community Representative	Tony Rorie	Community Representative
Community Representative	Melissa Rorie	Community Representative
Parent	Dee Dee Holden	Parent
District-level Professional	Kelsins Santos	Technical Assistance Provider
Business Representative	Sarah Johnston	Owner - Nutrition with Attitude
Student	Bamidele Aina	Student
Classroom Teacher	LaShana Morgan	Teacher
Classroom Teacher	Craig Vitosh	Teacher
Classroom Teacher	Kaira Coburn	Teacher
Paraprofessional	Carolyn Caldas	Data Clerk
Teacher	LaToya Jackson	SPED Department
Non-classroom Professional	Cherish Park	Counselor
Non-classroom Professional	Carmen Chadwick	RTI Facilitator
Administrator	David Dunphy	Building Principal

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental pay		\$2,862.30
1	3	7	Supplemental Pay		\$2,862.40
1	4	4	Supplemental Pay		\$2,862.30
Sub-Total					\$8,587.00
Budgeted Fund Source Amount					\$8,587.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Resources for State Testing Prep		\$3,854.00
1	1	3	Sub payroll for planning days		\$2,470.80
1	1	7	Materials and supplies		\$750.00
1	3	2	Materials /Supplies		\$625.00
1	3	3	Sup payroll for planning days		\$750.00
1	3	6	Materials and Resources		\$3,854.00
1	4	1	Sub Payroll for planning days		\$720.80
1	4	6	Materials and supplies		\$625.00
1	4	7	Materials and Resources		\$3,854.00
1	7	1	Supplies/Materials/Resources		\$1,500.00
1	8	3	PBIS Reward system		\$5,550.00
1	8	6	Communication system- Talking points		\$8,568.00
1	8	7	Security software (E-Hall pass)		\$5,062.40
1	8	7	Supplies/Materials/Resources		\$500.00
1	8	9	Materials and resources		\$1,500.00
Sub-Total					\$40,184.00
Budgeted Fund Source Amount					\$40,184.00
+/- Difference					\$0.00

199 - PIC 25 Bil./ESL State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Materials and Supplies		\$2,000.00
1	2	3	Substitutes for planning days		\$1,500.00
1	2	3	Supplies/Materials/Resources		\$7,000.00
1	2	5	Materials/Supplies		\$1,000.00
1	2	7	Materials/Supplies		\$2,560.00
1	2	7	Supplemental Pay		\$5,000.00
Sub-Total					\$19,060.00
Budgeted Fund Source Amount					\$19,060.00
+/- Difference					\$0.00

199 - Magnet Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplies/Materials/Resources for ROTC		\$33,333.00
2	1	2	Supplies/Materials/Resources for P-TECH		\$33,333.00
2	1	3	Supplies/Materials/Resources for ECHS		\$33,334.00
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
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

6100 Parent Inv. Payroll T1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	5	Supplemental Payroll for Family Nights		\$1,200.00
Sub-Total					\$1,200.00
Budgeted Fund Source Amount					\$1,200.00
+/- Difference					\$0.00

6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$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	5	Materials and Supplies for Parent Nights		\$1,206.00
Sub-Total					\$1,206.00
Budgeted Fund Source Amount					\$1,206.00
+/- Difference					\$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$170,237.00
Grand Total Spent					\$170,237.00
+/- 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