

Garland Independent School District

Rowlett High School

2023-2024 Goals/Performance Objectives/Strategies



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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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 52% in English I to 63.9 in 2024 and to 90% by 2026. Percent of students in English II demonstrating literacy as measured by Meets Grade Level performance will increase from 53% in English II to 63.3% in 2024 and to 90% by 2026.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize instructional technology, Flocabulary, IXL, Diagnostic Testing, Student data tracking, Personalized Learning and guided reading materials 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 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 , Intervention Facilitator, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Flocabulary - 199 - PIC 24 State Comp Ed Funds - \$3,125, Supplies - 199 - PIC 24 State Comp Ed Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

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 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, 2.6</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> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: TCEA Conference - 6200 Contracted Services/Registration- Title I Fun - \$1,047, AVID Conference - 6200 Contracted Services/Registration- Title I Fun - \$1,700, Lead4ward Workshop - 6200 Contracted Services/Registration- Title I Fun - \$1,030, TCEA Travel - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$3,000, Lead4ward Travel - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$1,500, Subs for Conference Attendance TCEA and Minicast - 6100 Payroll- Title I Funds - \$2,860</p>	Formative			Summative
	Nov	Feb	Apr	June
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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 11% 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: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Subs for Planning Sessions - 6100 Payroll- Title I Funds - \$3,000, Team Lead - 6100 Payroll- Title I Funds - \$4,320</p>	Formative			Summative
	Nov	Feb	Apr	June
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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: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplies - 199 - PIC 24 State Comp Ed Funds - \$3,450</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: Reading Academic Achievement from 11 (2022) to at least 19 (min target)</p> <p>Staff Responsible for Monitoring: AP over SPED, SPED Staff</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Teacher Supplemental Pay - 199 - PIC 23 SPED State Allotment Funds - \$8,581</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 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>Funding Sources: Supplemental pay for Thursday/Friday/Saturday School - 6100 Payroll- Title I Funds - \$8,100, Supplemental pay for Instructional Support for Students at Risk - 199 - PIC 24 State Comp Ed Funds - \$930</p>	Formative			Summative
	Nov	Feb	Apr	June
				




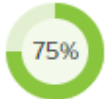
Strategy 7 Details	Reviews			
<p>Strategy 7: Additional instructional support will be provided to students identified as at risk of not passing EOC exams.</p> <p>Strategy's Expected Result/Impact: Increase EOC scores in English I by 12% for first time testers. Increase EOC scores in English II by 10% for first time testers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Intervention Facilitator, Instructional Coach</p> <p>Funding Sources: Supplemental Pay for Instructional Support for at risk students - 6100 Payroll- Title I Funds - \$7,970</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				








Performance Objective 1 Problem Statements:








Student Learning
<p>Problem Statement 3: Masters results on EOC needs to be increased in US History, Biology, and Algebra I. The results either decreased or were stagnant on the EOC tests. Root Cause: EOC tests were reformatted for Spring 2023 STAAR. The students' mastery levels decreased due to lack of exposure to new testing types. Our campus needs to focus on high performing students, not only on on-level 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. (SY2023 actual = %; SY2024 interim goal = 58.0%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Our sheltered instruction classes will use a software called K12 Summit to increase TELPAS scores.</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 ELL 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: K12 Summit - 199 - PIC 25 Bil./ESL State Allotment Funds - \$10,535</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.</p> <p>Strategy's Expected Result/Impact: Students will increase 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 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in a department specific training 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: Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$6,542</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: Books, supplies for parent night - 6300 Parent Involvement. Supplies T1 - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				


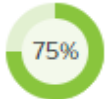


Strategy 6 Details	Reviews			
<p>Strategy 6: All EB students will be placed in a WEROC advisory with targeted instruction for TELPAS using Summit K-12 software.</p> <p>Strategy's Expected Result/Impact: Students will increase by at least one level in each domain.</p> <p>Staff Responsible for Monitoring: 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> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



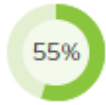



Performance Objective 2 Problem Statements:









Student Learning
<p>Problem Statement 1: Enrichment opportunities during the school day are not appropriately assigned. Root Cause: Students were not placed into appropriate WEROC classes to support the students needs (i.e. biology support)</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 56% to 67.4% in 2024 and to 80% by 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly 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 11.4%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Intervention Facilitator</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Team Lead - 6100 Payroll- Title I Funds - \$2,160</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 11.4%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Intervention Facilitator</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Supplies - 199 - PIC 24 State Comp Ed Funds - \$3,450</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 11.4%</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 3</p> <p>Funding Sources: Subs for Planning Days - 6100 Payroll- Title I Funds - \$1,500</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 11.4%</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 3</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 11.4%.</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>Funding Sources: Minicast Conference - 6200 Contracted Services/Registration- Title I Fun - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Biology teachers will use instructional materials such as Sirius, Quizizz, and Gimkit ,and Classkick. 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>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Supplies - 199 - PIC 24 State Comp Ed Funds - \$1,500</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. 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>Funding Sources: Supplemental Pay for Thursday/Friday/Saturday School - 6100 Payroll- Title I Funds - \$8,100</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



Performance Objective 3 Problem Statements:






Student Learning
<p>Problem Statement 3: Masters results on EOC needs to be increased in US History, Biology, and Algebra I. The results either decreased or were stagnant on the EOC tests. Root Cause: EOC tests were reformatted for Spring 2023 STAAR. The students' mastery levels decreased due to lack of exposure to new testing types. Our campus needs to focus on high performing students, not only on on-level 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 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 62.9% in 2024 and to 90% by 2025.

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 28% 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>Funding Sources: Sub Pay for Planning Days - 6100 Payroll- Title I Funds - \$1,500, Supplies - 199 - PIC 24 State Comp Ed Funds - \$1,500, Team Lead - 6100 Payroll- Title I Funds - \$2,160</p>	Formative			Summative
	Nov	Feb	Apr	June
				

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 28% 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>Funding Sources: Supplies - 199 - PIC 24 State Comp Ed Funds - \$3,450</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 3</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>	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>Funding Sources: Supplemental Pay for Thursday/Friday/Saturday School - 6100 Payroll- Title I Funds - \$8,100</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>Funding Sources: Supplemental Pay for Instructional Support for At Risk Students - 6100 Payroll- Title I Funds - \$7,971</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

Problem Statement 3: Masters results on EOC needs to be increased in US History, Biology, and Algebra I. The results either decreased or were stagnant on the EOC tests. **Root Cause:** EOC tests were reformatted for Spring 2023 STAAR. The students' mastery levels decreased due to lack of exposure to new testing types. Our campus needs to focus on high performing students, not only on on-level students.

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. (SY2023 actual = 39%; SY2024 interim goal = 60.0%)

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> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

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> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students and teachers will utilize test preparation programs including IXL and SHMOOP.</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> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: Enrichment opportunities during the school day are not appropriately assigned. **Root Cause:** Students were not placed into appropriate WEROC classes to support the students needs (i.e. biology support)



School Processes & Programs










Problem Statement 1: We need more intentional time of enrichment and acceleration throughout the school day. **Root Cause:** We focus more on intervention than enrichment. We are more reactive than proactive.

Problem Statement 2: We need a way to systematically approach identifying areas of enrichment needed. **Root Cause:** Advising students academic needs systematically and being proactive before reactive.

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. (SY2023 actual = 15%; SY2024 interim goal = 25.0%)

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> <p>Problem Statements: School Processes & Programs 4</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> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All students and teachers will utilize test preparation programs including IXL and SHMOOP.</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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: Enrichment opportunities during the school day are not appropriately assigned. **Root Cause:** Students were not placed into appropriate WEROC classes to support the students needs (i.e. biology support)

School Processes & Programs

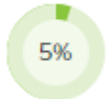

Problem Statement 1: We need more intentional time of enrichment and acceleration throughout the school day. **Root Cause:** We focus more on intervention than enrichment. We are more reactive than proactive.









Problem Statement 2: We need a way to systematically approach identifying areas of enrichment needed. **Root Cause:** Advising students academic needs systematically and being proactive before reactive.

Problem Statement 4: Not ALL teachers know their role in helping students reach academic success. (collective accountability) **Root Cause:** Administration has not provided enough training/PD for each department/team and how they fit into a student's success plan.

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 = %; SY2024 interim goal = 39.5%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Advanced Placement US History 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</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: School Processes & Programs 2</p> <p>Funding Sources: Sub for Planning Sessions - 6100 Payroll- Title I Funds - \$1,500, Supplies - 199 - PIC 24 State Comp Ed Funds - \$1,500, Team Lead - 6100 Payroll- Title I Funds - \$660</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> <ul style="list-style-type: none"> - 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 	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: At-risk students and students with special education services will participate in targeted after school study sessions/tutorials for AP test preparation to prepare students for success on the AP test.</p> <p>Strategy's Expected Result/Impact: Increase in AP test score; specifically increasing scores at 3 or higher.</p> <p>Staff Responsible for Monitoring: Assistant Principals Advanced Placement Teachers District Support Staff</p> <p>Title I: 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Supplemental pay for AP study sessions - 6100 Payroll- Title I 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 7 Problem Statements:

School Processes & Programs



Problem Statement 1: We need more intentional time of enrichment and acceleration throughout the school day. **Root Cause:** We focus more on intervention than enrichment. We are more reactive than proactive.




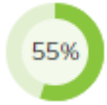
Problem Statement 2: We need a way to systematically approach identifying areas of enrichment needed. **Root Cause:** Advising students academic needs systematically and being proactive before reactive.





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. (SY2023 actual = 49%; SY2024interim goal = 42.0%)







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

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 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: PBIS Supplies - 199 - PIC 24 State Comp Ed Funds - \$1,000</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> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: A committee of teachers led by the Behavior Intervention Specialist 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 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> <p>Problem Statements: Demographics 2 - Perceptions 1</p> <p>Funding Sources: PBIS Reward APP - 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>	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>Funding Sources: Family Night Supplies - 6300 Parent Involvement. Supplies T1 - \$1,251</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: 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 Retention/Recovery Specialist, the MTSS facilitator and the Behavioral Interventionist will work closely with Admin staff 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, 2 - Perceptions 1, 2, 3</p> <p>Funding Sources: Securly Software (Hall Pass) - 199 - PIC 24 State Comp Ed Funds - \$5,259.27, MTSS Supplies - 199 - PIC 24 State Comp Ed Funds - \$1,193.73, MTSS Conference - 6200 Contracted Services/Registration- Title I Fun - \$300, MTSS Conference Travel - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$700</p>	Formative			Summative
	Nov	Feb	Apr	June
				







Strategy 8 Details	Reviews			
<p>Strategy 8: The Behavior Specialist will provide intervention support to the students with 10 or more discipline incidents.</p> <p>Strategy's Expected Result/Impact: A reduction in the percentage of attendance and exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Behavior Specialist, Admin, PBIS</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 1: Our current student clubs and organizations are not currently aligned to our current demographic of students. Root Cause: We do not have a system in place to poll/survey our students to determine current interests. We do not have enough staff participation to sponsor clubs and organizations.</p>
<p>Problem Statement 2: Students are consistently skipping class across all class periods not just the first period of the day. Root Cause: Students do not find value in their classes. They do not have strong relationships with teachers. Not all teachers adhere to the 20 minute rule. We have not found the right consequence to deter skipping.</p>
Perceptions
<p>Problem Statement 1: African American population is 27.21% of our student population but account for 46.4 % of our incidents. 40 African American students make up 30% of these student incidents. This is 1.69 % of the total population. Root Cause: We have not provided targeted behavioral intervention for our most frequent offenders.</p>
<p>Problem Statement 2: 68% of all tardies are during the 1st period of the day. Root Cause: Current consequences are not effective and lack incentives.</p>
<p>Problem Statement 3: According to the Panorama survey taken by 45% of our students, the percentage of favorable ratings were 26% in engagement, 34% in school climate, 30% in sense of belonging and 43% in student-teacher relationships. Root Cause: Lack of involvement in clubs and organizations on campus. Lack of connection to content in classes. Lack of real world connections to content. Lack of school community and pride. Lack of sense of belonging.</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 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. (SY2023 actual = 97%; SY2024 interim goal = 93.5%)



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> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 9 Problem Statements:




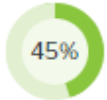




Student Learning
<p>Problem Statement 2: Career and technology education classes are not meeting our student's interests or needs. Root Cause: Prerequisites are not clear or identified for CTE pathways. Students, parents, and staff need to be educated regarding the CTE options on campus and at the GRCTC.</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 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). (SY2023 actual = 93%; SY2024 interim goal = 65.0%)

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> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Students 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
	 15%	 75%		
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 <p>Funding Sources: Sub pay for TSI - 6100 Payroll- Title I Funds - \$780</p>	Formative			Summative
	Nov	Feb	Apr	June
	 25%	 50%		

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> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	 20%	 50%		
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
	 30%	 45%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 10 Problem Statements:

Student Learning
<p>Problem Statement 2: Career and technology education classes are not meeting our student's interests or needs. Root Cause: Prerequisites are not clear or identified for CTE pathways. Students, parents, and staff need to be educated regarding the CTE options on campus and at the GRCTC.</p>







School Processes & Programs








Problem Statement 2: We need a way to systematically approach identifying areas of enrichment needed. **Root Cause:** Advising students academic needs systematically and being proactive before reactive.

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. (SY2023 actual = 97%; SY2024 interim goal = 93.5%)

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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: 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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PTECH - 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: ECHS - 199 - Magnet Funds - \$33,334</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				