

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



Mission Statement

Sachse High School will continue to strengthen a foundation that will foster responsible citizenship and lifelong learning. Our students will be prepared for success in academics, community involvement, and the development of good character.

Vision

Priority 1: If we build and maintain a robust* Run Time period, then teachers will support its purpose and benefits, which will lead to building student relationships, creating meaningful opportunities for student empowerment and growth**, and supporting Sachse High School's Mission Statement.

*Robust means the ability to demonstrate acceptable quality and performance consistently during the given instruction time.

**Creating meaningful opportunities for student empowerment and growth means passion projects, college research, job applications, career searches, etc.

Priority 2: If we inspire collective responsibility* within our staff concerning systems, processes, and student management, then teachers will enhance their teacher efficacy**, which will lead to helping students instructionally, inspiring student agency***, increasing professional satisfaction, and reflecting Sachse High School's mission statement.

*Collective responsibility means we do not allow any single teacher to fail in an attempt to ensure the success of any one student; this can be done by sharing what is working in their classrooms with their colleagues and holding each other accountable.

**Teacher Efficacy the level of confidence teachers have in their ability to guide students to success

***Student Agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student agency gives students voice and often, choice, in how they learn.

Priority 3: If we develop a clear implementation plan to refine student management* within our building then teachers will establish supports in classrooms to focus on Tier I instruction, which will lead to helping students academically, increase student growth, support teacher retention and reflect Sachse High School's mission statement.

*Student Management means the discipline, culture, communication and systems implemented to promote instruction.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population Size: 2908 (9th: 740, 10th: 771, 11th: 716, 12th: 681) Grade Span: 9-12 Admission Policies: Open enrollment; Magnet (ECHS/PTech), American Sign Language (ASL), and Robotics are special programs at Sachse. Parents and students find Sachse High School to be a highly desirable campus, with a waiting list for students. Sachse maintains a high CCMR Rate. Sachse High School holds high expectations for students. **Source: ODS**

Special programs such as Robotics (CTE), Credit Recovery/Acceleration Programs (SCE), Cultural Programs and Events (Bilingual/ESL), and a robust Fine Arts Programs (Band, Choir, Theatre, and Visual Arts) align with the philosophy and beliefs

Student Population (23-24):

Hispanic/Latino: 34.04%

American Indian/Alaskan Native: 0.24%

Asian: 13.41%

Black/African American: 18.36%

Native Hawaiian/Pacific Islander: 0%

White: 29.78%

Two-or-More 3.89% **Source: ODS**

Student Special Populations: (indicates change from 22-23)

At-Risk: 26.99% (+0.86%)

Foster Care: 0.07% (-0.03%)

IEP Continuer: 0.55% (+0.12%)

Immigrant: 2.03% (+0.83%)

Intervention Indicator: 23.28% (+4.23)

Migrant: 0% (N/A)

Military Connected: 3.03% (+2.03%)

Economic Disadvantage: 44.57% (+1.76%)

Homeless: 0.31% (-0.22%)

Title I 100% (N/A)

G/T 14.96% (+0.71%)

EB 17.98% (+2.70%)

SPED 8.01% (+0.17%)

504 11.52% (+1.08%) **Source: ODS**

Faculty Experience/Demographics (23-24)

Beginning teacher: 5.7% (+1%)

1-5 years: 30.7% (-1.7%)

6-10 years 42.8% (-3.0%);

11-20 years 53.7% (+3.9%)

Over 20 years (-1.7%)

Faculty Race/Ethnicity:

Asian 6.9 %

Black/African American 19.4%

Hispanic/Latino 19.4%

American Indian or Alaskan Native 0.4%

Native Hawaiian or Other Pacific Islander (0%)

Two or More Races 0.9%

White 63.1%

Retention Rate 83.05% **Source: ODS**

Demographics Strengths

- Attendance Rate (23-24) 94.5% (+0.6% over 22-23) Source: ODS
- Staff Retention Rate (23-24) 83.05% Source: ODS
- Staff and student percentage comparable for Black/African-American

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on ODS reports, the percentage of Hispanic students vs. Hispanic staff is 34.04% vs. 19.4%. **Root Cause:** Lack of available openings at Sachse High School; possible recruiting efforts.

Problem Statement 2 (Prioritized): Based on Review 360 reports, suspensions/exclusionary discipline increased 0.9% from 2022-23 to 2023-24. LOOK AT THIS AT SEPARATE
Root Cause: Exclusionary discipline required for vaping/e-cigarettes.

Student Learning

Student Learning Summary

STAAR EOC Spring 2024 Data is as follows (First-Time Tester, Meets):

Algebra 61% (down 9%),

Biology 77% (up 4%)

English I 71% (down 4%)

English II 76% (up 9%)

U.S. History 77% (down 1%)

STAAR EOC Spring 2024 Data is as follows (First-Time Test Masters):

Algebra 35% (up 1%)

Biology 33% (up 3%)

English I 27% (up 9%)

English II 12% (down 1%)

U.S. History 44% (down 1%)

Data Source: [Sachse High School Trend Data 2013-2024 \(First-Time Testers\)](#)

Concerns with particular STAAR EOC content area with achievement gap with special education and emergent bilingual students.

Student Learning Strengths

Based on STAAR EOC Spring 2024, scores are up in the following areas (First-time testers, meets):

Biology 77% (up 4%)

English I 27% (up 9%)

Based on STAAR EOC Spring 2024, scores are up in the following areas (First-time testers, masters):

Algebra 35% (up 1%)

Biology 33% (up 3%)

English I 27% (up 9%)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on Spring 2024 STAAR EOC scores (First Time Testers, Meets), an achievement gap exists between Special Education (SPED) students and non-SPED students in the following areas: Algebra: 54% Biology: 50% English I: 56% English II: 41% U.S. History: 42% **Root Cause:** Need for more specialized training for teachers involving special education student needs for planning and instruction.

Problem Statement 2 (Prioritized): Based on Spring 2024 STAAR EOC scores (First Time Testers, Masters), an achievement gap exists between Special Education (SPED) students and non-SPED students in the following areas: Algebra: 35% Biology: 29% English I: 25% English II: 12% U.S. History: 33% **Root Cause:** Need for more specialized training for teachers involving special education student needs for planning and instruction.

Problem Statement 3 (Prioritized): Based on Spring 2024 STAAR EOC scores (First Time Testers, Meets), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 4% Biology: 16% English I: 22% English II: 16% U.S. History: 35% **Root Cause:** Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.

Problem Statement 4 (Prioritized): Based on Spring 2024 STAAR EOC scores (First Time Testers, Masters), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 2% Biology: 21% English I: 20% English II: 11% U.S. History: 31% **Root Cause:** Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.

School Processes & Programs

School Processes & Programs Summary

At Sachse High School, Mustang U is a professional development program during the school day to help inform and grow faculty and staff. The master schedule is produced with student needs and teacher strengths in mind.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all subject/course areas have regular CLCs, leading to lack of growth of potential instructional leaders. **Root Cause:** No clear expectation on CLC times and supervision.

Problem Statement 2: An integrated technology student plan is not clear. **Root Cause:** No information is available on current plans on integration of technology.

Perceptions

Perceptions Summary

At Sachse High School, five staff surveys were given during the 2024-25 school year (Following August PD, September 2023, November 2023, Following Semester 1, and February 2024). The GISD Family survey was administered Spring 2024 with 9.3% of the parent population completing the surveys.

Perceptions Strengths

- Based on the ODS attendance report, attendance improved for all student groups (race/ethnicity) from 2022-23 to 2023-24 with the exception of two or more races.
- Based on the ODS attendance report, attendance improved for all student groups (special population) from 2022-23 to 2023-24 in all student groups.
- Based on the 2023-24 Garland ISD Parent Survey, 89% of those completing the survey stated that their students put in "a tremendous amount of effort", "quite a bit of effort" or "some effort" into student-related tasks.
- Based on the ODS Staff turnover report, the turnover rate for 2023-24 is 16.95% as compared to 24.86% in 2022-23.
- Based on the GISD Parent Survey (2023-24), 79% of those completing the survey believe the school is welcoming.
- Based on the GISD Parent Survey (2023-24), 79% of those completing the survey have no concerns about safety.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized):

Based on Review 360 reports, exclusionary consequences (ISS, OSS, AEC) for 2023-24 increased for all race/ethnicity groups except Hispanic/Latino and White as compared to 2022-24. **Root Cause:** Mandatory placement for vaping. In addition, OSS for 1-3 days prior to AEC hearing/placement.

Problem Statement 2 (Prioritized): Based on ODS dropout report (2022-23), 28.6% of dropouts do not belong to any high-risk indicators (i.e. At-risk, EB, SPED, etc.) **Root Cause:** Students are "falling through the cracks" in terms of MTSS process.

Problem Statement 3: Based on a Sachse High School Faculty surveys from November 2023, 22.3% of those surveyed did not agree that there is a consistency among administrators in terms of discipline. **Root Cause:** Lack of review of discipline plan and review among administrators on consequences delivered.

Priority Problem Statements

Problem Statement 1: Based on Review 360 reports, suspensions/exclusionary discipline increased 0.9% from 2022-23 to 2023-24. LOOK AT THIS AT SEPARATE

Root Cause 1: Exclusionary discipline required for vaping/e-cigarettes.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Based on Review 360 reports, exclusionary consequences (ISS, OSS, AEC) for 2023-24 increased for all race/ethnicity groups except Hispanic/Latino and White as compared to 2022-24.

Root Cause 2: Mandatory placement for vaping. In addition, OSS for 1-3 days prior to AEC hearing/placement.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Based on ODS dropout report (2022-23), 28.6% of dropouts do not belong to any high-risk indicators (i.e. At-risk, EB, SPED, etc.)

Root Cause 3: Students are "falling through the cracks" in terms of MTSS process.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Not all subject/course areas have regular CLCs, leading to lack of growth of potential instructional leaders.

Root Cause 4: No clear expectation on CLC times and supervision.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Based on Spring 2024 STAAR EOC scores (First Time Testers, Masters), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 2% Biology: 21% English I: 20% English II: 11% U.S. History: 31%

Root Cause 5: Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Based on Spring 2024 STAAR EOC scores (First Time Testers, Meets), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 4% Biology: 16% English I: 22% English II: 16% U.S. History: 35%

Root Cause 6: Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Based on Spring 2024 STAAR EOC scores (First Time Testers, Masters), an achievement gap exists between Special Education (SPED) students and non-SPED students in the following areas: Algebra: 35% Biology: 29% English I: 25% English II: 12% U.S. History: 33%

Root Cause 7: Need for more specialized training for teachers involving special education student needs for planning and instruction.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Based on Spring 2024 STAAR EOC scores (First Time Testers, Meets), an achievement gap exists between Special Education (SPED) students and non-SPED students in the following areas: Algebra: 54% Biology: 50% English I: 56% English II: 41% U.S. History: 42%

Root Cause 8: Need for more specialized training for teachers involving special education student needs for planning and instruction.

Problem Statement 8 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Gifted and talented data
- Dyslexia 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
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 11, 2024

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 demonstrating performance as measured by Meets Grade Level performance (First-Time Testers) on STAAR EOC English I and II will increase to 78% and 75% respectively for the 2024-2025 school year. Masters performance will increase to 10% and 16% respectively for the 2024-2025 school year. STAAR EOC re-testers will demonstrate performance as measured by Approaches Grade Level performance on STAAR EOC English I and English II at the following percentages and timeframe: Level 1 at 100% in December 2024, Level 2 at 85% by the end of the 2024-2025 school year, Level 3 and 4 at 75% by the end of the 2024-2025 school year.

HB3 Goal


Evaluation Data Sources: STAAR EOC Spring administration testing file (first-time testers only; accountability subset); STAAR EOC Summer, Fall and Spring administration testing date file (re-testers; accountability subset)


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide support for all students before, during, and after the school day that require intensive instruction or testing accommodations including the Mustang Achievement Center (MAC) and STAAR EOC extended day programs exclusively for HB1416 students, SPED students and/or STAAR EOC re-testers.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on curriculum assessments, benchmarks, TELPAS, and STAAR EOC across all subject areas; decrease cycle failures.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Assistant Principals, Special Education Department Chair, Mustang Achievement Center (MAC) Teacher, 504 Campus Coordinator, Special Education Facilitator</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Supplies for Mustang Achievement Center - 6300 Supplies and Materials- Title I Funds - \$2,000, Payroll for Fall STAAR EOC Tutoring (After School/Saturdays) - 6100 Payroll- Title I Funds - \$5,000, Payroll for Spring STAAR EOC Tutoring (After School/Saturdays) - 6100 Payroll- Title I Funds - \$8,000, Software for EOC Review (Sirius) - 6300 Supplies and Materials- Title I Funds - \$45,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The faculty and staff will maintain established Collaborative Learning Communities (CLCs) for English I/ESL and English II/ESL, with an enhanced focus on closing the gap with Special Education (SPED) and Emergent Bilingual (EB) students using data-driven decisions, instructional strategies, and AVID strategies.</p> <p>Strategy's Expected Result/Impact: Decreased achievement gaps between SPED/non-SPED students, and EB/non-EB students on all STAAR EOC exams in all subject areas.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Collaborative Learning Community (CLC) Lead Teachers, ELAR Department Chair, Assistant Principal supervising ELAR, Special Education Teachers, ELAR Teachers, EB District Support, ELAR District Support, AVID Site Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Materials for Special Education - 199 - PIC 23 SPED State Allotment Funds - \$6,000 , Training for Special Education - 199 - PIC 23 SPED State Allotment Funds - \$2,875</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: MTSS facilitator and ELAR teachers will participate in four structured, data-driven planning sessions for the 2024-25 school year, focusing on student achievement, closing the gap among students groups, CCMR, sheltered instruction, and technology enhancement.</p> <p>Strategy's Expected Result/Impact: Increased STAAR EOC English I and II scores; increased TELPAS achievement</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Assistant Principal supervising ELAR, ELAR Department Chair, BE District Support, ELAR District Support, 1:1 Technology Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Substitutes for Planning Days (English I and II, ESL)/Outside Training - 6100 Payroll- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: STAAR EOC re-testers will be enrolled in HB1416 Run Time (advisory) for accelerated instruction and invited to extended day opportunities during the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: STAAR EOC re-testers will demonstrate performance as measured by Approaches Grade Level performance on STAAR EOC English I and II at the following percentages and timeframe: Level 1 at 100% in December 2023, Level 2 at 85% by the end of the 2024-2025 school year, Level 3 and 4 at 75% by the end of the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Counseling Staff, HB1416 Run Time Teachers, Assistant Principals</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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Instructional Materials for HB1416 Run Time Sessions - 6300 Supplies and Materials- Title I Funds - \$4,000, Substitutes/Payroll After School for Planning HB1416 Run Time Sessions - 6100 Payroll- Title I Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: English I and II, ESL teachers will meet with middle school feeder schools for vertical teaming.</p> <p>Strategy's Expected Result/Impact: Stronger and more targeted instruction for incoming freshmen; increased scores on curriculum based assessments, STAAR EOC English I and II, increased TELPAS scores.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Assistant Principal supervising ELAR, District ELAR Support, District EB Support, ELAR Department Chair, LPAC</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Substitutes for Planning Session - 6100 Payroll- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Based on Spring 2024 STAAR EOC scores (First Time Testers, Meets), an achievement gap exists between Special Education (SPED) students and non-SPED students in the following areas: Algebra: 54% Biology: 50% English I: 56% English II: 41% U.S. History: 42% **Root Cause:** Need for more specialized training for teachers involving special education student needs for planning and instruction.

Problem Statement 2: Based on Spring 2024 STAAR EOC scores (First Time Testers, Masters), an achievement gap exists between Special Education (SPED) students and non-SPED students in the following areas: Algebra: 35% Biology: 29% English I: 25% English II: 12% U.S. History: 33% **Root Cause:** Need for more specialized training for teachers involving special education student needs for planning and instruction.

Problem Statement 3: Based on Spring 2024 STAAR EOC scores (First Time Testers, Meets), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 4% Biology: 16% English I: 22% English II: 16% U.S. History: 35% **Root Cause:** Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.

Problem Statement 4: Based on Spring 2024 STAAR EOC scores (First Time Testers, Masters), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 2% Biology: 21% English I: 20% English II: 11% U.S. History: 31% **Root Cause:** Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.

School Processes & Programs

Problem Statement 1: Not all subject/course areas have regular CLCs, leading to lack of growth of potential instructional leaders. **Root Cause:** No clear expectation on CLC times and supervision.


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 to 76% for the 2024-2025 school year.


HB3 Goal


Evaluation Data Sources: TELPAS Spring 2025 administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: The faculty and staff will provide necessary supplies and training to support academic achievement of Emergent Bilingual (EB) students in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on curriculum assessments, benchmarks, TELPAS and STAAR EOC exams across all subject areas; decreased cycle failures.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Assistant Principals, Department Chairs, LPAC, ESL Teachers, District EB Support Staff</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: ESL/BE Classroom Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$15,000, ESL/BE Training Costs, Substitutes - 199 - PIC 25 Bil./ESL State Allotment Funds - \$4,118</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Based on Spring 2024 STAAR EOC scores (First Time Testers, Meets), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 4% Biology: 16% English I: 22% English II: 16% U.S. History: 35% Root Cause: Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.</p>

Student Learning

Problem Statement 4: Based on Spring 2024 STAAR EOC scores (First Time Testers, Masters), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 2% Biology: 21% English I: 20% English II: 11% U.S. History: 31% **Root Cause:** Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.





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 understanding as measured by Meets Grade Level performance (First-Time Testers) on STAAR EOC Biology and U.S. History will increase to 78% and 85% respectively for the 2024-2025 school year. Masters performance will increase to 35% and 55% respectively for the 2024-2025 school year. STAAR EOC re-testers demonstrating performance as measured by Approaches Grade Level or higher performance on the STAAR EOC Biology and U.S. History will be at the following percentages and timelines: Level 1 100% December 2024; Level 2 85% by the end of the 2024-2025 school year; Level 3 and 4 at 75% by the end of the 2024-2025 school year.

Evaluation Data Sources: STAAR EOC Spring administration testing file (first-time testers only; accountability subset); STAAR EOC Summer, Fall and Spring administration testing date file (re-testers; accountability subset).

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide support for all students before, during, and after the school day that require intensive instruction or testing accommodations including the Mustang Achievement Center (MAC) and STAAR EOC extended day programs exclusively for HB1416 students, SPED students, and/or STAAR EOC re-testers.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on curriculum assessments, benchmarks, TELPAS and STAAR EOC across all subject areas; decrease cycle failures.</p> <p>Staff Responsible for Monitoring: MTSS facilitator, Assistant Principals, Special Education Department Chair, Mustang Achievement Center (MAC) Teacher, 504 Campus Coordinator, Special Education Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The faculty and staff will maintain established Collaborative Learning Communities (CLCs) for Biology and U.S. History, with an enhanced focus on closing the gap with Special Education (SPED) and Emergent Bilingual (EB) students using data-driven decisions, instructional strategies, and AVID strategies.</p> <p>Strategy's Expected Result/Impact: Decreased achievement gaps between SPED/non-SPED students, and EB/non-EB students on all STAAR EOC exams in all subject areas.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, CLC Lead Teachers, Science Department Chair, Social Studies Department Chair, Assistant Principals supervising Science/Social Studies, Special Education Teachers, Biology Teachers, U.S. History Teachers, EB District Support, Science District Support, Social Studies District Support, AVID Site Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: MTSS facilitator and Biology/U.S. History teachers will participate in four structured, data-driven planning sessions for the 2024-2025 school year, focusing on student achievement, closing the opportunity gap among student groups, CCMR, sheltered instruction, AVID, and technology enhancement.</p> <p>Strategy's Expected Result/Impact: Increased scores on meets and masters level for both Biology and U.S. History STAAR EOC exams; increase in levels on TELPAS.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Assistant Principals supervising Biology and U.S. History, Science and Social Studies Department Chairs, U.S. History Teachers, Biology Teachers, District Science Support, District Social Studies Support</p> <p>Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Substitutes for Biology Planning Sessions/Trainings - 6100 Payroll- Title I Funds - \$3,000, Substitutes for U.S. History Planning Sessions/Training - 6100 Payroll- Title I Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: STAAR EOC re-testers will be enrolled in HB1416 Run Time for accelerated instruction and invited to extended day opportunities during the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: STAAR EOC re-testers will demonstrate performance as measured by Approaches Grade Level performance on STAAR EOC Biology/U.S. History at the following percentages and time frame: Level 1 at 100% in December 2024, Level 2 at 85% by the end of the 2024-2025 school year, Level 3 and 4 at 75% by the end of 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, HB1416 Run Time teachers, Assistant Principals</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will provide enhanced instructional opportunities for Biology and U.S. History students in Spring 2025 to address Student Expectations (SEs) not mastered during instruction.</p> <p>Strategy's Expected Result/Impact: Increased scores on meets and masters levels for both Biology and U.S. History STAAR EOC exams. Achievement gaps among student groups less than 10%.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Assistant Principals supervising science and social studies, Department Chairs over Science and Social Studies, U.S. History Teachers, Biology Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Payroll for extended day (Biology) - 6100 Payroll- Title I Funds - \$700, Payroll for extended day (U.S. History) - 6100 Payroll- Title I Funds - \$700</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
<p>Problem Statement 1: Based on Spring 2024 STAAR EOC scores (First Time Testers, Meets), an achievement gap exists between Special Education (SPED) students and non-SPED students in the following areas: Algebra: 54% Biology: 50% English I: 56% English II: 41% U.S. History: 42% Root Cause: Need for more specialized training for teachers involving special education student needs for planning and instruction.</p>
<p>Problem Statement 2: Based on Spring 2024 STAAR EOC scores (First Time Testers, Masters), an achievement gap exists between Special Education (SPED) students and non-SPED students in the following areas: Algebra: 35% Biology: 29% English I: 25% English II: 12% U.S. History: 33% Root Cause: Need for more specialized training for teachers involving special education student needs for planning and instruction.</p>

Student Learning

Problem Statement 3: Based on Spring 2024 STAAR EOC scores (First Time Testers, Meets), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 4% Biology: 16% English I: 22% English II: 16% U.S. History: 35% **Root Cause:** Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.

Problem Statement 4: Based on Spring 2024 STAAR EOC scores (First Time Testers, Masters), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 2% Biology: 21% English I: 20% English II: 11% U.S. History: 31% **Root Cause:** Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.

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 (First-Time Testers) on STAAR algebra 1 EOC, will increase to 75% for the 2024-2025 school year. Masters level will increase to 40% for the 2024-2025 school year. STAAR EOC re-testers will demonstrate performance as measured by Approaches Grade Level performance on STAAR EOC algebra at the following percentages and timeframe: Level 1 at 100% in December 2024, Level 2 at 85% by the end of the 2024-2025 school year, Level 3 and 4 at 75% by the end of the 2024-2025 school year.


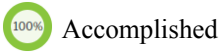
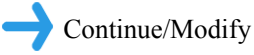

HB3 Goal

Evaluation Data Sources: STAAR EOC Spring administration testing file (first-time testers only; accountability subset); STAAR EOC Summer, Fall and Spring administration testing date file (re-testers; accountability subset).

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide support for all students before, during, and after the school day that require intensive instruction or testing accommodations including the Mustang Achievement Center (MAC) and STAAR EOC extended day programs exclusively for HB1416 students, SPED students and/or STAAR EOC re-testers.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on curriculum assessments, benchmarks, TELPAS and STAAR EOC across all subject areas; decrease cycle failures</p> <p>Staff Responsible for Monitoring: MAC Teacher, MTSS Facilitator, Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The faculty and staff will maintain established Collaborative Learning Communities (CLCs) for algebra, with an enhanced focus on closing the achievement gap with Special Education (SPED) and Emergent Bilingual (EB) students using data-driven decisions, instructional strategies, and AVID strategies.</p> <p>Strategy's Expected Result/Impact: Decreased achievement gaps between SPED/non-SPED students, and EB/non-EB students on all STAAR EOC exams in all subject areas.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, CLC Lead, Mathematics Department Chair, Assistant Principal supervising Mathematics, Special Education Teachers, Algebra Teachers, EB District support, District Mathematics support, AVID site coordinator</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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: MTSS facilitator and algebra teachers will participate in four structured, data-driven planning sessions for 2024-2025 school year, focusing on student achievement, closing the achievement gap among student groups, sheltered instruction, CCMR, AVID, and technology enhancement in all subject areas.</p> <p>Strategy's Expected Result/Impact: Increased scores on curriculum assessments, interim assessments and the STAAR EOC algebra exam.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Assistant Principal over Mathematics, Algebra Teachers, District Mathematics support</p> <p>Title I: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Substitutes - 6100 Payroll- Title I Funds - \$2,250</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: STAAR EOC algebra re-testers will be enrolled in HB1416 Run Time for accelerated instruction and instruction and invited to extended day opportunities during the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: STAAR EOC re-testers will demonstrate performance as measured by Approaches Grade Level performance on STAAR EOC Algebra at the following percentages and time frame: Level 1 at 100% in December 2024, Level 2 at 85%, and Level 3 and 4 at 75% by the end of 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: HB1416 Run Time Teachers, MTSS Facilitator, Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 1: Based on Spring 2024 STAAR EOC scores (First Time Testers, Meets), an achievement gap exists between Special Education (SPED) students and non-SPED students in the following areas: Algebra: 54% Biology: 50% English I: 56% English II: 41% U.S. History: 42% Root Cause: Need for more specialized training for teachers involving special education student needs for planning and instruction.</p>
<p>Problem Statement 2: Based on Spring 2024 STAAR EOC scores (First Time Testers, Masters), an achievement gap exists between Special Education (SPED) students and non-SPED students in the following areas: Algebra: 35% Biology: 29% English I: 25% English II: 12% U.S. History: 33% Root Cause: Need for more specialized training for teachers involving special education student needs for planning and instruction.</p>
<p>Problem Statement 3: Based on Spring 2024 STAAR EOC scores (First Time Testers, Meets), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 4% Biology: 16% English I: 22% English II: 16% U.S. History: 35% Root Cause: Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.</p>
<p>Problem Statement 4: Based on Spring 2024 STAAR EOC scores (First Time Testers, Masters), an achievement gap exists between Emergent Bilingual (EB) students and non-EB students in the following areas: Algebra: 2% Biology: 21% English I: 20% English II: 11% U.S. History: 31% Root Cause: Need for more specialized training for teachers involving emergent bilingual student needs for planning and instruction.</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 post-secondary readiness exam success, as measured by meeting college-ready benchmarks through SAT School Day Evidence-Based Reading and Writing will increase from 52% in 2019 to 70% by 2025 and SAT School Day Mathematics will increase from 28% in 2019 to 50% by 2025.

Evaluation Data Sources: College Board SAT district summary report 2024-2025.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will offer SAT Boot Camps throughout the 2024-25 school year, with an emphasis on seniors that have not taken the SAT.</p> <p>Strategy's Expected Result/Impact: Increased scores on EBRW and Mathematics sections on the SAT among all student groups.</p> <p>Staff Responsible for Monitoring: Assistant principal over CCMR</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize preparatory software in their classrooms for SAT prep, with emphasis on seniors that have not taken the SAT.</p> <p>Strategy's Expected Result/Impact: Increased scores on EBRW and Mathematics Sections of the SAT among all student groups.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Classroom Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Assistant principal over CCMR will provide SAT prep to accelerated testers during Run Time Advisory.</p> <p>Strategy's Expected Result/Impact: Increased scores on EBRW and Mathematics Sections of the SAT among the accelerated testers.</p> <p>Staff Responsible for Monitoring: Assistant Principal over CCMR</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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 earning qualifying criterion scores on Advanced Placement (AP) exams will increase from 38.3% in 2019 to 45.0% by 2025 while maintaining high levels of student participation and number of exams administered (Sachse 24-25 interim goal=50%).

Evaluation Data Sources: College Board AP district summary report 2024-2025.





Strategy 1 Details	Reviews			
<p>Strategy 1: Advanced Placement (AP Teachers) will meet monthly to discuss goals, progress, and recruitment of students.</p> <p>Strategy's Expected Result/Impact: Increase in participation of AP exams taken , increase in the number of qualifying scores.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Assistant Principals, AP Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: Payroll - 6100 Payroll- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 7: Percent of student management incidents resulting in exclusionary consequences [i.e. In School Suspension (ISS), Out of School Suspension (OSS) and Reassignment Rooms] will decrease from 44.1% in 2020 to 35% by 2025. (Sachse 2024-2025 goal =31.0%).

Evaluation Data Sources: Review 360 Incident Summary Report: Total number of exclusionary consequences out of total number of consequences.

Strategy 1 Details	Reviews			
<p>Strategy 1: An e-hall pass system will continue to monitor student management in the hallways.</p> <p>Strategy's Expected Result/Impact: Reduction in the interruption of instructional time. Increase in cycle grades; increase in EOC STAAR scores.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p> <p>Funding Sources: Purchase of e-Hall Pass System - 6300 Supplies and Materials- Title I Funds - \$6,700</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate mentoring during Run Time and in-school suspension.</p> <p>Strategy's Expected Result/Impact: Reduction in exclusionary placement; increase in belongingness for school, and increase in positive culture in the building.</p> <p>Staff Responsible for Monitoring: Run Time Committee, Run Time Teachers, Assistant Principals, Principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Faculty and staff will continue a "trust card" program for reinforcement in student choices. Strategy's Expected Result/Impact: Positive school culture and student decision-making. Staff Responsible for Monitoring: All faculty and staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Administration will provide consistent professional development concerning student management during Mustang University. Strategy's Expected Result/Impact: Increase of collective responsibility of all faculty and staff members on campus; reduction in exclusionary placement of students. Staff Responsible for Monitoring: Assistant Principals, Principal, MTSS Facilitator ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: Based on Review 360 reports, suspensions/exclusionary discipline increased 0.9% from 2022-23 to 2023-24. LOOK AT THIS AT SEPARATE Root Cause: Exclusionary discipline required for vaping/e-cigarettes.
Perceptions
Problem Statement 1: Based on Review 360 reports, exclusionary consequences (ISS, OSS, AEC) for 2023-24 increased for all race/ethnicity groups except Hispanic/Latino and White as compared to 2022-24. Root Cause: Mandatory placement for vaping. In addition, OSS for 1-3 days prior to AEC hearing/placement. Problem Statement 2: Based on ODS dropout report (2022-23), 28.6% of dropouts do not belong to any high-risk indicators (i.e. At-risk, EB, SPED, etc.) Root Cause: Students are "falling through the cracks" in terms of MTSS process.

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: Students in the P-Tech (Pathways in Technology Early College High School) and ECHS (Early College High School) will meet all outcome based measures (OBMs) stated in the TEA Early College High School Blueprint during the 2024-2025 school year, including a 70% passing rate on TSI testing (ELAR) (Sachse 24-25 goal 80%), 60% passing rate of TSI-A testing (Math) (Sachse 2024-2025 goal 75%), 45% meeting CCMR standards (Sachse 2024-2025 goal 65%), 60% meets level on algebra I EOC (Sachse goal 70% meets level, 40% masters level), and 30% meets level on English II EOC (Sachse goal 40% meets level, 20% masters level).

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The faculty and staff of the P-Tech and ECHS programs will provide a summer bridge program for incoming students.</p> <p>Strategy's Expected Result/Impact: Successful transition from middle school to the P-Tech or ECHS program through grades and test scores.</p> <p>Staff Responsible for Monitoring: P-Tech/ECHS magnet advisor, administrator, and counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The faculty and staff of the P-Tech and ECHS programs will provide industry-based learning opportunities during the 2024-25 school year, including guest speakers and field trips.</p> <p>Strategy's Expected Result/Impact: Connections to outside industry; increased student interest in local industries.</p> <p>Staff Responsible for Monitoring: P-Tech/ECHS magnet advisor, administrator, and counselor.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Field Trip/Guest Speaker Costs - 199 - Magnet Funds - \$25,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The faculty and staff of the P-Tech and ECHS programs will provide necessary classroom supplies for P-Tech and ECHS classrooms.</p> <p>Strategy's Expected Result/Impact: Improved student engagement, cycle grades, STAAR EOC test scores, and TSI-A test scores.</p> <p>Staff Responsible for Monitoring: P-Tech/ECHS magnet advisor, administrator, and counselor.</p> <p>Title I: 2.4, 2.5</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Supplies/Materials for ECHS/P-Tech Classrooms - 199 - Magnet Funds - \$50,000</p>	Formative			Summative
	Nov	Feb	Apr	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 9: Percent of students successfully completing graduation requirements will increase from 92.6% in 2020 to 95% by 2025 as measured by 4-year graduation rates and 59.1% in 2020 to 80% by 2025 as measured by the percentage of students meeting College, Career, and Military Ready standards. (2024-2025 graduation rate interim goal=99.0%; 2025 CCMR interim goal = 70.0%)

Evaluation Data Sources: TEA graduate reports (June); Annual Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: A character and study skills program will be maintained for Credit Recovery, Thursday School, Friday School, and Saturday School for our at-risk students.</p> <p>Strategy's Expected Result/Impact: Reduced discipline referrals and cycle failures; increased graduation rates.</p> <p>Staff Responsible for Monitoring: MTSS facilitator, Principal, Assistant Principals, Thursday/Friday/Saturday School teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Payroll for Thursday School - 199 - PIC 24 State Comp Ed Funds - \$10,000, Payroll for Friday School - 199 - PIC 24 State Comp Ed Funds - \$800, Payroll for Saturday School - 199 - PIC 24 State Comp Ed Funds - \$4,000, Payroll for Credit Recovery - 199 - PIC 24 State Comp Ed Funds - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration and counseling will maintain a college GO center for center for career, college, and military information, planning and after high school transition.</p> <p>Strategy's Expected Result/Impact: Increased graduation rate and CCMR designation.</p> <p>Staff Responsible for Monitoring: Counseling Department, Assistant Principal over CCMR, MTSS Facilitator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Faculty and staff will establish rigorous district and campus CCMR annual targets for each of the 14 student groups included in the Closing the Gaps Domain of the school accountability system (see addendum: CCMR Goal Worksheet x Student Groups 2024-25).</p> <p>Strategy's Expected Result/Impact: Student groups will meet/exceed the annual targets through 2025.</p> <p>Staff Responsible for Monitoring: MTSS facilitator, Principal, Assistant Principals, Counselors, Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: TSI-A testing will be offered throughout the 2024-25 school year.</p> <p>Strategy's Expected Result/Impact: Increased rate of CCMR readiness.</p> <p>Staff Responsible for Monitoring: Assistant principal over CCMR</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Payroll for test proctors - 6100 Payroll- Title I Funds - \$3,500</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 9 Problem Statements:

Perceptions
<p>Problem Statement 2: Based on ODS dropout report (2022-23), 28.6% of dropouts do not belong to any high-risk indicators (i.e. At-risk, EB, SPED, etc.) Root Cause: Students are "falling through the cracks" in terms of MTSS process.</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: Increased parent attendance by 5 percent for parental engagement opportunities during the 2024-2025 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Faculty and staff will provide Parent and Family Engagement opportunities and student transition topics such as graduation plans, college application procedures, AP/Dual Credit programs, STAAR EOC preparation, teen issues, and freshman orientation/transition.</p> <p>Strategy's Expected Result/Impact: Increased Parent and Family Engagement as seen through sign-in sheets and volunteer hours.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Principal, Assistant Principals</p> <p>Title I: 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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Pay for Teachers Assisting with Open House (Fall 2024) - 6100 Parent Inv. Payroll T1 - \$1,191, Supplemental Pay for Teachers Assisting with Sachse High School Spring Orientation - 6100 Parent Inv. Payroll T1 - \$1,000, Supplemental Pay for Teachers Assisting with Sachse High School Mustang Roundup (Summer 2025) - 6100 Payroll- Title I Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop joining with, and distribute to parents, a written Parent Family Engagement (PFE) policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. 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: Enhanced connection among parents, faculty/staff, and students.</p> <p>Staff Responsible for Monitoring: Administrative Staff, MTSS Facilitator</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplemental Pay for Developing Plan - 6100 Parent Inv. Payroll T1 - \$40</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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: Enhanced connection among parents, faculty/staff, and students.</p> <p>Staff Responsible for Monitoring: Administrative Staff, MTSS Facilitator</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplemental Pay for Developing Compact - 6100 Parent Inv. Payroll T1 - \$40</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Administration will help to increase the total percent of parents who participate in the GISD Family Engagement Survey to increase from 8% in Spring 2025 to 35% by 2026. (Sachse Goal=15%)</p> <p>Strategy's Expected Result/Impact: Increased data to review for campus improvements.</p> <p>Staff Responsible for Monitoring: Campus administration</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>				

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training for Special Education		\$2,875.00
1	1	2	Instructional Materials for Special Education		\$6,000.00
Sub-Total					\$8,875.00
Budgeted Fund Source Amount					\$8,875.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Payroll for Friday School		\$800.00
1	9	1	Payroll for Credit Recovery		\$6,000.00
1	9	1	Payroll for Thursday School		\$10,000.00
1	9	1	Payroll for Saturday School		\$4,000.00
Sub-Total					\$20,800.00
Budgeted Fund Source Amount					\$35,259.00
+/- Difference					\$14,459.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESL/BE Classroom Supplies		\$15,000.00
1	2	1	ESL/BE Training Costs, Substitutes		\$4,118.00
Sub-Total					\$19,118.00
Budgeted Fund Source Amount					\$19,118.00
+/- Difference					\$0.00
199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2	Field Trip/Guest Speaker Costs		\$25,000.00
1	8	3	Supplies/Materials for ECHS/P-Tech Classrooms		\$50,000.00
Sub-Total					\$75,000.00

199 - Magnet Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$75,000.00
+/- Difference					\$0.00
6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Payroll for Spring STAAR EOC Tutoring (After School/Saturdays)		\$8,000.00
1	1	1	Payroll for Fall STAAR EOC Tutoring (After School/Saturdays)		\$5,000.00
1	1	3	Substitutes for Planning Days (English I and II, ESL)/Outside Training		\$5,000.00
1	1	4	Substitutes/Payroll After School for Planning HB1416 Run Time Sessions		\$5,000.00
1	1	5	Substitutes for Planning Session		\$1,500.00
1	3	3	Substitutes for U.S. History Planning Sessions/Training		\$3,000.00
1	3	3	Substitutes for Biology Planning Sessions/Trainings		\$3,000.00
1	3	5	Payroll for extended day (U.S. History)		\$700.00
1	3	5	Payroll for extended day (Biology)		\$700.00
1	4	3	Substitutes		\$2,250.00
1	6	1	Payroll		\$1,000.00
1	9	4	Payroll for test proctors		\$3,500.00
1	10	1	Supplemental Pay for Teachers Assisting with Sachse High School Mustang Roundup (Summer 2025)		\$1,000.00
Sub-Total					\$39,650.00
Budgeted Fund Source Amount					\$50,208.00
+/- Difference					\$10,558.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1	Supplemental Pay for Teachers Assisting with Open House (Fall 2024)		\$1,191.00
1	10	1	Supplemental Pay for Teachers Assisting with Sachse High School Spring Orientation		\$1,000.00
1	10	2	Supplemental Pay for Developing Plan		\$40.00
1	10	3	Supplemental Pay for Developing Compact		\$40.00
Sub-Total					\$2,271.00
Budgeted Fund Source Amount					\$2,251.00

6100 Parent Inv. Payroll T1						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	-\$20.00
6300 Supplies and Materials- Title I Funds						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	Supplies for Mustang Achievement Center		\$2,000.00	
1	1	1	Software for EOC Review (Sirius)		\$45,000.00	
1	1	4	Instructional Materials for HB1416 Run Time Sessions		\$4,000.00	
1	7	1	Purchase of e-Hall Pass System		\$6,700.00	
Sub-Total					\$57,700.00	
Budgeted Fund Source Amount					\$43,000.00	
+/- Difference					-\$14,700.00	
Grand Total Budgeted					\$233,711.00	
Grand Total Spent					\$223,414.00	
+/- Difference					\$10,297.00	

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