

Garland Independent School District

Sachse High School

2023-2024 Goals/Performance Objectives/Strategies



Board Approval Date: October 24, 2023
Public Presentation Date: August 2, 2023

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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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 demonstrating performance as measured by Meets Grade Level performance on STAAR EOC English I and II will increase from 47.3% in 2019 to 90% by 2025 (SY23-24 goal 71.0%), (Sachse 23-24 interim goal 71.1%, 72% respectively). Masters performance will increase to 20% and 16% respectively for the 23-24 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 2023, Level 2 at 85% by the end of the 2023-24 school year, Level 3 and 4 at 75% by the end of the 2023-24 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 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 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Sirius EOC Test Preparatory Software - 6300 Supplies and Materials- Title I Funds - \$44,400, Payroll for Touchdowns and Tutoring 9/21 and 10/26 - 6100 Payroll- Title I Funds - \$500, Payroll for STAAR EOC/ Saturday School Tutoring (Fall 2023) - 6100 Payroll- Title I Funds - \$4,500, Payroll for Hoops and Help (Spring 2024) - 6100 Payroll- Title I Funds - \$1,000, Payroll for STAAR EOC/Saturday School Tutoring (Spring 2024) - 6100 Payroll- Title I Funds - \$4,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The faculty and staff will maintain established Collaborative Learning Communities (CLC) for English I/ESL and English II/ESL, with an enhanced focus on closing the gap with Special Education 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: RtI facilitator, Collaborative Learning Communities (CLC) lead teachers, ELAR Department Chair, Assistant Principal supervising ELAR, Special Education teachers, ELAR teachers, EB District Support, AVID site coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Instructional Materials for Special Education - 199 - PIC 23 SPED State Allotment Funds - \$8,875</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: RtI facilitator and ELAR teachers will participate in four structured, data-driven planning sessions for the 2023-24 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; increase TELPAS achievement.</p> <p>Staff Responsible for Monitoring: RtI facilitator, Assistant Principal supervising ELAR, ELAR Department Chair</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Substitutes for ELAR Planning Sessions - 6100 Payroll- Title I Funds - \$3,750</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: STAAR EOC re-testers will be enrolled in HB4545 Run Time (advisory) for accelerated instruction and invited to extended day opportunities during the 2023-24 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 2023-24 school year, Level 3 and 4 at 75% by the end of the 2023-24 school year.</p> <p>Staff Responsible for Monitoring: MTSS Facilitator, Counseling staff, HB Run Time Teachers, Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6 - 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: ELAR and ESL teachers will provide three one-to-one writing conference for students.</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</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Substitutes for one-to-one writing conferences - 6100 Payroll- Title I Funds - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: For the 2022-23 school year, EOC STAAR meets level, there is an achievement gap between non-EB and EB students in English I (17%), English II (37%), Algebra (2%), Biology (22%), and U.S. History (35%). Root Cause: Lack of training in working with EB students and incorporating instructional techniques to support these students.</p>

Student Learning

Problem Statement 2: For the 2022-23 school year, EOC STAAR meets level, there is an achievement gap between general education and special education students in English I (40%), English II (50%), Algebra(40%), Biology(40%), and U.S. History(46%) **Root Cause:** Lack of instructional support in specialized special education class as well as support in the classroom in these areas.

Problem Statement 3: For the 2022-23 school year, EOC STAAR meets level, there is an achievement gap between White and Black students in English I (19%), English II (17%), Algebra(2%), Biology(5%), and U.S. History (1%). **Root Cause:** Lack of ELAR instructional support for backgrounds of all students.







Problem Statement 4: For the 2022-23 school year, EOC STAAR meets level, there is an achievement gap between White and Hispanic students in English I (10%), English II (14%), Algebra(-8%), Biology(14%), and U.S. History (14%). **Root Cause:** Lack of instructional support for backgrounds of all 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 2: Percent of 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 37.5% in 2019 to 76% by 2025 (SY23-24 interim goal=60%).

HB3 Goal

Evaluation Data Sources: TELPAS Spring 2024 administration testing data file (accountability subset)







Strategy 1 Details	Reviews			
<p>Strategy 1: The faculty and staff will provide necessary supplies to support academic achievement of Emergent Bilingual 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: RtI Facilitator, Assistant Principals, Department Chairs, LPAC, ESL Teachers, District EB Support Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ESL/BE Classroom Supplies - 199 - PIC 25 Bil../ESL State Allotment Funds - \$19,118</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: For the 2022-23 school year, EOC STAAR meets level, there is an achievement gap between non-EB and EB students in English I (17%), English II (37%), Algebra (2%), Biology (22%), and U.S. History (35%). Root Cause: Lack of training in working with EB students and incorporating instructional techniques to support these students.</p>


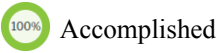
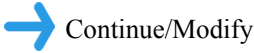

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of students demonstrating understanding as measured by Meets Grade Level performance on STAAR EOC Biology and U.S. History will increase from 50.8% in 2019 to 80% by 2025 (SY23-24 interim goal 62.0%) (Sachse 23-24 interim goal 80% and 90% respectively). Masters performance will increase to 40% and 70% respectively for the 2023-24 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 2023; Level 2 85% by the end of the 2023-24 school year; Level 3 and 4 at 75% by the end of the 2023-24 school year.

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 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The faculty and staff will maintain established Collaborative Learning Communities (CLC) for Biology and U.S. History, with an enhanced focus on closing the gap with Special Education and 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: RtI 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, AVID Site Coordinator</p> <p>Title I: 2.4, 2.5, 2.6 - 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: RtI facilitator and Biology/U.S. History teachers will participate in four structured, data-driven planning sessions for the 2023-2024 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.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes for Biology Planning Days - 6100 Payroll- Title I Funds - \$1,875, Substitutes for U.S. History Planning Days - 6100 Payroll- Title I Funds - \$1,875</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
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 2023-24 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 2023, Level 2 at 85% by the end of the 2023-24 school year, Level 3 and 4 at 75% by the end of 2023-24 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 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 2024 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: RtI 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 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Funds for EOC Review (Before and After School) - 6100 Payroll- Title I Funds - \$750</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		

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 70.4% in 2019 to 90% by 2025. (SY23-24 interim goal=75%)(Sachse 23-24 interim goal 75%). Masters level will increase to 42% for the 2023-24 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 2023, Level 2 at 85% by the end of the 2023-24 school year, Level 3 and 4 at 75% by the end of the 2023-24 school year.

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</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</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 for algebra, with an enhanced focus on closing the achievement gap with Special Education and Emergent Bilingual 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, AVID site coordinator</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
				

Strategy 3 Details	Reviews			
<p>Strategy 3: MTSS facilitator and teachers will participate in four structured, data-driven planning sessions for 2023-24 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</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> <p>Funding Sources: Substitutes for Algebra Planning Days - 6100 Payroll- Title I Funds - \$2,250</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 instruction and invited to extended day opportunities during the 2023-24 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 2023, Level 2 at 85%, and Level 3 and 4 at 75% by the end of 2023-24 school year.</p> <p>Staff Responsible for Monitoring: HB1416 Run Time Teachers, MTSS Facilitator</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>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: For the 2022-23 school year, EOC STAAR meets level, there is an achievement gap between non-EB and EB students in English I (17%), English II (37%), Algebra (2%), Biology (22%), and U.S. History (35%). Root Cause: Lack of training in working with EB students and incorporating instructional techniques to support these students.</p> <p>Problem Statement 2: For the 2022-23 school year, EOC STAAR meets level, there is an achievement gap between general education and special education students in English I (40%), English II (50%), Algebra(40%), Biology(40%), and U.S. History(46%) Root Cause: Lack of instructional support in specialized special education class as well as support in the classroom in these areas.</p>

Student Learning

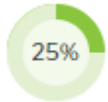







Problem Statement 3: For the 2022-23 school year, EOC STAAR meets level, there is an achievement gap between White and Black students in English I (19%), English II (17%), Algebra(2%), Biology(5%), and U.S. History (1%). **Root Cause:** Lack of ELAR instructional support for backgrounds of all students.

Problem Statement 4: For the 2022-23 school year, EOC STAAR meets level, there is an achievement gap between White and Hispanic students in English I (10%), English II (14%), Algebra(-8%), Biology(14%), and U.S. History (14%). **Root Cause:** Lack of instructional support for backgrounds of all 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 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 (SY23-24 EBRW interim goal=60%; math interim goal=34%)(Sachse 23-24 interim goal EBRW 69%, math 43%).





Evaluation Data Sources: College Board SAT district summary report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will offer SAT Boot Camps throughout the 2023-24 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 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
				
<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 (SY23-24 interim goal=39.5%)(Sachse 23-24 interim goal=43.4%).







Evaluation Data Sources: College Board AP district summary report









Strategy 1 Details	Reviews			
<p>Strategy 1: Advanced Placement (AP Teachers) will meet monthly to discuss goals, progress, and recruitment of students, Strategy's Expected Result/Impact: Increase in participation of AP exams taken , increase in the number of qualifying scores Staff Responsible for Monitoring: MTSS Facilitator, Assistant Principals, AP Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplemental pay for AP meetings - 6100 Payroll- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
<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. (SY23-24 interim goal=42.0%)(Sachse 23-24 goal 31.4%).

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 be introduced 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>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3 - Perceptions 1, 2</p> <p>Funding Sources: E-hall Pass System License Purchase - 6300 Supplies and Materials- Title I Funds - \$6,737.70</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 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Faculty and staff will continue a "trust card" program for reinforcement in student choices.</p> <p>Strategy's Expected Result/Impact: Positive school culture and student decision-making.</p> <p>Staff Responsible for Monitoring: All faculty and staff</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Administration will provide consistent professional development concerning student management during Mustang University.</p> <p>Strategy's Expected Result/Impact: Increase of collective responsibility of all faculty and staff members on campus; reduction in exclusionary placement of students.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal, MTSS Facilitator</p> <p>Title I: 2.6</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
<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:







Demographics
<p>Problem Statement 1: Based on Review 360 reports, disproportionality exists in exclusionary placements for Black and Hispanic students; negative disproportionality for Asian, White, and Hispanic students (OSS only). Root Cause: Lack of support for working with students with socio-emotional or other needs.</p>
<p>Problem Statement 3: Based on Review 360 reports, ISS Full Day was up 17.1%, and ISS Partial Day was up 24.5% as compared to the 2021-22 school year. Root Cause: Consistency is behavior management among assistant principals.</p>
Perceptions
<p>Problem Statement 1: Based on faculty/staff surveys, student discipline is not being handled in a timely manner. Root Cause: Lack of administrative support/time.</p>
<p>Problem Statement 2: Based on Review 360 report for the 2022-23 school year, disproportionality exists in exclusionary placements for Black and Hispanic students; negative disproportionality for Asian, White, and Hispanic students (OSS only). Root Cause: Lack of training and personnel to work with students of all backgrounds.</p>

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

Performance Objective 8: 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 2023-24 school year, including a 70% passing rate on TSI testing (ELAR) (Sachse 23-24 goal 80%), 60% passing rate of TSI-A testing (Math) (Sachse 23-24 goal 75%), 45% meeting CCMR standards (Sachse 23-24 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).

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: Connect high school to career and college</p> <p>- ESF Levers: 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 2023-24 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>Funding Sources: Funds for field trips/speakers - 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 test scores.</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>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Classroom supplies - 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. (SY23-24 graduation rate interim goal=96.5%; 2024 CCMR interim goal = 64.7%)

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>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 5: Effective Instruction</p> <p>Funding Sources: Supplemental Pay for Thursday School - 199 - PIC 24 State Comp Ed Funds - \$10,000, Supplemental Pay for Friday School - 199 - PIC 24 State Comp Ed Funds - \$800, Supplemental Pay for Credit Recovery Lab - 199 - PIC 24 State Comp Ed Funds - \$3,500</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 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 2023-24).</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>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Administration and counseling will maintain the African American Student Achievement Plan (ASAP) for faculty and staff, focusing on supporting Black/African-American students.</p> <p>Strategy's Expected Result/Impact: Increased success on CCMR, EOC scores, AP scores for Black/African-American students.</p> <p>Staff Responsible for Monitoring: Administrative staff, MTSS Facilitator, counseling staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		
Strategy 5 Details	Reviews			
<p>Strategy 5: TSI-A testing will be offered throughout the 2023-24 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 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Supplemental Pay for TSI-A 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>				

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 2023-24 school year.

Evaluation Data Sources: Attendance sheets; parent surveys

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 Sachse High School Open House (November 2023) - 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 2024) - 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 - \$20</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: The total percent of parents who participate in the GISD Family Engagement Survey will increase from 8% in spring 2023 to 35% by 2026. (SY2024 interim 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
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				