Garland Independent School District

South Garland High School

2024-2025 Campus Improvement Plan

Mission Statement

At South Garland High School, we:

- Train ourselves to meet the needs of our students and community.
- Invest in relationships with students academically and emotionally.
- Teach students the way they learn, not the way that is most comfortable for us.
- Accept responsibility for the success of all students and one another.
- Never go one day without making a difference!

It's Time to TITAN Up!

Vision

A Titan is defined as a person or thing of very great strength, intellect, or importance. At South Garland High School, we seek to educate students to succeed at their potential and prepare them to be engaged servants and leaders in our community. Our students are well on their way to exceed this. Welcome to the Home of the Titans!

Value Statement

At South Garland High School, we exist to impact our students, staff, and area through our pillars of:

1. Culture
2. Content
3. Community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

SGHS is the 2nd oldest high school in the Garland Independent School District. SGHS opened in 1964 and the 1st graduating class was in 1968. The high school is located on the south side of Garland, TX. In Nov 2020, the school board voted to remove the remnants of the confederate symbolism that had been part of the school history for over fifty years. The Board dropped the previous mascot, the Colonels. The school went through a rebranding and is now known as the South Garland Titans. SGHS has 2,169 students in grades 9 - 12. The student body is composed of 7 racial ethnic groups. The student body at SGHS is: African American 12.4%, Hispanic 80.7%, White 3.8%, American Indian 0.2%, Asian 1.8%, Pacific Islander 0.0%, and Two or More Races 1.3%. SGHS is a unique school from other schools in GISD. It has the highest number of Hispanic students and non-English speaking students, as well as the lowest number of White students. Enrollment by Student Group are: Economically Disadvantaged 87.8%, Special Education 10.3%, Emergent Bilingual/EL 53.6%, and Mobility Rate: 18.9% (2022-2023).

One of our high priorities to address is the number of African American students enrolled in honor courses at SGHS. Our goal is to increase the number of African American students in Dual Credit, AP, and Pre-AP courses in 2021 (8%) to (25%) in 2022. A second priority is the 22-23 discipline data, 32% of Out Of School Suspensions associated with the campus African American Students population. A third priority is to increase the attendance rate of the campus from 88.7% (2022-2023) to 91.0% during the 2023 - 2024 school year.

Demographics Strengths

South Garland is home to over 51% (1102) Emergent Bilingual Students.

South Garland High School is near the Mesquite and Dallas City limits.

43% of staff at South Garland have post graduate degrees (masters and/or doctoral).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SPED and EB students performed at 46% and 60% Approaches, 15% and 20% Meets, and 4% and 3% Masters on the Spring 2023 EOCs on all tests, respectively.   **Root Cause:** More instructional supports or interventions need to be in place for Special Education and ESL Students who are not as successful academically as other student groups as seen on local and state assessments.

Problem Statement 2 (Prioritized): Only 49% of parents indicated that were aware of school materials and training to help parents work with their children to improve student achievement in the Spring 2023 Family Engagement Survey.   **Root Cause:** Communication to families is not equitably accessible to all families due to information being presented in languages other than what is spoken in homes.

Student Learning

Student Learning Summary

	Component Score	Scaled Score	Rating
Overall		74	C
Student Achievement		72	C
STAAR Performance	33	58	
College, Career and Military Readiness	77	79	
Graduation Rate	97.2	85	
School Progress		73	C
Academic Growth	69	70	C
Relative Performance (Eco Dis: 87.8%)	69	73	C
Closing the Gaps	58	77	C

Student Learning Strengths

ECHS/ PTECH high TSI pass average

75% met CCMR by the spring 2022

96.9% Graduation Rate

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a 23% gap between the African American students (31%) Eng 1 EOC and the campus average (54%) **Root Cause:** Students have lower LEXILE/Reading level than campus average

Problem Statement 2 (Prioritized): Math students across all ethnic groups did not meet the state growth goal. **Root Cause:** Collaborative Learning Community (CLC) structure needed to incorporate more strategic data review/ reteaching/ assessments to capture data on a weekly basis.

Problem Statement 3: Special Education and EB Students are not as successful academically as other student groups as seen on local and state assessments. **Root Cause:** Strategic

services and programming are not implemented, evaluated, and/or monitored with fidelity

Problem Statement 4: Targeted retesters did not attend after-school/Saturday school when it was offered.   **Root Cause:** SGHS did not have a structured In School Support System (Advisory) to assist students who were not enrolled in the EOC subject

Problem Statement 5 (Prioritized): CLC structure is not consistent across the five EOC tested areas. (Algebra I, English I/II, Biology, and U.S. History teachers need more training in the following areas: Content modeling and alignment, data analysis and plans for content mastery.   **Root Cause:** Structure, Planning, and Administrative monitoring are key areas of concern

Problem Statement 6: Student expansion of academic vocabulary in content specific classrooms were not a primary focus.   **Root Cause:** The grade-level content and instruction does not support high-level discourse and content vocabulary being used by EB's in Tier I classroom instruction..

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction at SGHS is high as seen on EOC, SAT, ACT tests. This is evident as SGHS continuously out scores prior years of performances. SGHS students have the opportunity to participate in Dual Credit, AP, Pre-AP, ECHS/PTECH and other high level classes. We offer a variety of learning pathways, in addition to core content, that allow students to earn certifications and licenses that they may immediately use in their transition from high school to the "real world." Programs included are, Business and Industry, Auto/Diesel (GRCTC) Mechanics, Welding, and Early College.

SGHS faculty and staff utilize the school report card, individual professional appraisals, and community feedback to identify strengths, weaknesses, and areas of growth. The SIP planning process is used to set goals for identified areas of growth, as well as, to map out the plan of implementation of planned interventions.

School Processes & Programs Strengths

SGHS programs prepare students not only for college, but they also prepare students to enter industry or workforce immediately upon graduation. Our students earn certifications and licenses in their selected pathways of study.

The certification process ensures that students not only participate in and learn about industrial skills within their CTE courses, but they're also assessed at the professional level to determine mastery in those areas. Upon successful completion of assessments, our students prove that they are capable and prepared for the workforce.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Increase the number of African American students in Dual Credit, AP, and Pre-AP courses   **Root Cause:** African students who could be considered for movement into advanced coursework have not been identified. Additionally, African American students who should have been considered never met with counselors or other support personnel for inclusion in DC, AP, and Pre-AP courses.

Problem Statement 2 (Prioritized): Historically inconsistent implementation of our campus routines and procedures.   **Root Cause:** Teacher buy-in with regard to campus routines and procedures and their implementation and enforcement of these policies.

Perceptions

Perceptions Summary

At SGHS, results suggest that the campus, in many ways, has improved in partnering with parents and community stakeholders to increase and maintain high achievement amongst the student body. There is still a significant need for further work in this area as evidenced in the Demographics section of the plan. The Title I Parent Facilitator is effective in supporting school leadership with communicating opportunities for parent and communication engagement via social media, email, phone, and our school website. One common suggestion over the years was to increase real-time information available to parents by providing methods for parents to check grades and attendance.

Perceptions Strengths

The three components of the communication snapshot; electronic communication, school website, digital communication applications ask several questions. Some of the responses are as follows:

*My child's teacher gives me options for communicating with them (phone, text, email, social media)

*My child's teacher has informed me of their office hours; My child's teacher responds in a timely fashion;

My school provides me with information such as links on how to access the school's social media page

*The school's social media links and pages are up to date, etc.

SGHS has a profound website that has been a recipient of the COOL CLIX Award for several month consecutively.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some staff members hold the assumption that our students come to us with inadequate background knowledge in core content areas. **Root Cause:** Failure to effectively vertically-align with our feeder pattern schools for instructional planning PD.

Priority Problem Statements

Problem Statement 1: CLC structure is not consistent across the five EOC tested areas. (Algebra I, English I/II, Biology, and U.S. History teachers need more training in the following areas: Content modeling and alignment, data analysis and plans for content mastery.

Root Cause 1: Structure, Planning, and Administrative monitoring are key areas of concern

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a 23% gap between the African American students (31%) Eng 1 EOC and the campus average (54%)

Root Cause 2: Students have lower LEXILE/Reading level than campus average

Problem Statement 2 Areas: Student Learning

Problem Statement 3: SPED and EB students performed at 46% and 60% Approaches, 15% and 20% Meets, and 4% and 3% Masters on the Spring 2023 EOCs on all tests, respectively.

Root Cause 3: More instructional supports or interventions need to be in place for Special Education and ESL Students who are not as successful academically as other student groups as seen on local and state assessments.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Math students across all ethnic groups did not meet the state growth goal.

Root Cause 4: Collaborative Learning Community (CLC) structure needed to incorporate more strategic data review/ reteaching/ assessments to capture data on a weekly basis.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Increase the number of African American students in Dual Credit, AP, and Pre-AP courses

Root Cause 5: African students who could be considered for movement into advanced coursework have not been identified. Additionally, African American students who should have been considered never met with counselors or other support personnel for inclusion in DC, AP, and Pre-AP courses.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Historically inconsistent implementation of our campus routines and procedures.

Root Cause 6: Teacher buy-in with regard to campus routines and procedures and their implementation and enforcement of these policies.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Only 49% of parents indicated that were aware of school materials and training to help parents work with their children to improve student achievement in the Spring 2023 Family Engagement Survey.

Root Cause 7: Communication to families is not equitably accessible to all families due to information being presented in languages other than what is spoken in homes.

Problem Statement 7 Areas: Demographics

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: South Garland High School teachers and administrators will ensure that SPED and EB students will increase their meets level performance on the Spring 2025 STAAR English I & II EOCs from 24% and 38% to 40% and 45%, respectively.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: All English I, English II, Reading I and Reading II teachers will participate in focused planning days throughout the school year (subs will be provided).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Greater alignment of instruction to the TEKS Focused writing instruction preparation Increased student performance on Spring 2024 English I and II EOC. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Substitute Teacher Pay - 199 - PIC 24 State Comp Ed Funds - $15,000				

Strategy 2 Details	Reviews			
Strategy 2: Multiple writing camps will be conducted for English I and English II students (EB and SPED included) to prepare students for EOC exams. Teachers will also receive additional training, planning days, and additional classroom resources to prepare students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased writing performances as indicated on the Spring 2023 English I and II EOC's **Staff Responsible for Monitoring:** Administrators, English I and II teachers, English Instructional Coach, Part-Time ELAR support staff. **Title I:** 2.4, 2.6 **Funding Sources:** Personnel/Subs Needed - 199 - PIC 24 State Comp Ed Funds - $4,500				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will receive assistance in the area of coaching from an English Instructional Coach as well as access to formative assessment tools and additional technological and reading resources (Books), and supplies for remediation to provide instructional support to students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved student performance on standardized tests and build teacher capacity **Staff Responsible for Monitoring:** Administrators,1:1Technology Coach, English Instructional Coaches, Teachers. **Title I:** 2.4, 2.6 **Funding Sources:** Books and Materials - 6300 Supplies and Materials- Title I Funds - $3,500				

Strategy 4 Details	Reviews			
Strategy 4: The campus will utilize additional personnel to support the academic needs of EOC English I/II Retesters to achieve their targeted progress measure during Advisory (Titan Time)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: This strategy will improve student performances on STAAR/EOC reading and assist with improving opportunities for student graduation. **Staff Responsible for Monitoring:** Administrators, English Instructional Coach, part-time tutor, IGC Coordinator, MTSS Facilitator, Title I Instructional Aide, and teachers. SPED Teachers **Title I:** 2.4, 2.6 **Funding Sources:** Supplies/Material/Technology - 6100 Payroll- Title I Funds - $40,000				

Strategy 5 Details	Reviews			
Strategy 5: SGHS will offer after-school tutorial/credit recovery sessions for students who have not demonstrated mastery and/passing ELAR TEKS covered within each week of school.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Students will be able to use this time for grade recovery/ credit recovery. Students will also have more 1:1 support from the English Teacher. **Staff Responsible for Monitoring:** RTI facilitator, admin, Title I Instructional Aide, English teachers **Title I:** 2.4, 2.6 **Funding Sources:** Tutoring Time - 199 - PIC 24 State Comp Ed Funds - $8,000				

Strategy 6 Details	Reviews			
Strategy 6: ELAR Teachers will attend multiple Saturday AM/PM Professional Development sessions to develop, model, and implement new ELAR curriculum standards	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Teachers will utilize additional support to enhance students engagement strategies and delivery of the new ELAR standards **Staff Responsible for Monitoring:** ELAR Admin, ELAR Instructional Coach, Principal **Title I:** 2.4, 2.6 **Funding Sources:** Personnel - 199 - PIC 24 State Comp Ed Funds - $2,000				

0% No Progress   100% 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 2: Performance Objective measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 16% to 76% by 2030. (24-25 interim goal = 55%)

High Priority

Evaluation Data Sources: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: SGHS will provide tutorials and small group instruction for EB students during advisory period. (Titan Time)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased achievement of EB students on STAAR EOC's and TELPAS.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, ELAR/EB Administrator, LPAC Facilitator, EB Teachers, EB Instructional Coach **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Supplemental Resources - 199 - PIC 25 Bil../ESL State Allotment Funds - $6,800				

Strategy 2 Details	Reviews			
Strategy 2: Campus will provide training to ALL staff on how to implement, collaborate and communicate supports needed to increase students' TELPAS responses for speaking which is our lowest achievement area of TELPAS	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased achievement of EB students on STAAR EOC's and TELPAS.
    Staff Responsible for Monitoring: Principal, ELAR/EB Administrator, LPAC Facilitator, EB Teachers, EB Instructional Coach
 	
    Title I:
    2.4, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math, Improve low-performing schools
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Funding Sources: Instructional Material/Supplies (Adult Learning) - 199 - PIC 25 Bil../ESL State Allotment Funds - $5,445				

Strategy 3 Details	Reviews			
Strategy 3: Campus will purchase instructional manipulatives and programs to support the individual needs of EB students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased achievement of EB students on STAAR EOC's and TELPAS	**Nov**	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: Principal, ELAR/EB Administrator, LPAC Facilitator, EB Teachers, EB Instructional Coach
 	
    Title I:
    2.4, 2.6
    Funding Sources: Supplies/Material Needed - 199 - PIC 25 Bil../ESL State Allotment Funds - $29,953				

Strategy 4 Details	Reviews			
Strategy 4: SGHS staff will incorporate and emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable EB learners to participate equitably in school.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: EB students will be able to work in collaboration with cooperative groups with peers to increase their writing and speaking skills in all disciplines
    Staff Responsible for Monitoring: Principal, ELAR/EB Administrator, LPAC Facilitator, EB Teachers, EB Instructional Coach
 	
    Title I:
    2.4, 2.6				

Strategy 5 Details	**Reviews**			
Strategy 5: To increase the performance of EB students in language proficiency and content achievement, SGHS will shift from teacher-centered instruction to student-centered instruction by ensuring that students are provided opportunities throughout the day to engage in extended discourse on grade-level content utilizing virtual learning tools.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in performance on state and local assessments. **Staff Responsible for Monitoring:** Principal, ELAR/EB Administrator, LPAC Facilitator, EB Teachers, EB Instructional Coach **Title I:** 2.4, 2.6 **Funding Sources:** Personnel - 199 - PIC 25 Bil../ESL State Allotment Funds - $3,000				

Strategy 6 Details	**Reviews**			
Strategy 6: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to EB students' proficiency levels), and systematic (scaffolding instruction and academic response frames to meet student progress), in developing English language skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase benchmark scores, increase English **Staff Responsible for Monitoring:** Principal, ELAR/EB Administrator, LPAC Facilitator, EB Teachers, EB Instructional Coach **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplies/Material needed - 199 - PIC 25 Bil../ESL State Allotment Funds - $2,500				

0% No Progress   100% 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 3: The percent of students in biology, as measured by Meets Grade Level performance on STAAR Biology EOC, will increase from 41% in 2024 to 50% on the Spring 2025 administration.

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

Strategy 1 Details	Reviews			
Strategy 1: Biology EOC teachers will participate in focused planning opportunities to align instruction to the learning standards.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased alignment of instruction to TEKS
Improved CBA performance
Improved STAAR EOC performance
    Staff Responsible for Monitoring: Administrators, Math/Science Instructional Coach
 	
    Title I:
2.4, 2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Funding Sources: Personnel (Substitutes) - 199 - PIC 24 State Comp Ed Funds - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: The teachers, as part of the Biology team, will utilize the data obtained from these assessment tools during their CLCs to conduct effective collaborative planning, identifying best practices, peer coaching, identifying bubble students and preparing intervention strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased student performance on Biology benchmarks and STAAR Biology EOC
    Staff Responsible for Monitoring: Principal, Science Department Admin, RTI Facilitator, and Biology Teachers
 	
    Title I:
2.4, 2.6
    Funding Sources: Supplies needed - 6300 Supplies and Materials- Title I Funds - $1,500				

Strategy 3 Details		Reviews			
Strategy 3: The campus will utilize additional personnel to support the academic needs of Biology Retesters to achieve their targeted progress measure during Advisory (Titan Time)		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase performance on Biology fall/spring exams by 65% **Staff Responsible for Monitoring:** Principal, Science Department Admin, RTI Facilitator, and Biology Teachers **Title I:** 2.4, 2.6					

Strategy 4 Details		Reviews			
Strategy 4: Teachers will work with Title 1 Intervention Facilitator to monitor and maintain student support processes (SSTs, RTI, failure rate monitoring, credit recovery, etc...)		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Lower failure rates **Staff Responsible for Monitoring:** Principal, Science Department Admin, RTI Facilitator, and Biology Teachers **Title I:** 2.4, 2.6 **Funding Sources:** Supplies needed - 6300 Supplies and Materials- Title I Funds - $5,000					

Strategy 5 Details		Reviews			
Strategy 5: Biology teachers will create lesson plans that include bell ringers, and mini lesson (inclusive of online lab simulations) to pre- teach skills, formative assessment, AVID strategies, and differentiation strategies.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Targeted instruction based off students needs **Staff Responsible for Monitoring:** Principal, Science Department Admin, RTI Facilitator, and Biology Teachers **Funding Sources:** Supplies for paper and other supplements - 6300 Supplies and Materials- Title I Funds - $1,200					

Strategy 6 Details		Reviews			
Strategy 6: Biology teachers will be offered STAAR Prep Biology professional development by Region X during the Fall 2022 and Spring 2023 semesters		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers' knowledge base of the Biology content and new ideas/trends to implement will result in high students achievement on all assessments. **Staff Responsible for Monitoring:** Principal, Science Department Admin, RTI Facilitator, and Biology Teachers **Title I:** 2.4, 2.6 **Funding Sources:** Subs needed - 6100 Payroll- Title I Funds - $2,500					

0% No Progress   100% 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 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on the 2025 STAAR Algebra 1 EOC, will increase from 22% in 2023 to 35%.

High Priority

Evaluation Data Sources: 2025 STAAR Algebra I EOC Scores
CBA Data Analysis
Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Algebra I EOC Teachers will participate in focused instructional planning days throughout the 2023 - 2024 school year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased CBA score performance Greater alignment of instruction to the learning standards Improved STAAR Algebra I EOC performance **Staff Responsible for Monitoring:** Administrators, Math/Science Instructional Coach, Algebra I Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Personnel (Subs) - 199 - PIC 24 State Comp Ed Funds - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will collaborate during CLC to design cohesive, engaging, and interactive lessons and activities in Algebra I to enhance the learning environment. Teachers will measure student performance based on common formative assessments to track student growth and learning during the CLC.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase growth on common formative assessment by ten percent per student **Staff Responsible for Monitoring:** Principal, Math Department Admin, RTI Facilitator, and Algebra Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: The campus will purchase DESMOS calculating software to replace the use of calculators. The function will be available to all students by placing the feature onto their Chromebook	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase growth on common formative assessment by ten percent. **Staff Responsible for Monitoring:** Principal, Math Department Admin, RTI Facilitator, and Algebra Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Desmos Software Licensing - 199 - PIC 24 State Comp Ed Funds - 3500				

Strategy 4 Details	Reviews			
Strategy 4: Algebra I teachers will create lesson plans that include bell ringers, and mini lesson (inclusive of online lab simulations) to pre- teach skills, formative assessment, AVID strategies, and differentiation strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Targeted instruction based off students needs **Staff Responsible for Monitoring:** Principal, Math Department Admin, RTI Facilitator, and Algebra Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

0% No Progress   100% 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 5: The percent of students in US History, as measured by Meets Grade Level performance on STAAR US History EOC, will increase from 44% to 60% on the Spring 2024 administration.

High Priority

Evaluation Data Sources: STAAR/EOC data, Common Assessments, and PDOL's

Strategy 1 Details	Reviews			
Strategy 1: US History EOC Teachers will participate in focused instructional planning days throughout the 2024 - 2025 school year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased CBA performance Greater alignment of instruction to the learning standards Improved performance on the US History EOC **Staff Responsible for Monitoring:** Administrators, US History Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Personnel (Substitutes) - 199 - PIC 24 State Comp Ed Funds - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive access to formative assessment tools, supplies and additional technology resources to provide instructional support to students as well as planning days for data dives and instructional planning	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Targeted instruction based off students needs, lower failure rates, students meeting Targeted measure. **Staff Responsible for Monitoring:** Principal, History Department Admin, RTI Facilitator, and USH Teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will collaborate during CLC to design cohesive, engaging, and interactive lessons and activities in Algebra I to enhance the learning environment. Teachers will measure student performance based on common formative assessments to track student growth and learning during the CLC.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase growth on common formative assessment by ten percent per student **Staff Responsible for Monitoring:** Principal, History Department Admin, RTI Facilitator, and USH Teachers **Title I:** 2.4, 2.6				

0% No Progress   100% 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 6: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing will increase from 52% in 2020 to 70% in by 2025 and SAT School Day Mathematics will increase from 28% in 2021 to 50% by 2025. (SY22-23 EBRW interim goal = 55%; math interim goal = 52%)

**Evaluation Data Sources:** College Board's SAT district summary report

Strategy 1 Details	Reviews			
Strategy 1: An ELAR teacher and a math teacher will conduct SAT Boot Camp (using Princeton Review materials) once a week throughout the Fall semester. Students with greatest opportunity to be successful as defined by EOC performance and DC/AP/Pre-AP placement will be targeted first.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased passing rates amongst test takers; increased college readiness. **Staff Responsible for Monitoring:** CCMR Administrator, CCMR Counselor, Advanced Academics **Title I:** 2.4, 2.6 **Funding Sources:** Tutorials - 6100 Payroll- Title I Funds - $7,500, Supplies/Material needed - 6300 Supplies and Materials- Title I Funds - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Teachers, across all disciplines, will implement a variety of best practices and instructional strategies to improve student learning. Materials associated with high leverage strategies will be identified and purchased to support classroom instructional practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Reflection of best practices in lesson plans. **Staff Responsible for Monitoring:** CCMR Administrator, CCMR Counselor, Advanced Academics **Title I:** 2.4, 2.6 **Funding Sources:** Material needed - 6300 Supplies and Materials- Title I Funds - $1,000				

0% No Progress   100% 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 7: Percent of students earning qualifying criterion score on AP exams will increase from 38.3% in 2021 to 45.0% by 2025 while maintaining high levels of student participation and number of exams administered. (SY22-23 interim goal = 40.5%)

Evaluation Data Sources: College Board's AP district summary report

Strategy 1 Details				Reviews			
Strategy 1: Campus will ensure all teachers of AP courses are up to date on college board requirements for course syllabus submission, professional development hours, and instructional practices throughout the school year.				**Formative**			**Summative**
				Nov	Feb	Apr	June
Strategy's Expected Result/Impact: All AP course syllabi approved by September 1st 2023. Schedule to ensure regular attendance of AP teachers to summer institute and staff developments. **Staff Responsible for Monitoring:** Administrators, AP Teachers, Advanced Academics **Title I:** 2.4, 2.6 **Funding Sources:** Material needed - 6300 Supplies and Materials- Title I Funds - $1,500							

Strategy 2 Details				Reviews			
Strategy 2: Campus will implement coaching and support for AP teachers with the development and assignment of AP mentors, inclusion of AP Professional Learning Opportunities scheduled monthly, and regular feedback on instructional practices from campus walk-throughs and observations of AP classrooms. Teachers will be provided resources to support the AP models.				**Formative**			**Summative**
				Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased instructional feedback and support for AP teachers resulting in improved students achievement in AP classes and increases in scores on AP exams. **Staff Responsible for Monitoring:** AP Administrator, AP Teachers, Advanced Academics **Title I:** 2.4, 2.6							

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize the Instructional Planning Report to design lessons to target the lowest scoring category.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved percentage of qualifying AP test **Staff Responsible for Monitoring:** AP Administrator, AP Teachers, Advanced Academics **Title I:** 2.4, 2.6	**Nov**	**Feb**	**Apr**	**June**

0% No Progress   100% 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 8: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 48.4% in 2019 to 35% by 2025. (SY 24-25 interim goal = 35.0%)

High Priority

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
Strategy 1: Administrative staff will communicate established system for documenting classroom incidents and school wide behaviors (Review 360) using the Restorative Discipline/PBIS Model during monthly staff developments	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decreased office referrals/exclusionary placements **Staff Responsible for Monitoring:** Behavior Interventionist, Admin, RTI Facilitator, Counselors, PBIS **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
Strategy 2: The campus will implement the use of after school academic programs to decrease the percentage of exclusionary consequences. Friday Night Lights and Saturday School sessions will be beneficial to our scholars both academically and behaviorally. Scholars who are assigned to the FNL session or Saturday School will have an opportunity to regain Loss of Credit due to Attendance, make up missing assignments, work on current assignments, or enrichment assignments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in the number of exclusionary consequences and increase academic progress among all student groups./ Offer alternative measures to address discipline **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors, ISS teacher, MTSS Facilitator, Behavior Interventionists **Funding Sources:** After-school programming - 6100 Payroll- Title I Funds - $10,000, Supplies needed - 6300 Supplies and Materials- Title I Funds - $1,500				

Strategy 3 Details	Reviews			
Strategy 3: Through the advancement and second year implementation of the Positive Behavior and Intervention Supports model, SGHS will be able to decrease discipline referrals by 60%. Members from our PBIS will coordinate, provide, and invite other staff members to join after school supports in preparing lessons and tutoring students who are struggling academically. These service will be provided Monday-Thursdays from 3-7pm and on selected Saturdays from 8am-12noon.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in the number of exclusionary consequences among all student groups. by 50% and an increase in academic progress. **Staff Responsible for Monitoring:** Administrators, PBIS committee, RTI Facilitator, Behavior Interventionist, teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Tutorials - 6100 Payroll- Title I Funds - $10,000				

Strategy 4 Details	Reviews			
Strategy 4: The campus will utilize tools and resources (E-Hall Pass) to mitigate attendance and tardy issues that impact student behavior consequences.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in discipline referrals for hallway behaviors Increased Classroom Time **Staff Responsible for Monitoring:** Teachers, Administrators, Behavior Coaches, MTSS Facilitator **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Software, Behavior Support Programs (Technology) - 199 - PIC 24 State Comp Ed Funds - $6,000				

0% No Progress   100% 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 97.4% in 2024 to 98.2% in 2025 as measured by 4-year graduation rates and 89% in 2024 to 92% in 2025 as measure by the percentage of students meeting College, Career, and Military Ready standards.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide a comprehensive program (The SGHS Extended Learning Program) based on attendance and academics to monitor graduation progress. The support will include regular meetings with teachers and parents to discuss requirements for graduation.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase 12th grade graduation rate and early identification of students in need of intervention for graduation.				
Staff Responsible for Monitoring: 9th-12th Grade Administrator, RTI Facilitator, At-risk Administrator, 9th- 12th Grade Counselors, 9th-12th Grade Teachers, IGC Team				
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Funding Sources: Tutorials - 6100 Payroll- Title I Funds - $10,000, EOC Support Materials (Software) - 199 - Magnet Funds - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: The school will use the PSAT school day, and GO Center (throughout the 2024-2025 school year)to facilitate/ assist seniors (and families) with the completion of FAFSA/TAFSA..	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased graduation rates/DCP rates				
Staff Responsible for Monitoring: Counselors, principal, 12th grade administrator				
Title I: 2.5 **- TEA Priorities:** Connect high school to career and college				

Strategy 3 Details	Reviews			
Strategy 3: Students will have multiple opportunities to take the TSI-A on campus, within the school day, throughout the school year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased CCMR percentages **Staff Responsible for Monitoring:** CCMR Administrator, counselors, CCMR Ambassadors, Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Personnel for Testing - 6100 Payroll- Title I Funds - $5,560				

Strategy 4 Details	Reviews			
Strategy 4: SPED classroom learning environments will be modified to meet the specialized learning needs of the students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: An improved environment will result in improved student learning and performance. **Staff Responsible for Monitoring:** Administrators SPED Teaches **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Furniture Upgrade for Classrooms - 199 - PIC 23 SPED State Allotment Funds - $8,321				

Strategy 5 Details	Reviews			
Strategy 5: Students will receive mental wellness support for increasing grit and resilience. Students who have failed STAAR for three or more years in the same subject will be targeted.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be able to realign their thinking and increased student performance should be the result. **Staff Responsible for Monitoring:** Administrators Behavior Coaches EOC Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Software, Supplies and Materials - 6300 Supplies and Materials- Title I Funds - $53,983				

0% No Progress   100% 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.
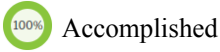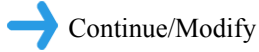
Performance Objective 10: Percent of students participating in coursework in preparation for college and/or careers, will increase from 66.1% to 95.4% by 2025 as measured by number of students annually enrolled in AP/IB, dual credit, and CTE high school coursework along with students passing one or both sections of TSI (math and ELAR).

High Priority

Evaluation Data Sources: Annual Skyward course enrollment files; combination of course type and course ID (CTE begins with "8"); grades 9-12

Strategy 1 Details	Reviews			
Strategy 1: The campus will utilize TSI-A boot camps and TSI-preparation software to prepare students for post-secondary exams, e.g. SAT/ACT, AP, TSI-A, etc. This will happen during the advisory period. CCMR Ambassadors will offer tutoring after school, by appointment. TSI-A/ SAT testing will be offered during the instructional day to increase participation.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is that all student groups will meet/exceed the annual targets through 2025. Annual target for class of 2025 - 77%-80.4% by Spring 2023; class of 2024 - 70 - 75 % met by Spring 2023; class of 2025 - 60% by Spring 2023 **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers - CTE, Teachers - Academic, CCMR Ambassadors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Personnel - 6100 Payroll- Title I Funds - $4,000, Supplies needed - 6300 Supplies and Materials- Title I Funds - $2,000, Progress Learning Software Package - 6300 Supplies and Materials- Title I Funds - $15,000				

Strategy 2 Details	Reviews			

Strategy 2: Counselors and administrators will identify courses that can be offered to provide new certification paths for students, verify campus and teacher requirements needed to obtain campus certifications status and promote and recruit students for courses that will lead to industry certifications. School will provide alternative courses which will allow students to attain certification.
 	
    Strategy's Expected Result/Impact: Increase in the number of industry certifications offered on campus and an increase in students earning industry certifications and students applying for FASFA/TASFA and college enrollment.
 	
    Staff Responsible for Monitoring: Master Schedule Administrator, CTE Campus Department Leads, Grade Level Cohort Committee members
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Connect high school to career and college
	Formative			Summative

	Nov	**Feb**	**Apr**	**June**

0% No Progress   100% 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 11: Increase parental involvement and students and parental knowledge of campus policies, campus procedures and initiatives, and resources available to improve academic performance and prepare for college and career readiness.

High Priority

Evaluation Data Sources: Parent Surveys, PTSA participation and surveys

Strategy 1 Details	Reviews			
Strategy 1: The campus will increase parental communication of campus EOC initiatives, policies and procedures, security, and learning opportunities available to students via newsletters, social media, call outs, email, and paper-based flyers in at least two languages (English and Spanish).	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased parental awareness of campus initiatives and systems for all families and especially families speaking languages other than English **Staff Responsible for Monitoring:** Administrators, Campus CIT, Counselors, Department Leaders, Title I Parent Facilitator **Title I:** 4.1, 4.2 **Funding Sources:** Personnel - 6100 Payroll- Title I Funds - $2,000, Supplies needed - 6300 Supplies and Materials- Title I Funds - $1,500				

Strategy 2 Details	Reviews			
Strategy 2: Campus will host FASFA/TASFA and Dallas Promise family nights with trained staff starting in October 2022 through March 2023 to assist parents with the college enrollment process, and financial aid process. Campus will provide an on-site College Advisor to assist students and parents with college paperwork, financial aide and scholarships.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in the percentage of students who complete their FASFA/TASFA and college applications by February 2023 (80% completed) By May 2022 (100% completed) **Staff Responsible for Monitoring:** Counselors, College Advisor, CCMR principal, 12 grade Admin. **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **Funding Sources:** Personnel - 6100 Payroll- Title I Funds - $1,500, Supplies - 6300 Supplies and Materials- Title I Funds - $2,000, PD - 6100 Parent Inv. Payroll T1 - $2,229				

Strategy 3 Details	Reviews			
Strategy 3: Parents will have opportunities to learn about school performance data, state academic standards, current levels of student achievement, and strategies for supporting student learning at home.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness, parental engagement, and support to extended learning opportunities for students while at home. **Staff Responsible for Monitoring:** RTI Facilitator, Counselors, Administrators, Title I Parent Facilitator **Title I:** 4.1, 4.2	**Nov**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: SGHS will purchase Talking Point. Talking Points is an interactive tool used to communicate with families in their home languages to build strong partnerships all year long.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness, parental engagement, and support to extended learning opportunities for students while at home. **Staff Responsible for Monitoring:** RTI Facilitator, Counselors, Administrators, Title I Parent Facilitator **Title I:** 4.1, 4.2 **Funding Sources:** Supplies - 6300 Supplies and Materials- Title I Funds - $7,000	**Nov**	**Feb**	**Apr**	**June**

0% No Progress   100% 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 12: SGHS will provide all students with additional core academic tutoring to focus on individual student needs to ensure each student is meeting his/her targeted progression measure for STAAR/EOC, HS credit and graduation requirements with 85% students becoming academically success by April 2025.

High Priority

Evaluation Data Sources: Progress reports and Report cards
CBA data
Teacher input
Informal assessment (PDOL)

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided an opportunity for tutorial services through the "SGHS Extended Day Tutorials" to support students' deficits in mastery of Student Learning Expectations (SE's), credit recovery, and achieving academic graduation requirements. Students will receive invitations and communications will be confirmed with parents to ensure attendance.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 85% of our students will meet passing requirements needed for promoting to the next grade level by May 2024 **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Coaches, and MTSS Facilitator **Title I:** 2.4, 2.6 **Funding Sources:** Personnel - 6100 Payroll- Title I Funds - $25,000				

Strategy 2 Details	Reviews			
Strategy 2: SGHS will provide tutorials and small group instruction for all students during the instructional day by utilizing extra ELAR Support Staff.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 85% of our students will meet passing requirements needed for promoting to the next grade level by May 2024 **Staff Responsible for Monitoring:** ELAR Administrator, ELAR Instructional Coach, Principal **Title I:** 2.4, 2.6 **Funding Sources:** - 199 - PIC 24 State Comp Ed Funds - $13,860, - 6100 Payroll- Title I Funds - $6,140				

Strategy 3 Details	Reviews			
Strategy 3: Students will be provided an opportunity for credit and grade recovery during 11th hour. Students will receive invitations and communications will be confirmed with parents to ensure attendance.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 85% of our students will meet passing requirements needed for promoting to the next grade level by May 2024 **Staff Responsible for Monitoring:** SGHS Admin, MTSS Facilitator, Counselors **Title I:** 2.4, 2.6 **Funding Sources:** Personnel (distribution of supplies/materials) - 6100 Payroll- Title I Funds - $8,571				

Strategy 4 Details	Reviews			
Strategy 4: The campus will acquire academic support software for students who are preparing for STAAR EOC assessments and retests.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: There will be an increase the percentage of students meeting passing standards for EOC. **Staff Responsible for Monitoring:** Administrators Instructional Coaches EOC Teachers Remediation Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** EOC Software - 6300 Supplies and Materials- Title I Funds - $5,000				

0% No Progress   100% 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 13: SGHS will seek to provide timely communication and information regarding programming and educational opportunities to families in order to more effectively engage our stakeholders.

> **High Priority**
>
> **Evaluation Data Sources:** Sign-In Sheets
> Meeting/Informational Agendas
> "Marketing Artifacts"

Strategy 1 Details	Reviews			
Strategy 1: Provide TELPAS for Parents workshops to increase the knowledge, skills and capabilities of emergent bilingual families so that they can better support their students at home.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased engagement from families Greater awareness of benefits of TELPAS data Increased student achievement **Staff Responsible for Monitoring:** LPAC Chair Administrators **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details		Reviews		
Strategy 2: Provide PD opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide PD opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families. **Strategy's Expected Result/Impact:** Improved communication and connection between the school and its stakeholders **Staff Responsible for Monitoring:** Administrators Teachers **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
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 compact will be made available at no cost. **Strategy's Expected Result/Impact:** Mutual agreement for all stakeholders regarding policy **Staff Responsible for Monitoring:** Administrators Parent Volunteers **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Develop jointly with, and distribute to parents, a written 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.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved understanding of the Title I programming and purpose **Staff Responsible for Monitoring:** Administrators Parent Volunteers **Title I:** 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Host Parent-Teacher Conference Nights each semester to support family engagements with the campus (October 24, 2024 and February 12, 2025). Host quarterly senior parents meetings to keep families informed of graduation activities and tasks.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: This will allow for families to visit with teachers and ask questions regarding individual student performance. **Staff Responsible for Monitoring:** Administrators Counselors Teachers Paraprofessional Support **Title I:** 2.4, 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 6100 Payroll- Title I Funds - $5,000				

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

Goal 2: Magnet Funding Justification

Performance Objective 1: ECHS and P-Tech programs will increase student achievement by providing rigorous learning opportunities and curriculum that meets students needs for achieving exemplary and post-secondary performance.

    Evaluation Data Sources: EOC/SAT/ TSI Data

Strategy 1 Details		Reviews			
Strategy 1: The campus will hold at least one parent meeting a semester to discuss data and student success strategies.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student success in college-based courses.		**Nov**	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: Administrators, Magnet Advisor, Teachers, ECHS/P-TECH Counselors
 	
    Title I:
    2.4, 2.5, 2.6
    Funding Sources: Personnel - 6100 Payroll- Title I Funds - $5,000, Material needed - 199 - Magnet Funds - $5,000					

Strategy 2 Details		Reviews			
Strategy 2: The ECHS Staff will provide all ECHS and P-TECH students with additional TSIA tutoring during advisory (once a week), after school (5 times before retaking), and/or during intersession to focus on individual student needs to ensure successful completion of college enrollment requirements for both Writing/ Reading and Math TSIA exams. Students who have not passed the Writing/Reading TSIA by the end of their Sophomore year will attend Summer Intersession for specialized tutorials and testing opportunities.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased number of students successfully completing TSI testing.
    Staff Responsible for Monitoring: Administrators, Magnet Advisor, Teachers, ECHS/P-TECH Counselors
 	
    Title I:
    2.4, 2.6					

Strategy 3 Details		Reviews		
Strategy 3: The ECHS Staff will provide all ECHS and P-TECH students with instructional technology and resources that will enhance program success.		**Formative**		**Summative**
		Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The ECHS Staff will provide all ECHS and P-TECH students with instructional technology and resources that will enhance program success. **Strategy's Expected Result/Impact:** 50% of the student of each student cohort will meet college readiness criteria by the end of their 11th grade year. **Staff Responsible for Monitoring:** Administrators, Magnet Advisor, Teachers, ECHS/P-TECH Counselors **Title I:** 2.4, 2.6 **Funding Sources:** Supplies - 199 - Magnet Funds - $70,000, Conferences, Travel - 199 - Magnet Funds - $20,000	**Formative**			**Summative**
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: The campus will send staff to AVID Summer Institute to assist in changing the way teachers approach their work by arming them with effective strategies that emphasize organization, collaboration, writing and inquiry. **Strategy's Expected Result/Impact:** writing proficiency will increase Progress in academic performances overall **Staff Responsible for Monitoring:** AVID coordinator, ECHS Principal, teachers **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Professional Development, Registration - 6300 Supplies and Materials- Title I Funds - $7,512	Nov	Feb	Apr	June

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All English I, English II, Reading I and Reading II teachers will participate in focused planning days throughout the school year (subs will be provided).

Title I Personnel

Name	Position	Program	FTE
Albert Cager	Behavior Intervention Specialist	Title I, Part A	1.0
Juana Espinoza	Parent Involvement Aide Title I	Title I, Part A	1.0
Matthew Clarke	Instructional Coach Title I	Title I, Part A	1.0
Michelle Carson	Intervention Facilitator	Title I, Part A	1.0
Mirna Cervantes	Behavior Interventionist Specialist	Title I, Part A	1.0
Sarah Ballinger Rodriguez	Instructional Coach Title I	Title I, Part A	1.0
Vacant	Title I Instructional Aide	Title I, Part A	1.0
Yesenia Almendarez	Parent Involvement Aide Title I	Title I, Part A	1.0

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Melissa Ramirez	AVID Coordinator
Parent	Brandi Bay	PTSA Vice President
Parent	Christian Allen	PTSA President
Classroom Teacher	Robin Mote	Teacher
Business Representative	Christopher Rangel	GM of Home Depot
Student	Nathan Alfaro	Student
Community Representative	Lidia Garcia	General Manager of McDonald's
Classroom Teacher	Joseph Gonzalez	CTE Department Chair
Student	A'Layla Jackson	Student
Non-classroom Professional	Jolynn Cash	Magnet Advisor
Classroom Teacher	Gregory Firch	Math Teacher
Classroom Teacher	Lynda Serna	ESL Department Chair
Classroom Teacher	Roy Marchant	Science Department Chair
Non-classroom Professional	Brian Torres	Testing Coordinator
Paraprofessional	Rosy Lopez	Principal Secretary
Administrator	Roman Alexander	At Risk Administrator
District-level Professional	Jonathan Armstrong	Coordinator - Family and Community Engagement

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	4	Furniture Upgrade for Classrooms		$8,321.00
				Sub-Total	$8,321.00
				Budgeted Fund Source Amount	$8,321.00
				+/- Difference	$0.00

199 - PIC 24 State Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitute Teacher Pay		$15,000.00
1	1	2	Personnel/Subs Needed		$4,500.00
1	1	5	Tutoring Time		$8,000.00
1	1	6	Personnel		$2,000.00
1	3	1	Personnel (Substitutes)		$2,000.00
1	4	1	Personnel (Subs)		$2,500.00
1	4	3	Desmos Software Licensing	3500	$0.00
1	5	1	Personnel (Substitutes)		$2,000.00
1	8	4	Software, Behavior Support Programs (Technology)		$6,000.00
1	12	2			$13,860.00
				Sub-Total	$55,860.00
				Budgeted Fund Source Amount	$55,860.00
				+/- Difference	$0.00

199 - PIC 25 Bil../ESL State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplemental Resources		$6,800.00
1	2	2	Instructional Material/Supplies (Adult Learning)		$5,445.00
1	2	3	Supplies/Material Needed		$29,953.00
1	2	5	Personnel		$3,000.00
1	2	6	Supplies/Material needed		$2,500.00

199 - PIC 25 Bil../ESL State Allotment Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$47,698.00
				Budgeted Fund Source Amount	$47,698.00
				+/- Difference	$0.00

199 - Magnet Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	EOC Support Materials (Software)		$5,000.00
2	1	1	Material needed		$5,000.00
2	1	3	Conferences, Travel		$20,000.00
2	1	3	Supplies		$70,000.00
				Sub-Total	$100,000.00
				Budgeted Fund Source Amount	$100,000.00
				+/- Difference	$0.00

6100 Payroll- Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies/Material/Technology		$40,000.00
1	3	6	Subs needed		$2,500.00
1	6	1	Tutorials		$7,500.00
1	8	2	After-school programming		$10,000.00
1	8	3	Tutorials		$10,000.00
1	9	1	Tutorials		$10,000.00
1	9	3	Personnel for Testing		$5,560.00
1	10	1	Personnel		$4,000.00
1	11	1	Personnel		$2,000.00
1	11	2	Personnel		$1,500.00
1	12	1	Personnel		$25,000.00
1	12	2			$6,140.00
1	12	3	Personnel (distribution of supplies/materials)		$8,571.00
1	13	5			$5,000.00
2	1	1	Personnel		$5,000.00
				Sub-Total	$142,771.00

			6100 Payroll- Title I Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$142,771.00
				+/- Difference	$0.00
			6100 Parent Inv. Payroll T1		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	2	PD		$2,229.00
				Sub-Total	$2,229.00
				Budgeted Fund Source Amount	$2,229.00
				+/- Difference	$0.00
			6300 Supplies and Materials- Title I Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Books and Materials		$3,500.00
1	3	2	Supplies needed		$1,500.00
1	3	4	Supplies needed		$5,000.00
1	3	5	Supplies for paper and other supplements		$1,200.00
1	6	1	Supplies/Material needed		$1,000.00
1	6	2	Material needed		$1,000.00
1	7	1	Material needed		$1,500.00
1	8	2	Supplies needed		$1,500.00
1	9	5	Software, Supplies and Materials		$53,983.00
1	10	1	Supplies needed		$2,000.00
1	10	1	Progress Learning Software Package		$15,000.00
1	11	1	Supplies needed		$1,500.00
1	11	2	Supplies		$2,000.00
1	11	4	Supplies		$7,000.00
1	12	4	EOC Software		$5,000.00
2	1	4	Professional Development, Registration		$7,512.00
				Sub-Total	$110,195.00
				Budgeted Fund Source Amount	$110,195.00
				+/- Difference	$0.00
				Grand Total Budgeted	$467,074.00

6300 Supplies and Materials- Title I Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Spent	$467,074.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024