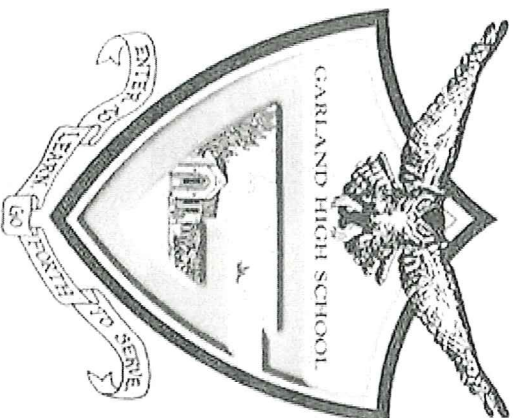


Garland Independent School District Garland High School

2020-2021 Campus Improvement Plan



Board Approval Date: October 27, 2020
Public Presentation Date: September 30, 2020

Mission Statement

Garland High School students will graduate as lifelong learners and continue to contribute to society and our community-knowing that as they enter to learn, they will go forth to serve.

Vision

Garland High School seeks to best serve its population and surrounding community via continual and consistent implementation of the school's mission and values to ensure on-going student growth and contribution to the community.

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Comprehensive Needs Assessment

Revised/Approved: October 2, 2020

Demographics

Demographics Summary

Due to the impact of the COVID-19 pandemic (in the Spring of 2020) on instructional formats and data attainment processes, some 2018-2019 data was utilized in association with the campus needs assessments and development of the 2020-2021 campus improvement plan, in addition to any available 2019-2020 data.

Based upon the TSIDS PEIMS student data report, 12/2019, campus enrollment is over 2300 students including the following demographic percentages of ethnicities and special programs:

64% Hispanic

12.5% Black/African American

12.5% White

8% Asian

2% Two or More

Special Programs:

21.65% ESL

25.47% GT

8.58% Special Education

74.14% CATE

63.92%- Eco Dis

Demographics Strengths

GHS is a diverse campus with all populations reflected with special programs.

GT- 34% Hispanic, 27% White, 24% Asian, 9% African American

CATE- 70% Hispanic, 11% White, 10.5% African American, 6% Asian

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For the 2018-2019 school year, the Hispanic student group attendance rate was 92% (GISD 94.1%). **Root Cause:** Teacher/student rapport, family/student connection to campus

Problem Statement 2: 2018-2019 Exclusionary discipline disproportionality rate for African American student group is 11.7 **Root Cause:** Calculations result from repeat offenses from same small group of students and involve mandatory placement consequences

Student Learning

Student Learning Summary

Due to the impact of the COVID-19 pandemic (in the Spring of 2020) on instructional formats and data attainment processes, 2018-2019 data was utilized in association with the campus needs assessments and development of the 2020-2021 campus improvement plan.

For the 2018-2019 School year, GHS earned a letter grade of B (84), and 3% increase from the previous year. Associated with this rating were 5 distinction designations, an 81% CCMR rating for 2019 seniors, and over 20 million dollars in scholarships offered to class of 2020.

Student Learning Strengths

For the 2018-2019 school year, GHS demonstrated the following positive academic results (strengths):

All 5 EOC subjects increased "Meets and Masters" percentages from Spring 2018 to Spring 2019 (2-17%)

*** Algebra I--- Increased Meets (15%) and Masters (17%)***

*** ELL students-- Increased in Approaches (6-16%) in all 5 EOC subjects***

SPED students-- Increased in Approaches (8-12%) in English I, Algebra I and US History

AP Subject Scores above TX Mean Score:

- AP Biology
- AP French
- AP Spanish Literature
- AP Studio Art: 3D Design Portfolio

AP Subject Scores above both TX and Global Mean Scores:

- AP Calculus BC
- AP Comp Sci A
- AP Comp Sci Principles

- AP Environmental Science
- AP Music Theory

IB:

- 647 exams taken by 194 students (31 different exams)
- 51% of IB subject exams scored higher than the world average
- 69% of students scored a 4 or higher on all exams taken (447 out of 647 exams)
- 93 % of full diploma candidates passed their Extended Essay requirement
- 96% of full diploma candidates completed their Creativity, Activity and Service Project
- 75% of full diploma candidates were awarded the IB diploma

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 46% of the 9th grade Hispanic student group achieved meets standard on 2019 English I EOC. **Root Cause:** Consistent implementation of best practice pedagogy inclusive of sheltered instruction supports and cultural awareness (training).

Problem Statement 2: On the 2019 English I EOC, 16% of 9th grade SPED students achieved meets standard. **Root Cause:** Consistent implementation of best practice pedagogy inclusive of sheltered instruction supports and cultural awareness (training).

Problem Statement 3 (Prioritized): 4% of SPED and 10% of ELL student groups achieved meets grade level standard on the 2019 English 2 EOC. **Root Cause:** Consistent implementation of best practice pedagogy inclusive of sheltered instruction supports and cultural awareness (training).

Problem Statement 4: 2019 English I EOC results indicate 48% of the black student group achieved meets standard. **Root Cause:** Consistent implementation of best practice pedagogy inclusive of sheltered instruction supports and cultural awareness (training)

Problem Statement 5: 47% of the Black student population scored at the Meets Grade Level on the Spring 2019 English II EOC test. **Root Cause:** Consistent implementation of best practice pedagogy inclusive of sheltered instruction supports and cultural awareness (training)

School Processes & Programs

School Processes & Programs Summary

Due to the impact of the COVID-19 pandemic (in the Spring of 2020) on instructional formats and data attainment processes, 2018-2019 data was utilized in association with the campus needs assessments and development of the 2020-2021 campus improvement plan.

GHS offers a multitude of programs/course for our students and community: AVID, AP, DC, IB, MYP, ELL, SPED, CATE, VAPA, and PTECH. Students have opportunities to earn college credits, associates degrees, industry certifications, internships, etc...

Professional Learning Communities are integral in facilitating instructional best practices, professional development and analyzing student data. Teachers in turn use this data to drive their instructional decisions. TEKS, AP/IB/DC/CCMR and EOC Readiness. Monitoring and evaluating the curriculum to meet the unique needs of all students will rely heavily on data from both formal and informal assessments, MAP screenings, benchmark assessments (CBA), EOC, etc.. Teachers will continue to facilitate the use of Eduphoria for benchmark assessments throughout the school year to ensure alignment of learning objectives.

School Processes & Programs Strengths

Class of 2019 CCMR%=81% (TEA standard 60%=A for accountability purposes).

EOC/PTECH PLC times are built into the school day and occur on a weekly basis. All PLC's have assigned lead teachers to facilitate and supervising administrator attends and support the PLC process.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 3: 21.4% of 11th grade economically disadvantaged students met the EBRW and Math benchmark on 11th grade 2019 SAT. **Root Cause:** Insufficient classroom preparation on content and importance of SAT test.

Perceptions

Perceptions Summary

Due to the impact of the COVID-19 pandemic (in the Spring of 2020) on instructional formats and data attainment processes, some 2018-2019 data was utilized in association with the campus needs assessments and development of the 2020-2021

GHS strive to consistently communicate and serve all stakeholders, therefore our goal is to promote and sustain a positive school climate which nurtures a strong parent/teacher/student partnership and enhances the consistency and quality of communication. In order to meet this goal, GHS will continue to focus on increasing parent involvement for the 2020-2021 school year. Through the strong leadership of our PTA, and various booster club organizations, GHS experienced significant parental involvement in the 2018-2019 school year. We have fostered family and community involvement by hosting numerous parent informational sessions. Parents continue to stay informed about campus activities or student information by contacting their school counselors' office, accessing the campus website (containing weekly updates), SKYWARD, and scheduling conferences. Our teachers and staff will continue to utilize Canvas, Skyward and Google Meets as well as other forms of technology to keep the parents informed of their child's progress and other pertinent information. The leadership team will also take steps to communicate with all stakeholders in a predictable way. The use of call-outs/e-mails, via Sky/let, will occur to remind parents of upcoming events, progress report, report cards, etc. A principal's weekly update will be placed online for our stakeholders to view. Our website will be consistently updated so that our GHS stakeholders can access information easily through technology.

Perceptions Strengths

Based upon the results of the 2018-2019 GHS Family Engagement survey:

91.6 percent of parents indicated they believe teachers encourage their child to do their best.

91.0 percent of parents indicated teachers are willing to provide their child help before and after school.

Based upon the results of the 2019-2020 GHS Family Engagement survey:

96.4 percent of parents indicated teachers are willing to provide their child help before and after school.

80.4 % of surveyed parents indicated that the school provides materials and training for parents to work with their children to improve student achievement. (Up 10% from previous year)

91.3% of surveyed parents indicated that parents are encouraged to be involved in activities at Garland High School.

Based upon the 2018-2019 School Leadership Survey:

93.1 of staff/faculty indicates the principal facilitates a positive school climate.

2018-2019 Student Management incidents resulting in exclusionary consequences were at 39.5% (4.6% below district average, and exceeded campus goal by 6% for 2018-2019).

Problem Statements Identifying Perceptions Needs

Problem Statement 2: 2018-2019 Exclusionary discipline dis-proportionality rate for African American student group is 11.7 **Root Cause:** Calculations result from repeat offences from same small group of students and involve mandatory placement consequences

Problem Statement 4: Based upon the 2019-2020 family engagement survey, 80.4 % of surveyed parents indicated that the school provides materials and training for parents to work with their children to improve student achievement. **Root Cause:** Logistics of planning training that coincides with family schedules and/or availability

Priority Problem Statements

Problem Statement 1: For the 2018-2019 school year, the Hispanic student group attendance rate was 92% (GISD 94.1%).

Root Cause 1: Teacher/student rapport, family/student connection to campus

Problem Statement 1 Areas: Demographics

Problem Statement 2: 46% of the 9th grade Hispanic student group achieved meets standard on 2019 English I EOC.

Root Cause 2: Consistent implementation of best practice pedagogy inclusive of sheltered instruction supports and cultural awareness (training).

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 4% of SPED and 10% of ELL student groups achieved meets grade level standard on the 2019 English 2 EOC.

Root Cause 3: Consistent implementation of best practice pedagogy inclusive of sheltered instruction supports and cultural awareness (training).

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- At-Risk population, including performance, discipline, attendance, and mobility
- Response to Intervention (Rti) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 14, 2020

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 literacy as measured by Meets Grade Level performance on EOC English I and English II, will increase from 59% and 58% respectively in 2019, to 90% by 2025. (SY 20-21 interim goal = 64% (E1 and E2)).

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: 1) Administrators and teachers will ensure that each EL (English Learner) is provided with linguistic and instructional accommodations as determined by the LPAC. Strategy's Expected Result/Impact: Increase benchmark scores, increase English 1 and 2 EOC scores, increase TELPAS scores. Staff Responsible for Monitoring: LPAC administrator Administrators Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Reviews			
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<p>Strategy 2: 2) Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction and academic response frames to meet student progress), in developing English language skills.</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores, increase English 1 and 2 EOC scores, increase TELPAS scores</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: ESL Classroom/Instructional Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,788, Copier, Sub Pay, tutorials - 199 - PIC 24 State Comp Ed Funds - \$36,285, training for core teachers of ELLs - 199 - PIC 25 Bil./ESL State Allotment Funds - \$19,000</p>	<table><tr><th colspan="4">Reviews</th></tr><tr><th colspan="3">Formative</th><th>Summative</th></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td></tr><tr><td>5%</td><td></td><td></td><td></td></tr></table>				Reviews				Formative			Summative	Nov	Feb	Apr	June	5%							
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	<p>Strategy 3: TEA Priorities</p> <p>Build a foundation of reading and math.</p> <p>3) Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities.</p> <p>Strategy's Expected Result/Impact: Targeted instruction based off students needs.</p> <p>Increase benchmark scores</p> <p>Increase English 1 and 2 EOC scores.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I Intervention Facilitator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p>				<table><tr><th colspan="4">Reviews</th></tr><tr><th colspan="3">Formative</th><th>Summative</th></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td></tr><tr><td>5%</td><td></td><td></td><td></td></tr></table>				Reviews				Formative			Summative	Nov	Feb	Apr	June	5%			
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<p>Strategy 4: 4) Teachers will create lesson plans that include formative assessment, implementation of best practices/AVID strategies, and differentiation strategies and submit to a Google Form for tracking.</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores increase English 1 and 2 EOC scores</p> <p>Lower failure rates</p> <p>Improve student engagement</p> <p>Staff Responsible for Monitoring: Teachers Administrator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: SI Supplemental Pay - 6100 Payroll- Title I Funds - \$7,000, AVID SI Registration - 6200 Contracted Services/Registration- Title I Fun - \$10,000, Best Practices Conference Registration - 6200 Contracted Services/Registration- Title I Fun - \$6,000, Special Education Supplies - 199 - PIC 23 SPED State Allotment Funds - \$7,359</p>	<table><tr><th colspan="5">Reviews</th></tr><tr><th colspan="4">Formative</th><th>Summative</th></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td><td></td></tr><tr><td colspan="5">0%</td></tr></table>				Reviews					Formative				Summative	Nov	Feb	Apr	June		0%								
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<p>Strategy 5: 5) Teachers will offer extended hour tutorials and Achievement Academy for at risk students in designated EOC courses.</p> <p>Strategy's Expected Result/Impact: Increase Common Assessment data results</p> <p>Increase EOC data results</p> <p>Staff Responsible for Monitoring: At risk administrator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Achievement Academy Payroll (PIC 31) - 199 - Magnet Funds - \$50,000, Healthy Snacks for AA Students - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$1,786</p>					<table><tr><th colspan="5">Reviews</th></tr><tr><th colspan="4">Formative</th><th>Summative</th></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td><td></td></tr><tr><td colspan="5">50%</td></tr></table>				Reviews					Formative				Summative	Nov	Feb	Apr	June		50%				
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<p>Strategy 6: 6) Teachers will work with Title 1 Intervention Facilitator to monitor and maintain student support processes (SSTs, RTI, failure rate monitoring, credit recovery, etc...)</p> <p>Strategy's Expected Result/Impact: Lower failure rates</p> <p>Improve EOC data</p> <p>Improve Cycle grades failure rates</p> <p>Staff Responsible for Monitoring: Principal Title 1 Intervention Facilitator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p>					<table><tr><th colspan="5">Reviews</th></tr><tr><th colspan="4">Formative</th><th>Summative</th></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td><td></td></tr><tr><td colspan="5">50%</td></tr></table>				Reviews					Formative				Summative	Nov	Feb	Apr	June		50%				
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<div>Strategy 7: TEA Priorities</div> <div>Build a foundation of reading and math.</div> <div>7) Reading teachers will implement the Achieve 3000 Reading Program to focus on improving vocabulary, increasing comprehension, and addressing better reading strategies with an emphasis on African American, Hispanic, SPED, Economically Disadvantaged and ELL students.</div> <div>Strategy's Expected Result/Impact: Improved EOC data and Unit Assessment data</div> <div>Staff Responsible for Monitoring: ELAR Interventionist RTI Facilitator, Administrators</div> <div>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</div> <div>Funding Sources: Achieve 3000 Software - 6300 Supplies and Materials- Title I Funds - \$17,188</div>	<div>Reviews</div> <table><tr><th colspan="3">Formative</th><th>Summative</th></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td></tr></table> <div>35%</div>				Formative			Summative	Nov	Feb	Apr	June
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<div>0%</div> <div>No Progress</div> <div>100%</div> <div>Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</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 2: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 10.9 % in 2019 to 76% by 2025. (SY 20-21 interim goal = 42.5%)

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: 1) English Language proficiency Standards (ELPS) will be implemented by sheltered teachers into instruction daily to make content comprehensible and develop academic language ensuring ELLs obtain the mastery of required academic content along with language development. Strategy's Expected Result/Impact: Improved scores on Unit Assessments, MAP, TELPAS, and EOC scores. TELPAS language domain advancement by the end of school year. Staff Responsible for Monitoring: Team lead, LPAC administrator, Intervention Team, Principal, and Assistant principal. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
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Strategy 2: TEA Priorities Build a foundation of reading and math. 2) Teachers will provide Sheltered Instruction through a differentiated classroom that is focused, targeted, and systematic in development English language skills. Strategy's Expected Result/Impact: Improvement in Unit Assessments, TELPAS, MAP, and EOC scores. TELPAS language domain advancement by the end of school year. Staff Responsible for Monitoring: LPAC Administrator, Principal, and Assistant Principals. Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math	Reviews			
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Strategy 3: 3) Teachers will participate in PLCs, at content and departmental levels, to evaluate data, identify needs and develop/implement instruction to improve upon student academic performance on assessments. Strategy's Expected Result/Impact: Improved TELPAS and EOC results. TELPAS language domain advancement by the end of school year. Staff Responsible for Monitoring: LPAC administrator, Principal, Assistant Principal, and Intervention Team Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	<div>Reviews</div> <table><tr><td colspan="3">Formative</td><td>Summative</td></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td></tr><tr><td colspan="4"><div><div></div>10%</div></td></tr></table>				Formative			Summative	Nov	Feb	Apr	June	<div><div></div>10%</div>			
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Strategy 4: 4) Teachers will facilitate small group instruction for ELL students during the school day on a weekly basis utilizing materials and software needed to increase academic success on TELPAS and all EOC subjects. Strategy's Expected Result/Impact: Improvement in Unit Assessments, TELPAS, MAP, and EOC scores. TELPAS language domain advancement by the end of school year. Staff Responsible for Monitoring: Teachers, Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	<div>Reviews</div> <table><tr><td colspan="3">Formative</td><td>Summative</td></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td></tr><tr><td colspan="4"><div><div></div>0%</div></td></tr></table>				Formative			Summative	Nov	Feb	Apr	June	<div><div></div>0%</div>			
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Strategy 5: Teachers will facilitate test prep session instruction, for ELL students lacking only TELPAS to reclassify, during the school day on a weekly basis utilizing materials and software needed to achieve success on TELPAS. Strategy's Expected Result/Impact: Students will achieve qualifying TELPAS scores to reclassify. Staff Responsible for Monitoring: Teachers, ELL Administrator, Testing Coordinator, LPAC Coordinator Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	<div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</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 3: Percent of students in grade 9 demonstrating scientific understanding as measured by Meets Grade Level performance on Biology EOC, will increase from 60.1% in 2019 to 80% by 2025. (SY 20-21 interim goal = 65%)

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

Summative Evaluation: None

<p>Strategy 1: 1) Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities for all students.</p> <p>Strategy's Expected Result/Impact: Targeted instruction based off students needs</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Administrators</p> <p>Title 1</p> <p>Intervention</p> <p>Facilitator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	<p>Reviews</p>			
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<p>Strategy 2: 2) 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 and submit to a Google Form for tracking.</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores</p> <p>increase Biology EOC scores</p> <p>Lower failure rates</p> <p>Improve student engagement</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: GLZMO- online lab simulation - 199 - PIC 24 State Comp Ed Funds - \$6,995, Chromebooks - 6300 Supplies and Materials- Title I Funds - \$5,500</p>	Formative		Summative	
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Strategy 3: 3) Teachers will work with Title 1 Intervention Facilitator to monitor and maintain student support processes (SSTs, RTI, failure rate monitoring, credit recovery, etc.) Strategy's Expected Result/Impact: Increase benchmark scores Increase Biology EOC scores Lower failure rates Improve student engagement Staff Responsible for Monitoring: Teachers, Title I Intervention Facilitator Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	<div>Reviews</div> <table><tr><td colspan="3">Formative</td><td>Summative</td></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td></tr></table> <div>25%</div>				Formative			Summative	Nov	Feb	Apr	June
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Strategy 4: 4) Teachers will offer extended hour tutorials and Achievement Academy for at risk students in designated EOC courses. Strategy's Expected Result/Impact: Improved EOC scores Staff Responsible for Monitoring: At-Risk administrator Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: EOC Tutorials (Achievement Academy) - 6100 Payroll- Title I Funds - \$5,000	<div>Reviews</div> <table><tr><td colspan="3">Formative</td><td>Summative</td></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td></tr></table> <div>50%</div>				Formative			Summative	Nov	Feb	Apr	June
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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 67.7 % in 2019 to 90% by 2025. (SY 20-21 interim goal = 68.3%)

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

Summative Evaluation: None

<p>Strategy 1: 1) Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities.</p> <p>Strategy's Expected Result/Impact: Targeted instruction based off students needs</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Administrators</p> <p>Title 1</p> <p>Intervention</p> <p>Facilitator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	<p>Reviews</p>			
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<p>Strategy 2: 2) Teachers will create lesson plans that include bell ringers, and mini lesson to pre-teach skills, formative assessment, AV/D strategies, and differentiation strategies and submit to a Google Form for tracking.</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores</p> <p>increase Algebra EOC scores</p> <p>Lower failure rates</p> <p>Improve student engagement</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	<p>Reviews</p>			
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<p>Strategy 3: 3) Teachers will work with Title 1 Intervention Facilitator to monitor and maintain student support processes (SSTs, RTI, failure rate monitoring, credit recovery, etc.)</p> <p>Strategy's Expected Result/Impact: Increase benchmark scores</p> <p>Increase Algebra EOC scores</p> <p>Lower failure rates</p> <p>Improve student engagement</p> <p>Staff Responsible for Monitoring: Teachers, Title I Intervention Facilitator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	<div>Reviews</div> <table><tr><th colspan="3">Formative</th><th>Summative</th></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td></tr></table> <div>50%</div>				Formative			Summative	Nov	Feb	Apr	June
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<p>Strategy 4: 4) Teachers will offer extended hour tutorials and Achievement Academy for at risk students in designated EOC courses.</p> <p>Strategy's Expected Result/Impact: Improved EOC scores</p> <p>Staff Responsible for Monitoring: At-Risk administrator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	<div>Reviews</div> <table><tr><th colspan="3">Formative</th><th>Summative</th></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td></tr></table> <div>40%</div>				Formative			Summative	Nov	Feb	Apr	June
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing will increase from 54.7% in 2019 to 70% in by 2025 and SAT School Day Mathematics will increase from 33.3% in 2019 to 50% by 2025. (SY 20-21 EBRW interim goal = 56%; 1920 math interim goal = 35%)

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

Summative Evaluation: None




Strategy 1: 1) Teachers will incorporate direct SAT practice/sample questions/problems into their lesson plans (weekly). Strategy's Expected Result/Impact: Improved student performance on 2018-2019 SAT. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Reviews			
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Strategy 2: 2) Teachers will implement a variety of best practices and instructional strategies to improve student learning. Strategy's Expected Result/Impact: Reflection of best practices in lesson plans. Improved SAT performance Staff Responsible for Monitoring: Administrators NMSI coordinators Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college	Reviews			
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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 score on AP exams will increase from 42.7 % in 2019 to 45.0% by 2025 while maintaining high levels of student participation and number of exams administered. (SY 20-21 interim goal = 44.2%)

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

Summative Evaluation: None

Strategy 1: 1) Teachers will utilize the Instructional Planning Report to design lessons to target the lowest scoring category. Strategy's Expected Result/Impact: Improved percentage of qualifying AP test scores. Staff Responsible for Monitoring: Administrators NMSI coordinators Title I Schoolwide Elements: 2.5	Reviews			
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Goal 1: Garland ISD will ensure ALI 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 39.5% in 2019 to 35% by 2025. (SY 20-21 interim goal = 38.0%)

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

Summative Evaluation: None

Strategy 1: 1) Administrative staff will communicate established system for documenting classroom incidents and school wide behaviors (Review 360) using the Restorative Discipline/PBIS Model during August staff development Strategy's Expected Result/Impact: Decreased office referrals/exclusionary placements Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	<div> <div>0%</div> <div>No Progress</div> <div>100%</div> <div>Accomplished</div> <div>→</div> <div>Continue/Modify</div> <div>✕</div> <div>Discontinue</div> </div>			
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Strategy 2: 2) Teachers will explain clearly defined school wide expectations for behavior to students during first week of school and communicate the plan with parents through a variety of methods such as phone, email, letter, etc. Strategy's Expected Result/Impact: Clarify expectations Lower classroom incidents Improve learning environment Staff Responsible for Monitoring: Teachers Administrators TEA Priorities: Improve low-performing schools	<div> <div>0%</div> <div>No Progress</div> <div>100%</div> <div>Accomplished</div> <div>→</div> <div>Continue/Modify</div> <div>✕</div> <div>Discontinue</div> </div>			
Strategy 3: 3) Teachers will develop and implement a classroom management plan that utilizes effective classroom management/PBIS strategies to create an environment conducive to learning and preventing misconduct. Strategy's Expected Result/Impact: Improve student-teacher relationships Lower office referrals Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools	<div> <div>0%</div> <div>No Progress</div> <div>100%</div> <div>Accomplished</div> <div>→</div> <div>Continue/Modify</div> <div>✕</div> <div>Discontinue</div> </div>			
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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 students successfully completing graduation requirements will increase from 90.9% in 2019 to 95% by 2025 as measured by 4-year graduation rates and 63.4% in 2019 to 80% by 2025 as measure by the percentage of students meeting College, Career, and Military Ready standards. (SY 20-21 graduation rate interim goal = 92.6%; 20-21 CCMR interim goal = 64.9%)

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

Summative Evaluation: None





Strategy 1: TEA Priorities Connect high school to career and college. 1) The school will use the PSAT school day, and GO Center (throughout the 2020-2021 school year) to facilitate/assist seniors (and families) with the completion of FAFSA/TAFSA. Strategy's Expected Result/Impact: Increased graduation rates Staff Responsible for Monitoring: Counselors Administrators TEA Priorities: Connect high school to career and college	Reviews			
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Strategy 2: TEA Priorities Connect high school to career and college. 2) Students will have multiple opportunities to take the TSI-A on campus, within the school day, throughout the school year. Strategy's Expected Result/Impact: Increased CCMR percentages Staff Responsible for Monitoring: Administrators TEA Priorities: Connect high school to career and college	Reviews			
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Strategy 3: TEA Priorities Connect high school to career and college. ESF Levers Lever 1: Strong School Leadership and Planning. 4) Campus principal, CCMR counselor, and CCMR/P-tech assistant principal will collaborate with DCCCD reps and industry partners to implement P-tech pathways for the 2020-2021 school year. Strategy's Expected Result/Impact: Increased graduation rates Increased CCMR percentages. Staff Responsible for Monitoring: Principal, CCMR Asst. Principal, CCMR Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
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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: Percentage of parents attending and participating in parent involvement and/or parent informational sessions will represent a minimum of 25% of student enrollment for 2020-2021.

Evaluation Data Sources: Attendance logs, survey feedback response

Summative Evaluation: None

Strategy 1: 1) Parents will have the opportunity to participate in English, and computer classes, through the Achievement Academy program to increase language and computer skills and build/strengthen stakeholder connection to campus. Strategy's Expected Result/Impact: Increased Parent Involvement Staff Responsible for Monitoring: At Risk Administrator Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$2,015	Reviews			
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Strategy 2: 2) GHS teachers will coordinate and facilitate 9th grade virtual orientation transition program (FISH camp) for incoming 2020-21 9th grade students and parents on August 5th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Administrators Counselors Student Activities Director Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Reviews			
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<p>Strategy 3: 3) Parents will be invited to participate in the "AVID Share Night" and "Meet-the-Teacher Night" in order to promote a positive transition to high school for all students and answer any parent questions.</p> <p>Strategy's Expected Result/Impact: Increased Parental involvement</p> <p>Staff Responsible for Monitoring: AVID Coordinator Administrators Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Strategy 4: 4) GHS staff and teachers will present and provide the information/resources a to parents in Spanish and English and other languages as needed.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselors</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college</p>	<div>Reviews</div> <table><tr><td colspan="3">Formative</td><td>Summative</td></tr><tr><td>Nov</td><td>Feb</td><td>Apr</td><td>June</td></tr></table> <div>35%</div>				Formative			Summative	Nov	Feb	Apr	June
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<p>Strategy 5: TEA Priorities Connect high school to career and college.</p> <p>5) Establish rigorous district and campus College, Career & Military Readiness annual targets for each of the fourteen student groups included in the Closing the Gaps Domain of the school accountability system (see addendum: CCMR Goal Worksheet x Student Groups 2019-2020)</p> <p>Strategy's Expected Result/Impact: The anticipated result is that all student groups will meet/exceed the annual targets through 2025.</p> <p>Staff Responsible for Monitoring: Administrators Counsels Teachers - CTE Teachers - Academic</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>												
<p>Strategy 6: 1. 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.</p> <p>Strategy's Expected Result/Impact: Increased Parental Involvement</p> <p>Staff Responsible for Monitoring: Administrator Campus Improvement Team</p> <p>Title I Schoolwide Elements: 3.1</p>												

<p>Strategy 7: 2. 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: Increased Parent Involvement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Campus Improvement Team</p> <p>Title I Schoolwide Elements: 3.1</p>	<div> <div>0%</div> <div>No Progress</div> <div>100%</div> <div>Accomplished</div> <div>→</div> <div>Continue/Modify</div> <div>✕</div> <div>Discontinue</div> </div>			
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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: Campus Average Daily Attendance will increase from 94.12% in December 2019 to 95.12 % by May 2021.

Evaluation Data Sources: ADA Report

Summative Evaluation: None

Strategy 1: Staff will analyze behavior and attendance data monthly to monitor chronic absences and provide interventions for students in need of assistance. Strategy's Expected Result/Impact: Improved attendance rates resulting in academic growth. Staff Responsible for Monitoring: At Risk Administrator, Attendance clerks, Administrators, Teachers Title I Schoolwide Elements: 2.6	Reviews				
	Formative				Summative
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Strategy 2: Staff will make personal calls or home visits to families of at-risk students if a student is absent 5 or more days in a month. Strategy's Expected Result/Impact: Improved attendance rates resulting in academic growth. Staff Responsible for Monitoring: At Risk Administrator, Attendance clerks, Administrators, Teachers	40%	0%	0%		
	Reviews				
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Goal 2: Magnet Funding Justification

Performance Objective 1: By June 2020, the GHS IB Programme will graduate 90% of eligible full IB students with a full diploma.

Evaluation Data Sources: IB Diploma Summary Report

Summative Evaluation: None

Strategy 1: ESF Levers Lever 5: Effective Instruction. 1) IB teachers will facilitate and implement IB training techniques, and attend conferences, to create a total academic experience consistent with the IB mission. Strategy's Expected Result/Impact: Increased Full Diploma Percentage Staff Responsible for Monitoring: IB Coordinator Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: IB/MYP fees, travel, registration - 199 - Magnet Funds - \$100,000	Reviews			
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Strategy 2: Provide G/T students with a continuum of learning experiences that lead to advanced products, performances and independent studies. Strategy's Expected Result/Impact: Increased individual student progress and growth. Staff Responsible for Monitoring: Administrators, Magnet Liaison, GT Coordinator Title I Schoolwide Elements: 2.5	Reviews			
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