

Garland Independent School District

Sachse High School

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

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

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Goals

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





Performance Objective 1: Percent of students demonstrating performance as measured by Meets Grade Level performance on STAAR EOC English I and II will increase from 47.3% in 2019 to 90% by 2025. (SY21-22 interim goal=59.0%), (Sachse 21-22 interim goal 70%, 72% respectively). Masters performance will increase to 20% and 16% respectively for the 21-22 school year.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide support for all students before, during, and after the school day that require intensive instruction or testing accommodations. Strategy's Expected Result/Impact: Increased student achievement on curriculum assessments, benchmarks, TELPAS and STAAR EOC across all subject areas; decrease cycle failures. Staff Responsible for Monitoring: RtI facilitator, Assistant Principals, Special Education Department Chair, Mustang Achievement Center Teacher, 504 Campus Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 3 Funding Sources: Payroll for Mustang Achievement Center - 6100 Payroll- Title I Funds - \$2,960, Supplies for Special Education - 199 - PIC 23 SPED State Allotment Funds - \$8,932, Supplies for Mustang Achievement Center - 6300 Supplies and Materials- Title I Funds - \$500	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The faculty and staff will maintain established Professional Learning Communities for English I/ESL and English II/ESL, with an enhanced focus on Special Education and EL students using data-driven decision, instructional strategies and AVID strategies. Strategy's Expected Result/Impact: Decreased achievement gaps between SPED/non-SPED students, and EL/non-EL students on all STAAR EOC exams in all subjects areas. Staff Responsible for Monitoring: RtI facilitator, PLC leads, ELAR Department Chair, Assistant Principal supervising ELAR, Special Education teachers, ELAR teachers, EL District support, AVID site coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 - Perceptions 3 Funding Sources: AVID 2022 Summer Institute Registration - 6200 Contracted Services/Registration- Title I Fun - \$2,800, ELAR Supplies (General) - 6300 Supplies and Materials- Title I Funds - \$750		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: ELAR teachers will provide three one-to-one writing conferences for students. Strategy's Expected Result/Impact: Increased STAAR EOC English I and II writing scores; increased TELPAS achievement. Staff Responsible for Monitoring: RtI facilitator, assistant principal supervising ELAR, ELAR Department Chair Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4 Funding Sources: Kamico STAAR Connection Diagnostic Series EOC English I-Writing (Student Edition) - 6300 Supplies and Materials- Title I Funds - \$4,200, Kamico STAAR Connection Diagnostic Series EOC English I-Writing (Teacher Edition) - 6300 Supplies and Materials- Title I Funds - \$59.90, Subs for Writing Conferences - 199 - PIC 24 State Comp Ed Funds - \$3,750		Formative			Summative
		Nov	Feb	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: RtI facilitator and teachers will participate in structured, data-driven planning sessions for 2021-22, focusing on student achievement, CCMR and technology enhancement in all subject areas. Strategy's Expected Result/Impact: Strong horizontal and vertical alignment with courses in each subject; increase in CCMR student percentage. Staff Responsible for Monitoring: RtI facilitator, Department Chair, Assistant Principal, ELAR Teachers, CCMR administrator Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Payroll for Planning - 6100 Payroll- Title I Funds - \$800		Formative			Summative
		Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Teachers will provide students in English, Reading and Practical Writing courses with access to varied reading materials that address diversity and contemporary issues. Strategy's Expected Result/Impact: Increased passing rate for English I and II EOC scores; improved TELPAS scores. Staff Responsible for Monitoring: Reading teachers, ELAR teachers, ELAR Department Chair, Assistant Principal supervising ELAR, RtI Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4 Funding Sources: Action Magazine - 6300 Supplies and Materials- Title I Funds - \$2,500	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will be provided supplies for ELAR instruction and mastery. Strategy's Expected Result/Impact: Increased pass rate of English I and II EOC scores; improved TELPAS scores. Staff Responsible for Monitoring: ELAR teachers, ELAR Department Chair, Assistant Principal supervising ELAR, RtI Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 Funding Sources: - 6300 Supplies and Materials- Title I Funds - \$1,500	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Based on TAPR, dropout rate for current EL students is above state and district average; 2.6%, rising from 0.6% the previous year. Root Cause: STAAR EOC scores; lack of mentorship for EL students.
Problem Statement 2: Based on AP report, participation from Black/African-American students (32.6%) lower than the campus percentage (42.7%). Root Cause: Affects fine arts participation; recruitment issues; double blocking at GRCTC.
Problem Statement 3: Based on AP report, participation from Hispanic students (35.8%) is lower than the campus percentage (42.7%). Root Cause: Recruitment issues; students are having to work instead of taking advanced classes; double blocking at GRCTC.
Problem Statement 4: Based on AP report, AP results (Examinees>=Criterion) for Black/African-American students (29.5%) is lower than the campus percentage (46.7%). Root Cause: Opportunities for reviews (NMSI); if enrollment goes up, likelihood of scores to go down.

Student Learning

Problem Statement 1: Based on the Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between general education and special education students is 24% (Algebra), 48% (English I), 55% (English II), 51% (Biology), and 55% (U.S. History) respectively. **Root Cause:** Lack of professional development and instructional strategies practice with special education students in general education classes.

Problem Statement 2: Based on Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between non-ELL and ELL students is -8% (Algebra) *ELL students performed better than non-ELL, 38% (English I), 50% (English II), 31% (Biology), and 42% (U.S. History) respectively. **Root Cause:** ELLevation assistance in utilizing instructional pieces.

Problem Statement 3: Based on Spring 2021 English I EOC data (first-time testers), the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 19%. **Root Cause:** Lack of culturally relevant and contemporary instructional materials in English I.

Problem Statement 4: Based on Spring 2021 English II EOC data (first-time testers), the achievement gap (meets level) between White and Black students is 32%, and between White and Hispanic students is 21%. **Root Cause:** Lack of culturally relevant and contemporary instructional materials in English II.

Problem Statement 5: Based on Spring 2021 U.S. History EOC data (first-time testers), there is an achievement gap (meets level) between White and Black students of 18%, and an achievement gap (meets level) between White and Hispanic students of 17%. **Root Cause:** Lack of cultural relevance due to lack of instruction connection to current events.

Problem Statement 6: Based on Spring 2021 Biology EOC data (first-time testers), there is an achievement gap (meets level) between White and Black students of 26%, and an achievement gap between White and Hispanic students of 22%. **Root Cause:** Lack of reading comprehension in non-fiction.

Problem Statement 7: Based on Spring 2021 Biology EOC data (first-time testers), there is an achievement gap (meets level) between non-economically disadvantaged students and economically disadvantaged students of 26%. **Root Cause:** Lack of reading comprehension in non-fiction.

School Processes & Programs

Problem Statement 3: Based on the 2019-20 TAPR, there is not enough support for the 504 program (one 504 staff member for over 200 students). **Root Cause:** Funding issues; lack of clear guidelines; poor leadership from district

Perceptions





Problem Statement 3: Based on teacher input, teachers feel that professional development at the district level needs improvement and timing considerations. **Root Cause:** Too many initiatives at the district level; lack of communication about needs of schools/teachers.

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 EL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 37.5% in 2019 to 76% by 2025 (SY21-22 interim goal=46.0%).

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: The faculty and staff will provide necessary supplies to support academic achievement of Emergent Bilingual students in the classroom. Strategy's Expected Result/Impact: Increased student achievement on curriculum assessments, benchmarks, TELPAS and STAAR EOC across all subject areas; decreased cycle failures. Staff Responsible for Monitoring: RtI Facilitator, Assistant Principals, Department Chairs, LPAC, ESL Teachers, District EL Support Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4 Funding Sources: ESL Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$13,218	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Based on TAPR, dropout rate for current EL students is above state and district average; 2.6%, rising from 0.6% the previous year. Root Cause: STAAR EOC scores; lack of mentorship for EL students.
Student Learning
Problem Statement 1: Based on the Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between general education and special education students is 24% (Algebra), 48% (English I), 55% (English II), 51% (Biology), and 55% (U.S. History) respectively. Root Cause: Lack of professional development and instructional strategies practice with special education students in general education classes.
Problem Statement 2: Based on Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between non-ELL and ELL students is -8% (Algebra) *ELL students performed better than non-ELL, 38% (English I), 50% (English II), 31% (Biology), and 42% (U.S. History) respectively. Root Cause: ELLevation assistance in utilizing instructional pieces.
Problem Statement 3: Based on Spring 2021 English I EOC data (first-time testers), the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 19%. Root Cause: Lack of culturally relevant and contemporary instructional materials in English I.

Student Learning
Problem Statement 4: Based on Spring 2021 English II EOC data (first-time testers), the achievement gap (meets level) between White and Black students is 32%, and between White and Hispanic students is 21%. Root Cause: Lack of culturally relevant and contemporary instructional materials in English II.

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

Performance Objective 3: Percent of students demonstrating understanding as measure by Meets Grade Level performance on STAAR EOC Biology and U.S. History will increase from 50.8% in 2019 to 80% by 2025 (SY21-22 interim goal=51.0%) (Sachse 21-22 interim goal 83% and 92% respectively). Masters performance will increase to 40% and 70% respectively for the 2021-22 school year.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize relevant reading materials in science to current events and career interests. Strategy's Expected Result/Impact: Increase in reading comprehension; increase in EOC meets and masters level; increase in TELPAS scores. Staff Responsible for Monitoring: RtI Facilitator, Assistant Principal supervising science, Science Department Chair, Biology Teachers Title I Schoolwide Elements: 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 Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 6, 7 Funding Sources: Scholastic Science World Magazine Subscription - 6300 Supplies and Materials- Title I Funds - \$255	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide enhanced instructional opportunities for Biology and U.S. History students in Spring 2022 to address SEs not mastered during instruction. Strategy's Expected Result/Impact: Increased scores on meets and masters level for both Biology and U.S. History EOC exams. Staff Responsible for Monitoring: RtI facilitator, Assistant Principals supervising science and social studies, Science, Social Studies Department Chairs, U.S. History Teachers, Biology Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Payroll-EOC Boot Camp - 199 - PIC 24 State Comp Ed Funds - \$1,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will be provided with supplemental instructional materials to assist students in U.S. History and Biology mastery. Strategy's Expected Result/Impact: Increased meets and masters level scores on STAAR EOC Biology and U.S. History Staff Responsible for Monitoring: RtI Facilitator, Assistant Principals supervising science and social studies, Social Studies and Science Department Chair, U.S. History and Biology Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 5, 6, 7 Funding Sources: Instructional Supplies for U.S. History - 6300 Supplies and Materials- Title I Funds - \$1,454.10, Biozone Books for Honors Biology - 6300 Supplies and Materials- Title I Funds - \$7,850, Science Take-Outs Biology - 6300 Supplies and Materials- Title I Funds - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will provide support for all students before, during, and after the school day that require intensive instruction or testing accommodations. Strategy's Expected Result/Impact: Increased student achievement on curriculum assessments, benchmarks, TELPAS and STAAR EOC across all subject areas; decrease cycle failures. Staff Responsible for Monitoring: RtI facilitator, Assistant Principals, Special Education Department Chair, Mustang Achievement Center Teacher, 504 Campus Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: The faculty and staff will maintain established Professional Learning Communities for biology and U.S. History, with an enhanced focus on Special Education and Emergent Bilingual students using data-driven decisions, instructional strategies, and AVID strategies.	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy's Expected Result/Impact: Decreased achievement gaps between SPED/non-SPED students, and EL/non-EL students on all STAAR EOC exams in all subjects areas.</p> <p>Staff Responsible for Monitoring: RtI facilitator, PLC leads, Science Department Chair, Social Studies Department Chair, Assistant Principals supervising Science and Social Studies, Special Education Teachers, Biology teachers, U.S. History teachers, Science and Social Studies District Support Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 5, 6, 7 - Perceptions 3</p> <p>Funding Sources: General Supplies Biology - 6300 Supplies and Materials- Title I Funds - \$500, Computer monitors for biology classrooms - 6600 Capital Outlay- Title I Funds - \$1,500, General Supplies U.S. History - 6300 Supplies and Materials- Title I Funds - \$500</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Based on TAPR, dropout rate for current EL students is above state and district average; 2.6%, rising from 0.6% the previous year. Root Cause: STAAR EOC scores; lack of mentorship for EL students.</p>
Student Learning
<p>Problem Statement 1: Based on the Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between general education and special education students is 24% (Algebra), 48% (English I), 55% (English II), 51% (Biology), and 55% (U.S. History) respectively. Root Cause: Lack of professional development and instructional strategies practice with special education students in general education classes.</p>
<p>Problem Statement 2: Based on Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between non-ELL and ELL students is -8% (Algebra) *ELL students performed better than non-ELL, 38% (English I), 50% (English II), 31% (Biology), and 42% (U.S. History) respectively. Root Cause: ELLevation assistance in utilizing instructional pieces.</p>
<p>Problem Statement 5: Based on Spring 2021 U.S. History EOC data (first-time testers), there is an achievement gap (meets level) between White and Black students of 18%, and an achievement gap (meets level) between White and Hispanic students of 17%. Root Cause: Lack of cultural relevance due to lack of instruction connection to current events.</p>
<p>Problem Statement 6: Based on Spring 2021 Biology EOC data (first-time testers), there is an achievement gap (meets level) between White and Black students of 26%, and an achievement gap between White and Hispanic students of 22%. Root Cause: Lack of reading comprehension in non-fiction.</p>
<p>Problem Statement 7: Based on Spring 2021 Biology EOC data (first-time testers), there is an achievement gap (meets level) between non-economically disadvantaged students and economically disadvantaged students of 26%. Root Cause: Lack of reading comprehension in non-fiction.</p>

Perceptions

Problem Statement 3: Based on teacher input, teachers feel that professional development at the district level needs improvement and timing considerations. **Root Cause:** Too many initiatives at the district level; lack of communication about needs of schools/teachers.





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

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR algebra 1 EOC, will increase from 70.4% in 2019 to 90% by 2025. (SY21-22 interim goal=68.5%)(Sachse 21-22 interim goal 73%). Masters level will increase to 42% for the 2021-22 school year.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide support for all students before, during, and after the school day that require intensive instruction or testing accommodations. Strategy's Expected Result/Impact: Increased student achievement on curriculum assessments, benchmarks, TELPAS and STAAR EOC across all subject areas; decrease cycle failures. Staff Responsible for Monitoring: RtI facilitator, Assistant Principals, Special Education Department Chair, Mustang Achievement Center Teacher, 504 Campus Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: Chromebook Carts for EOC Testing - 6600 Capital Outlay- Title I Funds - \$8,500	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The faculty and staff will maintain established Professional Learning Communities for algebra, with an enhanced focus on Special Education and EL students using data-driven decisions, instructional strategies, and AVID strategies. Strategy's Expected Result/Impact: Decreased achievement gaps between SPED/non-SPED students, and EL/non-EL students on all STAAR EOC exams in all subjects areas. Staff Responsible for Monitoring: RtI facilitator, PLC leads, Mathematics Department Chair, Principals supervising Mathematics and Social Studies, Special Education Teachers, Algebra teachers, AVID site coordinator, Mathematics District Support Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: General Algebra Supplies - 6300 Supplies and Materials- Title I Funds - \$700	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers and staff will provide masters level preparation opportunities for students. Strategy's Expected Result/Impact: Increase in masters level scores on algebra STAAR EOC. Staff Responsible for Monitoring: RtI Facilitator, Principal supervising mathematics, algebra teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Payroll-Meets to Masters Boot Camp - 199 - PIC 24 State Comp Ed Funds - \$450	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize supplemental materials for algebra instruction. Strategy's Expected Result/Impact: Increased scores on STAAR EOC algebra exam. Staff Responsible for Monitoring: RtI facilitator, Principal over mathematics, Algebra teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 Funding Sources: Mathematics Instructional Supplies - 6300 Supplies and Materials- Title I Funds - \$1,000 , GF Educators Step Up to the TEKS Algebra I (Student Edition) - 6300 Supplies and Materials- Title I Funds - \$9,551	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Based on TAPR, dropout rate for current EL students is above state and district average; 2.6%, rising from 0.6% the previous year. Root Cause: STAAR EOC scores; lack of mentorship for EL students.
Student Learning
Problem Statement 1: Based on the Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between general education and special education students is 24% (Algebra), 48% (English I), 55% (English II), 51% (Biology), and 55% (U.S. History) respectively. Root Cause: Lack of professional development and instructional strategies practice with special education students in general education classes.
Problem Statement 2: Based on Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between non-ELL and ELL students is -8% (Algebra) *ELL students performed better than non-ELL, 38% (English I), 50% (English II), 31% (Biology), and 42% (U.S. History) respectively. Root Cause: ELLevation assistance in utilizing instructional pieces.

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

Performance Objective 5: Percent of students demonstrating post-secondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-Based Reading and Writing will increase from 52% in 2019 to 70% by 2025 and SAT School Day Mathematics will increase from 28% in 2019 to 50% by 2025 (SY21-22 EBRW interim goal=54%; math interim goal=27%)(Sachse 21-22 interim goal EBRW 70%, math 43%).





Evaluation Data Sources: College Board SAT district summary report

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will offer SAT Boot Camps throughout the 2021-22 school year. Strategy's Expected Result/Impact: Increased scores on EBRW and mathematics sections of the SAT. Staff Responsible for Monitoring: Assistant Principals Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize Shmoop preparatory software in their classrooms for SAT prep. Strategy's Expected Result/Impact: Increased scores on EBRW and math sections of the SAT. Staff Responsible for Monitoring: Assistant Principals, Classroom Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 6: Percent of student earning qualifying criterion score on AP exams will increase from 38.3% in 2019 to 45.0% by 2025 while maintaining high levels of student participation and number of exams administered (SY21-22 interim goal=36.5%)(Sachse 21-22 interim goal 45%).

Evaluation Data Sources: College Board AP district summary report.

Strategy 1 Details		Reviews			
Strategy 1: AP Teachers will meet monthly to discuss goals, progress and recruitment of students. Strategy's Expected Result/Impact: Increase in the number of AP exams taken; increase in the number of qualifying scores. Staff Responsible for Monitoring: RtI Facilitator, Assistant Principals, AP Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3, 4 Funding Sources: Payroll for AP Planning Meetings - 6100 Payroll- Title I Funds - \$1,200		Formative			Summative
		Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Based on AP report, participation from Black/African-American students (32.6%) lower than the campus percentage (42.7%). Root Cause: Affects fine arts participation; recruitment issues; double blocking at GRCTC.
Problem Statement 3: Based on AP report, participation from Hispanic students (35.8%) is lower than the campus percentage (42.7%). Root Cause: Recruitment issues; students are having to work instead of taking advanced classes; double blocking at GRCTC.
Problem Statement 4: Based on AP report, AP results (Examinees>=Criterion) for Black/African-American students (29.5%) is lower than the campus percentage (46.7%). Root Cause: Opportunities for reviews (NMSI); if enrollment goes up, likelihood of scores to go down.

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

Performance Objective 7: Percent of student management incidents resulting in exclusionary consequences [i.e. In School Suspension (ISS), Out of School Suspension (OSS) and Reassignment Rooms] will decrease from 44.1% in 2020 to 35% by 2025. (SY2122 interim goal=44.0%)(Sachse 21-22 goal 36%).

Evaluation Data Sources: Review 360 Incident Summary Report-total # of exclusionary consequences out of total # of consequences.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will incorporate mentoring for in-building suspension. Strategy's Expected Result/Impact: Reduction in exclusionary placement. Staff Responsible for Monitoring: IBS Teacher, Assistant Principals Title I Schoolwide Elements: 2.6 Problem Statements: Perceptions 1 Funding Sources: Veteran Substitute Teacher-IBS - 199 - PIC 24 State Comp Ed Funds - \$8,750	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Faculty and staff will continue a "trust card" program for positive reinforcement in student choices. Strategy's Expected Result/Impact: Positive school culture and student decision making. Staff Responsible for Monitoring: Administrative staff Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 7 Problem Statements:

Perceptions
Problem Statement 1: Based on Review 360 reports, Incidents by Ethnicity (20-21): Black/African American 31.2 (15)%; Hispanic/Latino 30.6 (33)%; White 31.6 (35)%; Asian 3.3% Disproportionality in suspension data with black/African American and White students. Incidents are also disproportionate in comparison to demographics data. Root Cause: Mentoring program needed for top 100/repeat offenders. Lack of proper identification for special education services (behavior).





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

Performance Objective 8: Students in the P-Tech (Pathways in Technology Early College High School) and ECHS (Early College High School) will meet all outcome based measures (OBMs) stated in the TEA Early College High School Blueprint during the 2021-22 school year, including a 70% passing rate ofnTSI testing (ELAR) (Sachse 21-22 goal 80%), 60% passing rate of TSI testing (Math) (Sachse 21-22 goal 75%), 45% meeting CCMR standards (Sachse 21-22 goal 65%), 60% meets level on algebra I EOC (Sachse goal 70% meets level, 40% masters level), and 30% meets level on English II EOC (Sachse goal 40% meets level, 20% masters level).

Evaluation Data Sources: STAAR spring administration test data file (accountability subset); TSI data, CCMR data

Strategy 1 Details	Reviews			
Strategy 1: The faculty and staff of the P-Tech and ECHS programs will provide a summer bridge program for incoming students. Strategy's Expected Result/Impact: Successful transition from middle school to the PTECH or ECHS program through grades and test scores. Staff Responsible for Monitoring: P-TECH/ECHS magnet advisor, administrator, and counselor Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3, 4 Funding Sources: Supplies for bridging programs - 199 - Magnet Funds - \$2,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The faculty and staff of the P-Tech and ECHS programs will provide industry based learning opportunities during the 2021-22 school year, including guest speakers and field trips. Strategy's Expected Result/Impact: Connections to outside industry; increased student interest in local industries. Staff Responsible for Monitoring: P-TECH/ECHS magnet advisor, administrator, and counselor Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1, 2, 3, 4 Funding Sources: Funding for field trips/guest speakers - 199 - Magnet Funds - \$5,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: The faculty and staff of the P-Tech and ECHS programs will provide opportunities during the 2021-22 school year, for intervention and acceleration before, during, and after school. Strategy's Expected Result/Impact: Improved cycle grades, test scores, and CCMR standards Staff Responsible for Monitoring: P-TECH/ECHS magnet advisor, administrator, and counselor Title I Schoolwide Elements: 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 Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7 Funding Sources: Supplemental Pay for Teachers - 199 - Magnet Funds - \$13,000, Supplies for magnet instruction - 199 - Magnet Funds - \$30,000		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Based on TAPR, dropout rate for current EL students is above state and district average; 2.6%, rising from 0.6% the previous year. Root Cause: STAAR EOC scores; lack of mentorship for EL students.
Problem Statement 2: Based on AP report, participation from Black/African-American students (32.6%) lower than the campus percentage (42.7%). Root Cause: Affects fine arts participation; recruitment issues; double blocking at GRCTC.
Problem Statement 3: Based on AP report, participation from Hispanic students (35.8%) is lower than the campus percentage (42.7%). Root Cause: Recruitment issues; students are having to work instead of taking advanced classes; double blocking at GRCTC.
Problem Statement 4: Based on AP report, AP results (Examinees>=Criterion) for Black/African-American students (29.5%) is lower than the campus percentage (46.7%). Root Cause: Opportunities for reviews (NMSI); if enrollment goes up, likelihood of scores to go down.
Student Learning
Problem Statement 1: Based on the Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between general education and special education students is 24% (Algebra), 48% (English I), 55% (English II), 51% (Biology), and 55% (U.S. History) respectively. Root Cause: Lack of professional development and instructional strategies practice with special education students in general education classes.
Problem Statement 2: Based on Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between non-ELL and ELL students is -8% (Algebra) *ELL students performed better than non-ELL, 38% (English I), 50% (English II), 31% (Biology), and 42% (U.S. History) respectively. Root Cause: ELL assistance in utilizing instructional pieces.
Problem Statement 3: Based on Spring 2021 English I EOC data (first-time testers), the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 19%. Root Cause: Lack of culturally relevant and contemporary instructional materials in English I.
Problem Statement 4: Based on Spring 2021 English II EOC data (first-time testers), the achievement gap (meets level) between White and Black students is 32%, and between White and Hispanic students is 21%. Root Cause: Lack of culturally relevant and contemporary instructional materials in English II.

Student Learning

Problem Statement 5: Based on Spring 2021 U.S. History EOC data (first-time testers), there is an achievement gap (meets level) between White and Black students of 18%, and an achievement gap (meets level) between White and Hispanic students of 17%. **Root Cause:** Lack of cultural relevance due to lack of instruction connection to current events.

Problem Statement 6: Based on Spring 2021 Biology EOC data (first-time testers), there is an achievement gap (meets level) between White and Black students of 26%, and an achievement gap between White and Hispanic students of 22%. **Root Cause:** Lack of reading comprehension in non-fiction.

Problem Statement 7: Based on Spring 2021 Biology EOC data (first-time testers), there is an achievement gap (meets level) between non-economically disadvantaged students and economically disadvantaged students of 26%. **Root Cause:** Lack of reading comprehension in non-fiction.





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

Performance Objective 9: Percent of students successfully completing graduation requirements will increase from 92.6% in 2020 to 95% by 2025 as measured by 4-year graduation rates and 59.1% in 2020 to 80% by 2025 as measured by the percentage of students meeting College, Career, and Military Ready standards. (SY21-22 graduation rate interim goal=92.6%; 2022 CCMR interim goal = 55.0%)

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: A character and study skills program will be maintained for Thursday School, Friday School, and Saturday School for our at-risk students. Strategy's Expected Result/Impact: Reduced discipline referrals and cycle failures; increased graduation rates. Staff Responsible for Monitoring: Rtl facilitator, Principal, Assistant Principals, Thursday/Friday/Saturday School teachers. Title I Schoolwide Elements: 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 3 Funding Sources: Payroll for Thursday/Credit Recovery, Friday, Saturday School - 199 - PIC 24 State Comp Ed Funds - \$23,166	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Administration and counseling will maintain a college GO center for career, college, and military information, planning, and after high school transition. Strategy's Expected Result/Impact: Increased graduation rate and CCMR designation. Staff Responsible for Monitoring: Counseling Department, Assistant Principal over CCMR, Rtl facilitator Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Faculty and staff will establish rigorous district and campus CCMR annual targets for each of the 14 student groups included in the Closing the Gaps Domain of the school accountability system (see addendum: CCMR Goal Worksheet x Student Groups 2021-22). Strategy's Expected Result/Impact: Student groups will meet/exceed the annual targets through 2025. Staff Responsible for Monitoring: RtI facilitator, Principal, Assistant Principals, Counselors, Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Administration and counseling will maintain the African American Student Achievement Plan (ASAP) for faculty and staff, focusing on supporting Black/African-American students. Strategy's Expected Result/Impact: Increased success of CCMR, EOC scores, AP scores for Black/African-American students. Staff Responsible for Monitoring: Administrative staff, RtI facilitator, counseling staff. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 2, 4 - Student Learning 3, 4, 5, 6 - Perceptions 1 Funding Sources: Books for ASAP Book Study - 6300 Supplies and Materials- Title I Funds - \$250	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: Based on TAPR, dropout rate for current EL students is above state and district average; 2.6%, rising from 0.6% the previous year. Root Cause: STAAR EOC scores; lack of mentorship for EL students.
Problem Statement 2: Based on AP report, participation from Black/African-American students (32.6%) lower than the campus percentage (42.7%). Root Cause: Affects fine arts participation; recruitment issues; double blocking at GRCTC.
Problem Statement 3: Based on AP report, participation from Hispanic students (35.8%) is lower than the campus percentage (42.7%). Root Cause: Recruitment issues; students are having to work instead of taking advanced classes; double blocking at GRCTC.
Problem Statement 4: Based on AP report, AP results (Examinees>=Criterion) for Black/African-American students (29.5%) is lower than the campus percentage (46.7%). Root Cause: Opportunities for reviews (NMSI); if enrollment goes up, likelihood of scores to go down.
Student Learning
Problem Statement 1: Based on the Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between general education and special education students is 24% (Algebra), 48% (English I), 55% (English II), 51% (Biology), and 55% (U.S. History) respectively. Root Cause: Lack of professional development and instructional strategies practice with special education students in general education classes.

Student Learning

Problem Statement 2: Based on Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between non-ELL and ELL students is -8% (Algebra) *ELL students performed better than non-ELL, 38% (English I), 50% (English II), 31% (Biology), and 42% (U.S. History) respectively. **Root Cause:** ELLevation assistance in utilizing instructional pieces.

Problem Statement 3: Based on Spring 2021 English I EOC data (first-time testers), the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 19%. **Root Cause:** Lack of culturally relevant and contemporary instructional materials in English I.

Problem Statement 4: Based on Spring 2021 English II EOC data (first-time testers), the achievement gap (meets level) between White and Black students is 32%, and between White and Hispanic students is 21%. **Root Cause:** Lack of culturally relevant and contemporary instructional materials in English II.

Problem Statement 5: Based on Spring 2021 U.S. History EOC data (first-time testers), there is an achievement gap (meets level) between White and Black students of 18%, and an achievement gap (meets level) between White and Hispanic students of 17%. **Root Cause:** Lack of cultural relevance due to lack of instruction connection to current events.

Problem Statement 6: Based on Spring 2021 Biology EOC data (first-time testers), there is an achievement gap (meets level) between White and Black students of 26%, and an achievement gap between White and Hispanic students of 22%. **Root Cause:** Lack of reading comprehension in non-fiction.

Problem Statement 7: Based on Spring 2021 Biology EOC data (first-time testers), there is an achievement gap (meets level) between non-economically disadvantaged students and economically disadvantaged students of 26%. **Root Cause:** Lack of reading comprehension in non-fiction.

School Processes & Programs

Problem Statement 3: Based on the 2019-20 TAPR, there is not enough support for the 504 program (one 504 staff member for over 200 students). **Root Cause:** Funding issues; lack of clear guidelines; poor leadership from district





Perceptions

Problem Statement 1: Based on Review 360 reports, Incidents by Ethnicity (20-21): Black/African American 31.2 (15)%; Hispanic/Latino 30.6 (33)%; White 31.6 (35)%; Asian 3.3% Disproportionality in suspension data with black/African American and White students. Incidents are also disproportionate in comparison to demographics data. **Root Cause:** Mentoring program needed for top 100/repeat offenders. Lack of proper identification for special education services (behavior).

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

Performance Objective 10: Increased parent attendance by 5 percent for parental engagement opportunities during the 2021-22 school year.

Evaluation Data Sources: Attendance sheets

Strategy 1 Details	Reviews			
Strategy 1: Faculty and staff will provide parent involvement opportunities addressing topics such as graduation plans, college application procedures, AP/Dual Credit programs, EOC Preparation, teen issues, and freshman orientation/transition. Strategy's Expected Result/Impact: Increased parental involvement as seen through sign-in sheets and volunteer hours. Staff Responsible for Monitoring: RtI Facilitator, Principal, Assistant Principals Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 5, 6, 7 - Perceptions 1 Funding Sources: Supplemental Pay for Teachers - 6100 Parent Inv. Payroll T1 - \$4,960	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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 out parents, families and community members, additional language translation of the policy will be made available at no cost. Strategy's Expected Result/Impact: Enhanced connection among parents, faculty/staff, and students. Staff Responsible for Monitoring: Administrative staff, RtI facilitator Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Payroll for planning - 6100 Parent Inv. Payroll T1 - \$40	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 policy will be made available at no cost. Strategy's Expected Result/Impact: Enhanced connection among parents, faculty/staff, and students. Staff Responsible for Monitoring: Administrative staff, RtI facilitator Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Payroll for meeting - 6100 Parent Inv. Payroll T1 - \$40	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 10 Problem Statements:

Demographics

Problem Statement 1: Based on TAPR, dropout rate for current EL students is above state and district average; 2.6%, rising from 0.6% the previous year. **Root Cause:** STAAR EOC scores; lack of mentorship for EL students.

Problem Statement 2: Based on AP report, participation from Black/African-American students (32.6%) lower than the campus percentage (42.7%). **Root Cause:** Affects fine arts participation; recruitment issues; double blocking at GRCTC.

Problem Statement 3: Based on AP report, participation from Hispanic students (35.8%) is lower than the campus percentage (42.7%). **Root Cause:** Recruitment issues; students are having to work instead of taking advanced classes; double blocking at GRCTC.

Problem Statement 4: Based on AP report, AP results (Examinees \geq Criterion) for Black/African-American students (29.5%) is lower than the campus percentage (46.7%). **Root Cause:** Opportunities for reviews (NMSI); if enrollment goes up, likelihood of scores to go down.

Student Learning

Problem Statement 1: Based on the Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between general education and special education students is 24% (Algebra), 48% (English I), 55% (English II), 51% (Biology), and 55% (U.S. History) respectively. **Root Cause:** Lack of professional development and instructional strategies practice with special education students in general education classes.

Problem Statement 2: Based on Spring 2021 EOC data (first-time testers), the achievement gap (meets level) between non-ELL and ELL students is -8% (Algebra) *ELL students performed better than non-ELL, 38% (English I), 50% (English II), 31% (Biology), and 42% (U.S. History) respectively. **Root Cause:** ELlevation assistance in utilizing instructional pieces.

Problem Statement 3: Based on Spring 2021 English I EOC data (first-time testers), the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 19%. **Root Cause:** Lack of culturally relevant and contemporary instructional materials in English I.

Problem Statement 5: Based on Spring 2021 U.S. History EOC data (first-time testers), there is an achievement gap (meets level) between White and Black students of 18%, and an achievement gap (meets level) between White and Hispanic students of 17%. **Root Cause:** Lack of cultural relevance due to lack of instruction connection to current events.

Problem Statement 6: Based on Spring 2021 Biology EOC data (first-time testers), there is an achievement gap (meets level) between White and Black students of 26%, and an achievement gap between White and Hispanic students of 22%. **Root Cause:** Lack of reading comprehension in non-fiction.

Problem Statement 7: Based on Spring 2021 Biology EOC data (first-time testers), there is an achievement gap (meets level) between non-economically disadvantaged students and economically disadvantaged students of 26%. **Root Cause:** Lack of reading comprehension in non-fiction.

Perceptions

Problem Statement 1: Based on Review 360 reports, Incidents by Ethnicity (20-21): Black/African American 31.2 (15)%; Hispanic/Latino 30.6 (33)%; White 31.6 (35)%; Asian 3.3% Disproportionality in suspension data with black/African American and White students. Incidents are also disproportionate in comparison to demographics data. **Root Cause:** Mentoring program needed for top 100/repeat offenders. Lack of proper identification for special education services (behavior).