

Garland Independent School District

Sachse High School

Campus Improvement Plan

2020-2021



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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Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Sachse High School demographic information, based on TAPR has remained consistent among all student groups over the past four years (2016-2020).
- Sachse High School ESL program has streamlined the placement and exit process to allow for more students to take elective courses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on the 2018-19 TAPR Report, 37.3% of Sachse High School teachers hold masters' degrees. **Root Cause:** Lack of support from district to pursue attain advanced degrees.

Problem Statement 2: Based on the 2019-20 Sachse master schedule, track and field is not offered during the school day. **Root Cause:** Garland ISD guidelines prevent track and field being held during the school day.

Problem Statement 3 (Prioritized): Based on the Sachse High School special education case load for 2019-20, case managers have between 24-26 students. **Root Cause:** Allotment afforded by the Garland ISD.

Problem Statement 4: The 2018-19 TAPR shows the Hispanic and Asian teacher percentage to student percentage at 10.2% vs. 33.3% and 2.8% vs. 11.8% respectively. **Root Cause:** Lack of recruitment in these areas.

Problem Statement 5: Students are not able to pursue the healthcare pathway for choice of subject. **Root Cause:** Garland ISD allotment.

Problem Statement 6: Students do not have an option to enroll in orchestra at Sachse High School after parent requests. **Root Cause:** Limitation of Garland ISD fine arts to establish an orchestra.

Problem Statement 7: CTE Certification issues in engineering and mechanics for students. **Root Cause:** Staff lacks certification in this area.

School Processes & Programs

School Processes & Programs Strengths

- The Mustang Achievement Center provides support to Sachse students.
- The Go Center (college readiness) provides support to Sachse students.
- Dyslexia program has reached more students.
- 504 program has been streamlined.
- PLCs are utilizing data books to help make data-driven decisions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is not enough support for the 504 program. **Root Cause:** There is only one campus coordinator to support 200+ students.

Perceptions

Perceptions Strengths

- Sachse High School attendance rate (TAPR) is at 96.1%, higher than the district at 95.8%.
- Based on parent survey data from 2019-20 statement "Teachers encourage my child to do their best", 84% of parents responded "always" or "sometimes".
- Based on parent survey data from 2019-20 statement "Teachers provide my child with help on classroom work and assignments", 85% of parents responded "always" or "sometimes".
- Based on parent survey data from 2019-20 statement "Teachers are willing to provide my child with help before and after school", 87% of parents responded "always" or "sometimes".
- Based on parent survey data from 2019-20 statement "Teachers show respect to all students at this campus", 85% of parents responded "always" or "sometimes".
- Based on parent survey data from 2019-20 statement "Expectations for student behavior in classrooms and common areas are communicated to students and parents", 80% of parents responded "always" or "sometimes".
- Based on parent survey data from 2019-20 statement "Teachers are knowledgeable about how to teach children", 80% of parents responded "always" or "sometimes".
- Based on parent survey data from 2019-20 statement "Teachers are knowledgeable about the content area subject matter", 81% of parents responded "always" or "sometimes".
- Based on parent survey data from 2019-20 statement "Teachers welcome and support my concerns about my child", 81% of parents responded "always" or "sometimes".
- Based on parent survey data from 2019-20 statement "I feel welcome at this school", 80% of parents responded "always" or "sometimes".
- Based on parent survey data from 2019-20 statement "I receive information in a language I can understand", 82% of parents responded "always" or "sometimes".
- Based on parent survey data from 2019-20 statement "The school uses a variety of ways to contact me", 80% of parents responded "always" or "sometimes".
- Based on parent survey data from 2019-20 statement "I am proud that my child attends this school", 80% of parents responded "always" or "sometimes".

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on student input during the 2019-20 school year, racial issues need to be addressed. **Root Cause:** Students need to feel that trusted adults are available in which to bring concerns and provide opportunities for inclusion and diversity in instruction.

Problem Statement 2: Based on teacher input during the 2019-20 school year, Sachse H.S. programs in place favor core subjects. **Root Cause:** Programs tend to focus on EOC tested subjects only.

Problem Statement 3: Based on teacher input during the 2019-20 school year Sachse H.S. Thursday school needs improvement. **Root Cause:** Students do not see the benefit on Thursday school.

Problem Statement 4 (Prioritized): According to Review 360 reports for the 2019-20 school year, there is a disproportionality of African-American students with out of school suspensions. **Root Cause:** Disciplinary procedures and lack of restorative discipline for students in need of this type of service.

Problem Statement 5 (Prioritized): Based on teacher input during the 2019-20 school year professional development is not powerful to develop their skills. **Root Cause:** Professional development is not tailored to teachers' needs.

Priority Problem Statements

Problem Statement 1: Based on student input during the 2019-20 school year, racial issues need to be addressed.

Root Cause 1: Students need to feel that trusted adults are available in which to bring concerns and provide opportunities for inclusion and diversity in instruction.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: According to Review 360 reports for the 2019-20 school year, there is a disproportionality of African-American students with out of school suspensions.

Root Cause 2: Disciplinary procedures and lack of restorative discipline for students in need of this type of service.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Based on teacher input during the 2019-20 school year professional development is not powerful to develop their skills.

Root Cause 3: Professional development is not tailored to teachers' needs.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Based on the Sachse High School special education case load for 2019-20, case managers have between 24-26 students.

Root Cause 4: Allotment afforded by the Garland ISD.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Based on the Spring 2019 EOC data, the achievement gap (meets level) between general education and special education students is 44% (Algebra), 56% (English I), 61% (English II), 51% (Biology), and 33% (U.S. History) respectively.

Root Cause 5: Lack of professional development and instructional strategies practice with special education students in general education classes.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Based on Spring 2019 EOC data, the achievement gap (meets level) between non-ESL and ESL students is 5% (Algebra), 56% (English I), 52% (English II), 40% (Biology), and 46% (U.S. History) respectively.

Root Cause 6: ELLevation assistance in utilizing instructional pieces.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Based on Spring 2019 EOC data, the achievement gap (meets level) between non-LEP and LEP students is 51% (English I), 70% (English II), 36% (Biology) and 36% (U.S. History) respectively.

Root Cause 7: Lack of reading practice in content areas.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Based on Spring 2019 Algebra EOC data, there is an achievement gap (meets level) between female and male students of 15%.

Root Cause 8: Females are predominately enrolled in Pre-AP algebra; male students are not seeing connections between mathematics and outside opportunities.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Based on Spring 2019 English I EOC data, the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 20%. The achievement gap (meets level) between female and male students is 21%.

Root Cause 9: Lack of culturally relevant and contemporary instructional materials in English I.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Based on Spring 2019 English II EOC data, the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 12%. The achievement gap (meets level) between female and male students is 17%.

Root Cause 10: Lack of culturally relevant and contemporary instructional materials in English II.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Based on Spring 2019 U.S. History EOC data, there is an achievement gap (meets level) between White and Black students of 9%, and an achievement gap (meets level) between White and Hispanic students of 11%.

Root Cause 11: Lack of cultural relevance due to lack of instruction connection to current events.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Based on Spring 2019 Biology EOC data, there is an achievement gap (meets level) between White and Black students of 16%, and an achievement gap between White and Hispanic students of 18%. The achievement gap (meets level) between female and male students is 12%.

Root Cause 12: Lack of science reading and connections.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Based on Spring 2019 Biology EOC data, there is an achievement gap (meets level) between non-economically disadvantaged students and economically disadvantaged students of 19%.

Root Cause 13: Lack of reading opportunities.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Based on school year 2020 scores, AP qualifying scores are down in all areas except Calculus AB, Calculus BC, Art, Spanish Language, and French Language.

Root Cause 14: Change in testing methodology (online testing).

Problem Statement 14 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
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- 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
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- 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
- PSAT and/or ASPIRE
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Student failure and/or retention rates
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Revised/Approved: October 5, 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 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. (SY2021 interim goal = 59.0%), (Sachse 20-21 interim goal 70%, 72% respectively). Masters performance will increase to 20% and 16% respectively for the 20-21 school year.

Targeted or ESF High Priority





HB3 Goal

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

Summative Evaluation: None

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, Mustang Achievement Center Instructional Aide, 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 3 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9 Funding Sources: Supplies and Equipment for MAC - 199 - PIC 23 SPED State Allotment Funds - \$4,174, Payroll for MAC Operation before and after school. - 6100 Payroll- Title I Funds - \$2,060	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will establish a writing lab after school to support all students in writing assistance. Strategy's Expected Result/Impact: Improved writing scores on EOC English I and II exams. Staff Responsible for Monitoring: RtI Facilitator, Assistant Principal supervising ELAR, ELAR Department Chair, ELAR Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 5, 6 Funding Sources: Payroll for writing lab - 6100 Payroll- Title I Funds - \$2,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3: 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 LEP/non-LEP students on all STAAR EOC exams in all subjects. Staff Responsible for Monitoring: RtI facilitator, PLC leads, ELAR Department Chair, Assistant Principal supervising ELAR, Special Education teachers, ELAR teachers, EL District support 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: Student Learning 1, 2, 3, 5, 6	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: 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; increase 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 Problem Statements: Student Learning 1, 2, 3, 5, 6 Funding Sources: Substitute teachers for ELAR teachers - 199 - PIC 24 State Comp Ed Funds - \$5,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Students will participate in a targeted instruction reading program for Reading I and II using Achieve 3000 software. Strategy's Expected Result/Impact: Improved reading comprehension and EOC STAAR English I and II scores. Staff Responsible for Monitoring: Reading I and II teachers, Garland ISD Department of Intervention, RtI Facilitator, Assistant Principal supervising ELAR. Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 5, 6 Funding Sources: Achieve 3000 Software - 6300 Supplies and Materials- Title I Funds - \$6,480	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: RtI facilitator and teachers will participate in structured, data-driven planning sessions for 2020-2021, focusing on CCMR and technology enhancement in all subject areas. Strategy's Expected Result/Impact: Strong horizontal and vertical alignment with courses in each subject. Staff Responsible for Monitoring: RtI Facilitator, Department Chairs, Assistant Principals, ELAR Teachers Title I Schoolwide Elements: 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 5, 6 - Perceptions 1 Funding Sources: Supplemental pay for teachers - 6100 Payroll- Title I Funds - \$1,940	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7: 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: Successful passing of English I and II EOC scores (first-time testers and re-testers); 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: Student Learning 1, 2, 3, 5, 6 - Perceptions 1 Funding Sources: Scholastic Action Subscription (Digital) - 199 - PIC 24 State Comp Ed Funds - \$900, Books/Periodicals - 6300 Supplies and Materials- Title I Funds - \$7,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Students will participate in a targeted EOC preparatory program for English I and II using Sirius software. Strategy's Expected Result/Impact: Successful passing of English I and II EOC scores (first-time testers and re-testers); 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 Funding Sources: Sirius Software - 6300 Supplies and Materials- Title I Funds - \$29,674	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Based on the Sachse High School special education case load for 2019-20, case managers have between 24-26 students. Root Cause: Allotment afforded by the Garland ISD.
Student Learning
Problem Statement 1: Based on the Spring 2019 EOC data, the achievement gap (meets level) between general education and special education students is 44% (Algebra), 56% (English I), 61% (English II), 51% (Biology), and 33% (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 2019 EOC data, the achievement gap (meets level) between non-ESL and ESL students is 5% (Algebra), 56% (English I), 52% (English II), 40% (Biology), and 46% (U.S. History) respectively. Root Cause: ELlevation assistance in utilizing instructional pieces.
Problem Statement 3: Based on Spring 2019 EOC data, the achievement gap (meets level) between non-LEP and LEP students is 51% (English I), 70% (English II), 36% (Biology) and 36% (U.S. History) respectively. Root Cause: Lack of reading practice in content areas.
Problem Statement 4: Based on Spring 2019 Algebra EOC data, there is an achievement gap (meets level) between female and male students of 15%. Root Cause: Females are predominately enrolled in Pre-AP algebra; male students are not seeing connections between mathematics and outside opportunities.
Problem Statement 5: Based on Spring 2019 English I EOC data, the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 20%. The achievement gap (meets level) between female and male students is 21%. Root Cause: Lack of culturally relevant and contemporary instructional materials in English I.

Problem Statement 6: Based on Spring 2019 English II EOC data, the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 12%. The achievement gap (meets level) between female and male students is 17%. **Root Cause:** Lack of culturally relevant and contemporary instructional materials in English II.

Problem Statement 7: Based on Spring 2019 U.S. History EOC data, there is an achievement gap (meets level) between White and Black students of 9%, and an achievement gap (meets level) between White and Hispanic students of 11%. **Root Cause:** Lack of cultural relevance due to lack of instruction connection to current events.

Problem Statement 8: Based on Spring 2019 Biology EOC data, there is an achievement gap (meets level) between White and Black students of 16%, and an achievement gap between White and Hispanic students of 18%. The achievement gap (meets level) between female and male students is 12%. **Root Cause:** Lack of science reading and connections.

Problem Statement 9: Based on Spring 2019 Biology EOC data, there is an achievement gap (meets level) between non-economically disadvantaged students and economically disadvantaged students of 19%. **Root Cause:** Lack of reading opportunities.

Perceptions

Problem Statement 1: Based on student input during the 2019-20 school year, racial issues need to be addressed. **Root Cause:** Students need to feel that trusted adults are available in which to bring concerns and provide opportunities for inclusion and diversity in instruction.

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





Performance Objective 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 37.5% in 2019 to 76% by 2025 (SY2021 interim goal = 46.0%).

Targeted or ESF High Priority

HB3 Goal

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

Summative Evaluation: None

Strategy 1: The faculty and staff will provide necessary supplies for the academic achievement of ELL students in classrooms. 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, Department Chairs, LPAC, ESL 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 Problem Statements: Student Learning 2, 3 Funding Sources: Bilingual dictionaries and supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$10,460	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will establish a writing lab after school to support all students in writing assistance. Strategy's Expected Result/Impact: Improved writing scores on EOC English I and II exams; improved language acquisition. Staff Responsible for Monitoring: RtI Facilitator, Assistant Principal supervising ELAR/ESL, ELAR/ESL Department Chair, ELAR/ESL Teachers	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Based on Spring 2019 EOC data, the achievement gap (meets level) between non-ESL and ESL students is 5% (Algebra), 56% (English I), 52% (English II), 40% (Biology), and 46% (U.S. History) respectively. Root Cause: ELLevation assistance in utilizing instructional pieces.
Problem Statement 3: Based on Spring 2019 EOC data, the achievement gap (meets level) between non-LEP and LEP students is 51% (English I), 70% (English II), 36% (Biology) and 36% (U.S. History) respectively. Root Cause: Lack of reading practice in content areas.

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

Performance Objective 3: Percent of students demonstrating understanding as measured by Meets Grade Level performance on STAAR EOC Biology and U.S. History, will increase from 50.8% in 2019 to 80% by 2025. (SY2021 interim goal = 51.0%) (Sachse 20-21 interim goal 83% and 92% respectively). Masters performance will increase to 40% and 70% respectively for the 2020-21 school year.

Targeted or ESF High Priority

HB3 Goal





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

Summative Evaluation: None

Strategy 1: Teachers will utilize UT Dana Center stations for Biology EOC Review. Strategy's Expected Result/Impact: Increase in both meets and masters EOC Biology 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: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 8, 9 Funding Sources: UT Dana Center Station Flash Drives, Printing Cost - 6300 Supplies and Materials- Title I Funds - \$1,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will utilize relevant reading materials to 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: Student Learning 3, 8, 9 Funding Sources: Science World Magazine Digital Subscription - 6300 Supplies and Materials- Title I Funds - \$6,840	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3: Teachers will provide enhanced instruction opportunities for Biology and U.S. History students in Spring 2021 to address SEs not mastered during instruction. Strategy's Expected Result/Impact: Increased scores on meets and masters level for both U.S. History and Biology EOC exams. Staff Responsible for Monitoring: RtI Facilitator, Assistant Principals supervising science and social studies, Social Studies and Science Department Chairs, U.S. History Teachers, Biology Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 7, 8, 9 Funding Sources: Supplemental Pay for Teachers - 199 - PIC 24 State Comp Ed Funds - \$2,500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will provide instructional supplemental materials to assist students in U.S. History and biology mastery, Strategy's Expected Result/Impact: Increased meets and masters level scores on U.S. History and Biology EOC exams. Staff Responsible for Monitoring: RtI Facilitator, Assistant Principals supervising science and social studies, Social Studies and Science Department Chairs, U.S. History Teachers, Biology Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplemental Instructional Materials - 6300 Supplies and Materials- Title I Funds - \$5,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: 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, Mustang Achievement Center Instructional Aide, 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 3 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: RtI facilitator and teachers will participate in structured, data-driven planning sessions for Summer 2021, focusing on CCMR and technology enhancement in core subject areas. Strategy's Expected Result/Impact: Strong horizontal and vertical alignment with courses in each subject. Staff Responsible for Monitoring: RtI Facilitator, Department Chairs, Assistant Principals Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 7, 8, 9 - Perceptions 1	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7: The faculty and staff will maintain established Professional Learning Communities for U.S. History and Biology, 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 LEP/non-LEP students on all STAAR EOC exams in all subjects. Staff Responsible for Monitoring: RtI facilitator, PLC leads, ELAR Department Chair, Assistant Principal supervising social studies and science, Special Education teachers, science teachers, U.S. History teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - 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: Student Learning 1, 2, 3, 7, 8, 9	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Based on the Sachse High School special education case load for 2019-20, case managers have between 24-26 students. Root Cause: Allotment afforded by the Garland ISD.
Student Learning
Problem Statement 1: Based on the Spring 2019 EOC data, the achievement gap (meets level) between general education and special education students is 44% (Algebra), 56% (English I), 61% (English II), 51% (Biology), and 33% (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 2019 EOC data, the achievement gap (meets level) between non-ESL and ESL students is 5% (Algebra), 56% (English I), 52% (English II), 40% (Biology), and 46% (U.S. History) respectively. Root Cause: ELlevation assistance in utilizing instructional pieces.
Problem Statement 3: Based on Spring 2019 EOC data, the achievement gap (meets level) between non-LEP and LEP students is 51% (English I), 70% (English II), 36% (Biology) and 36% (U.S. History) respectively. Root Cause: Lack of reading practice in content areas.
Problem Statement 4: Based on Spring 2019 Algebra EOC data, there is an achievement gap (meets level) between female and male students of 15%. Root Cause: Females are predominately enrolled in Pre-AP algebra; male students are not seeing connections between mathematics and outside opportunities.
Problem Statement 5: Based on Spring 2019 English I EOC data, the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 20%. The achievement gap (meets level) between female and male students is 21%. Root Cause: Lack of culturally relevant and contemporary instructional materials in English I.
Problem Statement 6: Based on Spring 2019 English II EOC data, the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 12%. The achievement gap (meets level) between female and male students is 17%. Root Cause: Lack of culturally relevant and contemporary instructional materials in English II.
Problem Statement 7: Based on Spring 2019 U.S. History EOC data, there is an achievement gap (meets level) between White and Black students of 9%, and an achievement gap (meets level) between White and Hispanic students of 11%. Root Cause: Lack of cultural relevance due to lack of instruction connection to current events.
Problem Statement 8: Based on Spring 2019 Biology EOC data, there is an achievement gap (meets level) between White and Black students of 16%, and an achievement gap between White and Hispanic students of 18%. The achievement gap (meets level) between female and male students is 12%. Root Cause: Lack of science reading and connections.

Problem Statement 9: Based on Spring 2019 Biology EOC data, there is an achievement gap (meets level) between non-economically disadvantaged students and economically disadvantaged students of 19%. **Root Cause:** Lack of reading opportunities.

Perceptions

Problem Statement 1: Based on student input during the 2019-20 school year, racial issues need to be addressed. **Root Cause:** Students need to feel that trusted adults are available in which to bring concerns and provide opportunities for inclusion and diversity in instruction.

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

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR algebra I EOC, will increase from 70.4% in 2019 to 90% by 2025. (SY2021 interim goal = 68.5%) (Sachse 20-21 interim goal 73%). Masters level will increase to 42% for the 2020-21 school year.





Targeted or ESF High Priority

HB3 Goal

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

Summative Evaluation: None

<p>Strategy 1: Teachers will provide support for all students before, during, and after the school day that require intensive instruction or testing accommodations.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on curriculum assessments, benchmarks, TELPAS and STAAR EOC across all subject areas; decrease cycle failures.</p> <p>Staff Responsible for Monitoring: RtI Facilitator, Assistant Principals, Special Education Department Chair, Mustang Achievement Center Teacher, Mustang Achievement Center Instructional Aide, 504 Campus Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>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 decision, instructional strategies, and AVID strategies.</p> <p>Strategy's Expected Result/Impact: Decreased achievement gaps between SPED/non-SPED students, and LEP/non-LEP students on all STAAR EOC exams in all subjects.</p> <p>Staff Responsible for Monitoring: RtI facilitator, PLC leads, Mathematics Department Chair, Assistant Principal supervising mathematics, Special Education teachers, algebra teachers</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, 3, 4 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3: Teachers will provide masters level preparation opportunities for students. Strategy's Expected Result/Impact: Increased masters level scores on algebra EOC. Staff Responsible for Monitoring: RtI Facilitator, Assistant 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 Problem Statements: Student Learning 1, 2, 4 Funding Sources: Supplemental Pay for Teachers - 199 - PIC 24 State Comp Ed Funds - \$600	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will utilize reading materials for algebra instruction and reading comprehension/connection to careers. Strategy's Expected Result/Impact: Decreased achievement gap between females and males on algebra EOC scores; increased scores on algebra EOC exam. Staff Responsible for Monitoring: RtI Facilitator, Assistant Principal supervising mathematics, Algebra 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: Student Learning 1, 2, 4 - Perceptions 1 Funding Sources: Scholastic Math (Digital Subscription) - 6300 Supplies and Materials- Title I Funds - \$4,590	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Based on the Sachse High School special education case load for 2019-20, case managers have between 24-26 students. Root Cause: Allotment afforded by the Garland ISD.
Student Learning
Problem Statement 1: Based on the Spring 2019 EOC data, the achievement gap (meets level) between general education and special education students is 44% (Algebra), 56% (English I), 61% (English II), 51% (Biology), and 33% (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 2019 EOC data, the achievement gap (meets level) between non-ESL and ESL students is 5% (Algebra), 56% (English I), 52% (English II), 40% (Biology), and 46% (U.S. History) respectively. Root Cause: ELLevation assistance in utilizing instructional pieces.
Problem Statement 3: Based on Spring 2019 EOC data, the achievement gap (meets level) between non-LEP and LEP students is 51% (English I), 70% (English II), 36% (Biology) and 36% (U.S. History) respectively. Root Cause: Lack of reading practice in content areas.
Problem Statement 4: Based on Spring 2019 Algebra EOC data, there is an achievement gap (meets level) between female and male students of 15%. Root Cause: Females are predominately enrolled in Pre-AP algebra; male students are not seeing connections between mathematics and outside opportunities.
Problem Statement 5: Based on Spring 2019 English I EOC data, the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 20%. The achievement gap (meets level) between female and male students is 21%. Root Cause: Lack of culturally relevant and contemporary instructional materials in English I.
Problem Statement 6: Based on Spring 2019 English II EOC data, the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 12%. The achievement gap (meets level) between female and male students is 17%. Root Cause: Lack of culturally relevant and contemporary instructional

materials in English II.

Problem Statement 7: Based on Spring 2019 U.S. History EOC data, there is an achievement gap (meets level) between White and Black students of 9%, and an achievement gap (meets level) between White and Hispanic students of 11%. **Root Cause:** Lack of cultural relevance due to lack of instruction connection to current events.

Problem Statement 8: Based on Spring 2019 Biology EOC data, there is an achievement gap (meets level) between White and Black students of 16%, and an achievement gap between White and Hispanic students of 18%. The achievement gap (meets level) between female and male students is 12%. **Root Cause:** Lack of science reading and connections.

Problem Statement 9: Based on Spring 2019 Biology EOC data, there is an achievement gap (meets level) between non-economically disadvantaged students and economically disadvantaged students of 19%. **Root Cause:** Lack of reading opportunities.

Perceptions





Problem Statement 1: Based on student input during the 2019-20 school year, racial issues need to be addressed. **Root Cause:** Students need to feel that trusted adults are available in which to bring concerns and provide opportunities for inclusion and diversity in instruction.

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

Performance Objective 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 (SY2021 EBRW interim goal = 54%; math interim goal = 27%) (Sachse 20-21 interim goal EBRW 70%, math 43%).

Evaluation Data Sources: College Board SAT district summary report

Summative Evaluation: None

Strategy 1: Teachers will offer SAT Boot camps throughout the 2020-21 school year. Strategy's Expected Result/Impact: Increased scores on EBRW and math 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	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will utilize Khan Academy in their classrooms. 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	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  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 6: Percent of students 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. (SY2021 interim goal = 36.5%) (Sachse 20-21 interim goal 45%).

Evaluation Data Sources: College Board AP district summary report

Summative Evaluation: None



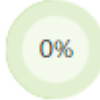




Strategy 1: AP teachers will meet monthly to discuss goals, progress, and recruitment of students. Strategy's Expected Result/Impact: Increase in the number of AP exams taken; increase in number of qualifying scores. Staff Responsible for Monitoring: Assistant Principals, AP Teachers Title I Schoolwide 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 Funding Sources: Supplemental Pay for AP Teachers - 199 - PIC 24 State Comp Ed Funds - \$1,000, Supplemental Instruction Materials for AP courses - 6300 Supplies and Materials- Title I Funds - \$5,000	Reviews			
	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 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. (SY2021 intermin goal = 44.0%) (Sachse 20-21 interim goal 36%).

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

Summative Evaluation: None

Strategy 1: Teachers will incorporate character education resources and culture building reading 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 - TEA Priorities: Build a foundation of reading and math Problem Statements: Perceptions 4 Funding Sources: Scholastic Choice Subscription (Digital) - 199 - PIC 24 State Comp Ed Funds - \$213.75	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Administration will launch a "trust card" program for positive reinforcement in student choices. Strategy's Expected Result/Impact: Positive school culture and good student decision making. Staff Responsible for Monitoring: Sachse administration Problem Statements: Perceptions 1, 4	Reviews			
	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 student input during the 2019-20 school year, racial issues need to be addressed. Root Cause: Students need to feel that trusted adults are available in which to bring concerns and provide opportunities for inclusion and diversity in instruction.
Problem Statement 4: According to Review 360 reports for the 2019-20 school year, there is a disproportionality of African-American students with out of school suspensions. Root Cause: Disciplinary procedures and lack of restorative discipline for students in need of this type of service.

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 92.6% in 2020 to 95% by 2025 as measure 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. (SY2021 graduation rate interim goal = 92.6%; 2021 CCMR interim goal = 55.0%)





Targeted or ESF High Priority

HB3 Goal

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

Summative Evaluation: None

Strategy 1: A character and study skills program will be established for Thursday school and maintained during Friday school and Saturday school for our at-risk students; a Tuesday school will be maintained for academically struggling students. Strategy's Expected Result/Impact: Reduced discipline referrals and cycle failures; increased graduation rates. Staff Responsible for Monitoring: Administrative staff and interns, Tuesday/Thursday school teachers, 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 Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9 Funding Sources: Supplemental Pay for Teachers - 199 - PIC 24 State Comp Ed Funds - \$21,329.25, Supplemental Pay for Teachers (Tuesday School) - 199 - PIC 23 SPED State Allotment Funds - \$4,500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Computer and teacher resources will be made available for TSI Testing. Strategy's Expected Result/Impact: Increased percentage of students successfully completing TSI test; increase in students meeting CCMR standards. Staff Responsible for Monitoring: Assistant Principals, Counselors, CTS Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college Funding Sources: Materials for TSI Testing - 6300 Supplies and Materials- Title I Funds - \$15,000, Supplemental Pay for Teachers - 199 - PIC 24 State Comp Ed Funds - \$500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 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 CCMR designation. Staff Responsible for Monitoring: Counseling Department TEA Priorities: Connect high school to career and college Funding Sources: Resources for GO Center - 199 - PIC 24 State Comp Ed Funds - \$500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June



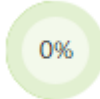




Strategy 4: Establish rigorous district and campus CCMR annual targets for each of the 14 student groups included in the Closing the Gaps Domain of the school accountability system (see addendum: CCMR Goal Worksheet x Student Groups 2020-21) Strategy's Expected Result/Impact: Student groups will meet/exceed the annual targets through 2025. Staff Responsible for Monitoring: Administrators, Counselors, Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 3: Based on the Sachse High School special education case load for 2019-20, case managers have between 24-26 students. Root Cause: Allotment afforded by the Garland ISD.
Student Learning
Problem Statement 1: Based on the Spring 2019 EOC data, the achievement gap (meets level) between general education and special education students is 44% (Algebra), 56% (English I), 61% (English II), 51% (Biology), and 33% (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 2019 EOC data, the achievement gap (meets level) between non-ESL and ESL students is 5% (Algebra), 56% (English I), 52% (English II), 40% (Biology), and 46% (U.S. History) respectively. Root Cause: ELLevation assistance in utilizing instructional pieces.
Problem Statement 3: Based on Spring 2019 EOC data, the achievement gap (meets level) between non-LEP and LEP students is 51% (English I), 70% (English II), 36% (Biology) and 36% (U.S. History) respectively. Root Cause: Lack of reading practice in content areas.
Problem Statement 4: Based on Spring 2019 Algebra EOC data, there is an achievement gap (meets level) between female and male students of 15%. Root Cause: Females are predominately enrolled in Pre-AP algebra; male students are not seeing connections between mathematics and outside opportunities.
Problem Statement 5: Based on Spring 2019 English I EOC data, the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 20%. The achievement gap (meets level) between female and male students is 21%. Root Cause: Lack of culturally relevant and contemporary instructional materials in English I.
Problem Statement 6: Based on Spring 2019 English II EOC data, the achievement gap (meets level) between White and Black students is 18%, and between White and Hispanic students is 12%. The achievement gap (meets level) between female and male students is 17%. Root Cause: Lack of culturally relevant and contemporary instructional materials in English II.
Problem Statement 7: Based on Spring 2019 U.S. History EOC data, there is an achievement gap (meets level) between White and Black students of 9%, and an achievement gap (meets level) between White and Hispanic students of 11%. Root Cause: Lack of cultural relevance due to lack of instruction connection to current events.
Problem Statement 8: Based on Spring 2019 Biology EOC data, there is an achievement gap (meets level) between White and Black students of 16%, and an achievement gap between White and Hispanic students of 18%. The achievement gap (meets level) between female and male students is 12%. Root Cause: Lack of science reading and connections.
Problem Statement 9: Based on Spring 2019 Biology EOC data, there is an achievement gap (meets level) between non-economically disadvantaged students and economically disadvantaged students of 19%. Root Cause: Lack of reading opportunities.

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: Increase parent attendance by 5 percent for parental involvement opportunities during the 2020-21 school year.

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. 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 Problem Statements: Perceptions 1 Funding Sources: Supplemental Pay for Teachers - 6100 Parent Inv. Payroll T1 - \$1,315, Supplies for Parent Involvement Activities - 6300 Parent Involvement. Supplies T1 - \$700	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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 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	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide and host a book study for parents, students, and the community over race issues and cultural identity. Strategy's Expected Result/Impact: Improved school culture; parental involvement participation. Staff Responsible for Monitoring: Sachse administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 4	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:

Perceptions

Problem Statement 1: Based on student input during the 2019-20 school year, racial issues need to be addressed. Root Cause: Students need to feel that trusted adults are available in which to bring concerns and provide opportunities for inclusion and diversity in instruction.
Problem Statement 4: According to Review 360 reports for the 2019-20 school year, there is a disproportionality of African-American students with out of school suspensions. Root Cause: Disciplinary procedures and lack of restorative discipline for students in need of this type of service.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sharon Hogue	Intervention Facilitator	Title I, Part A	1.0

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Equipment for MAC		\$4,174.00
1	8	1	Supplemental Pay for Teachers (Tuesday School)		\$4,500.00
Sub-Total					\$8,674.00
Budgeted Fund Source Amount					\$8,674.00
+/- Difference					\$0.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Substitute teachers for ELAR teachers		\$5,000.00
1	1	7	Scholastic Action Subscription (Digital)		\$900.00
1	3	3	Supplemental Pay for Teachers		\$2,500.00
1	4	3	Supplemental Pay for Teachers		\$600.00
1	6	1	Supplemental Pay for AP Teachers		\$1,000.00
1	7	1	Scholastic Choice Subscription (Digital)		\$213.75
1	8	1	Supplemental Pay for Teachers		\$21,329.25
1	8	2	Supplemental Pay for Teachers		\$500.00
1	8	3	Resources for GO Center		\$500.00
Sub-Total					\$32,543.00
Budgeted Fund Source Amount					\$32,543.00
+/- Difference					\$0.00
199 - PIC 25 Bil/ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Bilingual dictionaries and supplies		\$10,460.00
Sub-Total					\$10,460.00
Budgeted Fund Source Amount					\$10,460.00
+/- Difference					\$0.00

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Payroll for MAC Operation before and after school.		\$2,060.00
1	1	2	Payroll for writing lab		\$2,000.00
1	1	6	Supplemental pay for teachers		\$1,940.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$0.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Supplemental Pay for Teachers		\$1,315.00
Sub-Total					\$1,315.00
Budgeted Fund Source Amount					\$1,315.00
+/- Difference					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Achieve 3000 Software		\$6,480.00
1	1	7	Books/Periodicals		\$7,000.00
1	1	8	Sirius Software		\$29,674.00
1	3	1	UT Dana Center Station Flash Drives, Printing Cost		\$1,000.00
1	3	2	Science World Magazine Digital Subscription		\$6,840.00
1	3	4	Supplemental Instructional Materials		\$5,000.00
1	4	4	Scholastic Math (Digital Subscription)		\$4,590.00
1	6	1	Supplemental Instruction Materials for AP courses		\$5,000.00
1	8	2	Materials for TSI Testing		\$15,000.00
Sub-Total					\$80,584.00
Budgeted Fund Source Amount					\$80,584.00
+/- Difference					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Supplies for Parent Involvement Activities		\$700.00

6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$700.00
Budgeted Fund Source Amount					\$700.00
+/- Difference					\$0.00
Grand Total					\$140,276.00

Addendums