# **Garland Independent School District Garland High School**

2023-2024 Goals/Performance Objectives/Strategies



## **Mission Statement**

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

# Vision

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

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## 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.

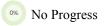
**Performance Objective 1:** Percent of students demonstrating literacy as measured by Meets Grade Level performance on EOC English I and English II, will increase from 46% and 48% respectively from SY 22-23, to 90% by 2025. (SY 23-24 interim goal = 64% (E1 and E2)).

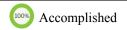
**Evaluation Data Sources:** STAAR spring administration testing data file (accountability subset)

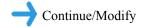
Strategy 1 Details		Rev	iews	
Strategy 1: Administrators and teachers will ensure that each Emergent Bilingual (EB) is provided with linguistic and		Formative		Summative
instructional accommodations as determined by the LPAC.  Strategy's Expected Result/Impact: Increase benchmark scores, increase English 1 and 2 EOC scores, increase TELPAS scores.  Staff Responsible for Monitoring: LPAC administrator Administrators  TEA Priorities: Build a foundation of reading and math	Nov	Feb	Apr	June
Strategy 2 Details		Rev	iews	
Strategy 2: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically		Formative		Summative
emphasizing English language development), targeted (aligned to EB students' proficiency levels), and systematic (scaffolding instruction and academic response frames to meet student progress), in developing English language skills.  Strategy's Expected Result/Impact: Increase benchmark scores, increase English  1 and 2 EOC scores, increase TELPAS scores  Staff Responsible for Monitoring: Teachers  Administrators  TEA Priorities:  Build a foundation of reading and math  Funding Sources: ESL Classroom/Instructional Supplies - 199 - PIC 25 Bil./ESL State Allotment Funds - \$2,000,  Extended-day Teacher Pay for Planning - 6100 Payroll- Title I Funds - \$2,000.53	Nov	Feb	Apr	June

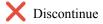
Strategy 3 Details		Rev	iews	
Strategy 3: Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to		Formative	_	Summative
spiral into future lessons and activities.  Strategy's Expected Result/Impact: Targeted instruction based off students needs.  Increase benchmark scores increase English 1 and 2 EOC scores.  Staff Responsible for Monitoring: Teachers Administrators Title 1 Intervention Facilitator  TEA Priorities: Build a foundation of reading and math	Nov	Feb	Apr	June
Strategy 4 Details		Rev	iews	
<b>Strategy 4:</b> Teachers will create lesson plans that include formative assessment, implementation of best practices/AVID		Formative		Summative
strategies, and differentiation strategies designed to support academic success of all student groups, with emphasis on special education students.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase benchmark scores increase English 1 and 2 EOC scores Lower failure rates Improve student engagement Staff Responsible for Monitoring: Teachers Administrator  TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: AVID SI Supplemental Pay - 6100 Payroll- Title I Funds - \$2,500, Extended-Day EOC Tutorials (After School/Achievement Academy) - 6100 Payroll- Title I Funds - \$7,500, AVID SI Registration - 6200 Contracted Services/Registration- Title I Fun - \$3,000				

Strategy 5 Details		Rev	iews	
Strategy 5: Teachers will offer extended hour tutorials and Achievement Academy for at risk students in designated EOC		Formative		Summative
courses.  Strategy's Expected Result/Impact: Increase Common Assessment data results Increase EOC data results Staff Responsible for Monitoring: At-risk Administrator	Nov	Feb	Apr	June
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: Achievement Academy Payroll (PIC 31) - 199 - Magnet Funds - \$16,666, Healthy Snacks for AA Students (Saturdays) - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$2,000				
Strategy 6 Details		Rev	iews	
Strategy 6: Teachers will work with the MTSS Facilitator to monitor and maintain student support processes (SSTs, RTI,		Formative		Summative
failure rate monitoring, credit recovery, etc)  Strategy's Expected Result/Impact: Lower failure rates Improve EOC data	Nov	Feb	Apr	June
Improve Cycle grades failure rates  Staff Responsible for Monitoring: Principal  MTSS Facilitator				
TEA Priorities: Build a foundation of reading and math				
Strategy 7 Details		Rev	iews	
Strategy 7: Improve student literacy and reading activities by incentivizing library visits and checking out books that pique		Formative		Summative
their reading interests.  Strategy's Expected Result/Impact: Encourage literacy and reading comprehension to increase students' ability to	Nov	Feb	Apr	June
meet state standards on state-mandated assessments.  Staff Responsible for Monitoring: Librarian RLA Teachers Principal	N/A	N/A		
Title I: 2.4, 2.5, 2.6  Problem Statements: Student Learning 2, 3  Funding Sources: Studnet Incentives - Books Marks for Reading - 6300 Supplies and Materials- Title I Funds - \$2,975				









#### **Performance Objective 1 Problem Statements:**

#### **Student Learning**

**Problem Statement 2**: Based on Spring 2021 STAAR reports, 53% of students reached approaches, and 43% meets on English 1 EOC. **Root Cause**: Pandemic impact on consistent student in-person attendance and previous school year waivers on STAAR EOC (8th grade).

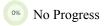
**Problem Statement 3**: Based on Spring 2022 STAAR reports, 76% of students reached approaches, and 49% meets on Biology EOC. **Root Cause**: Pandemic impact on consistent student in-person attendance and previous school year waivers on STAAR EOC (8th grade).

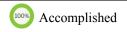
**Performance Objective 2:** Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 42 % in SY 22-23 to 76% by 2025. (SY 23-24 interim goal = 50%)

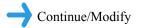
Evaluation Data Sources: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Details		Rev	iews	
Strategy 1: English Language proficiency Standards (ELPS) will be implemented by sheltered teachers into instruction		Formative		Summative
daily to make content comprehensible and develop academic language ensuring EBs obtain the mastery of required academic content along with language development.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improved scores on Unit Assessments, MAP, TELPAS, and EOC scores, TELPAS language domain advancement by the end of school year.				
Staff Responsible for Monitoring: Team lead , LPAC administrator, Intervention Team, Principal, and Assistant principal.				
Strategy 2 Details		Rev	iews	
Strategy 2: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused, targeted, and	ocused, targeted, and Formative Summative			
systematic in development English language skills.  Strategy's Expected Result/Impact: Improvement in Unit Assessments, TELPAS, MAP, and EOC scores. TELPAS language domain advancement by the end of school year.  Staff Responsible for Monitoring: LPAC Administrator, Principal, and Assistant Principals.  TEA Priorities: Build a foundation of reading and math	Nov	Feb	Apr	June

Strategy 3 Details		Rev	iews	
Strategy 3: Teachers will participate in PLCs, at content and departmental levels, to evaluate data, identify needs and		Formative		Summative
develop/implement instruction to improve upon student academic performance on assessments.	Nov	Feb	Apr	June
<b>Strategy's Expected Result/Impact:</b> Improved TELPAS and EOC results. TELPAS language domain advancement by the end of school year.				
Staff Responsible for Monitoring: LPAC				
administrator, Principal,				
Assistant Principal, and				
Intervention Team				
TEA Priorities:				
Recruit, support, retain teachers and principals				
Strategy 4 Details		Pos	/iews	
Strategy 4: Teachers will facilitate Extended-day and Super Saturday small group instruction for EB students on utilizing		Formative	/ICWS	Summative
materials and Summit K-12 software needed to increase academic success on TELPAS and all EOC subjects.	Nov	Feb	A	June
Strategy's Expected Result/Impact: Improvement in Unit Assessments,	NOV	reb	Apr	June
TELPAS, MAP, and EOC scores.				
TELPAS language domain advancement by the end of school year.				
Staff Responsible for Monitoring: Teachers, Assistant Principals				
Timopais				
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities: Build a foundation of reading and math				
Funding Sources: Summit K-12 Software - 199 - PIC 25 Bil/ESL State Allotment Funds - \$5,200, Super Saturday				
Pay - Teachers - 199 - PIC 25 Bil/ESL State Allotment Funds - \$9,750, Extended Day Pay - Teachers - 6100 Payroll-				
Title I Funds - \$9,750, Healthy Snacks - 199 - PIC 25 Bil/ESL State Allotment Funds - \$3,000				
		_		
Strategy 5 Details			views	T
<b>Strategy 5:</b> Teachers will facilitate test prep session instruction, for EB students lacking only TELPAS to reclassify, during the school day on a weekly basis utilizing materials and software needed to achieve success on TELPAS.		Formative		Summative
Strategy's Expected Result/Impact: Students will achieve qualifying TELPAS scores to reclassify.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Teachers, ELL Administrator, Testing Coordinator, LPAC Coordinator				
ESF Levers:				
Lever 5: Effective Instruction				









**Performance Objective 3:** Percent of students in grade 9 demonstrating scientific understanding as measured by Meets Grade Level performance on Biology EOC, will increase from 48% in SY 22-23 to 80% by 2025. (SY 23-24 interim goal = 65%)

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

Strategy 1 Details		Rev	views	
Strategy 1: Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to		Formative		Summative
spiral into future lessons and activities for all students.  Strategy's Expected Result/Impact: Targeted instruction based off students needs  Staff Responsible for Monitoring: Teachers Administrators Title 1 Intervention Facilitator  TEA Priorities: Recruit, support, retain teachers and principals	Nov	Feb	Apr	June
Strategy 2 Details  Strategy 2: Teachers will create lesson plans that include bell ringers, and mini lesson (inclusive of online lab simulations)		Rev Formative	riews	Summative
to pre- teach skills, formative assessment, AVID strategies, and differentiation strategies.  Strategy's Expected Result/Impact: Increase benchmark scores increase Biology EOC scores Lower failure rates Improve student engagement Staff Responsible for Monitoring: Teachers and administrators  TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Student Learning 3 Funding Sources: Substitutes for Planning Days - 6100 Payroll- Title I Funds - \$1,500	Nov	Feb	Apr	June

Strategy 3 Details		Rev	iews	
Strategy 3: Teachers will work with Title 1 Intervention Facilitator to monitor and maintain student support processes		Formative		Summative
(SSTs, RTI, failure rate monitoring, credit recovery, etc.)  Strategy's Expected Result/Impact: Increase benchmark scores Increase Biology EOC scores Lower failure rates Improve student engagement Staff Responsible for Monitoring: Teachers, Title I Intervention Facilitator  TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Nov	Feb	Apr	June
Strategy 4 Details		Rev	iews	
Standard A. Tandard Sill of Company and allowed the sill and Additional Analysis of Company and Education and Educ		Formative		Summative
<b>Strategy 4:</b> Teachers will offer extended hour tutorials and Achievement Academy for at risk students in designated EOC				
courses.	Nov	Feb	Apr	June
	Nov	Feb	Apr	June

#### **Performance Objective 3 Problem Statements:**

#### **Student Learning**

**Problem Statement 3**: Based on Spring 2022 STAAR reports, 76% of students reached approaches, and 49% meets on Biology EOC. **Root Cause**: Pandemic impact on consistent student in-person attendance and previous school year waivers on STAAR EOC (8th grade).

**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 31% in SY 22-23 to 90% by 2025. (SY 23-24 interim goal = 68.3%)

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

Strategy 1 Details		Rev	iews	
Strategy 1: Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to		Formative		Summative
spiral into future lessons and activities.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Targeted instruction based off students needs			_	
Staff Responsible for Monitoring: Teachers				
Administrators				
Title 1				
Intervention				
Facilitator				
TEA Priorities:				
Recruit, support, retain teachers and principals				
rectail, support, reading said principals				
Strategy 2 Details		Rev	iews	•
Strategy 2: Teachers will create and facilitate lesson plans that include bell ringers, and mini lesson to pre-teach skills,		Formative		Summative
formative assessment, AVID strategies, and differentiation strategies.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase benchmark scores	1101	100	7 1p1	June
increase Algebra EOC scores				
Lower failure rates				
Improve student engagement				
Staff Responsible for Monitoring: Teachers and				
administrators				
TEA Priorities:				1
Build a foundation of reading and math, Connect high school to career and college				
Problem Statements: Student Learning 1				
Funding Sources: Substitute Teachers for Planning Days - 6100 Payroll- Title I Funds - \$2,000				1

Strategy 3 Details		Rev	iews	
Strategy 3: Teachers will work with MTSS Administrator to monitor and maintain student support processes (SSTs, RTI,		Formative		Summative
failure rate monitoring, credit recovery, etc.)  Strategy's Expected Result/Impact: Increase benchmark scores Increase Algebra EOC scores Lower failure rates Improve student engagement Staff Responsible for Monitoring: MTSS Administrator Teachers  TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Nov	Feb	Apr	June
Strategy 4 Details		Rev	iews	
Strategy 4: Teachers will offer extended hour tutorials and Achievement Academy for at risk students in designated EOC		Formative		Summative
courses.  Strategy's Expected Result/Impact: Improved EOC scores  Staff Responsible for Monitoring: At-Risk Administrator	Nov	Feb	Apr	June
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: Achievement Academy Payroll (PIC 31) - 199 - Magnet Funds - \$16,667				

Strategy 5 Details		Rev	iews	
<b>Strategy 5:</b> To address our need to improve all tiers of our math instructional program to better serve all students, especially		Formative		Summative
students at risk of failing, we will provide upper Algebra 1 students with meaningful access to high-quality individualized math lessons, delivered through online software programs/apps and downloaded	Nov	Feb	Apr	June
software.	N/A			
<b>Strategy's Expected Result/Impact:</b> Students can utilize Chromebooks for instructional purposes for end-of-course exams required for graduation.				
<b>Staff Responsible for Monitoring:</b> CCMR Administrator / Accelerated Testing Administrator Math Department Chair				
Algebra 1 Teachers				
Title I:				
2.4, 2.6 - TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 4: High-Quality Instructional Materials and Assessments				
Problem Statements: Student Learning 1				
Funding Sources: Chromebart Cart (30) - 199 - PIC 24 State Comp Ed Funds - \$14,000				
	<b>V</b> 5:			
No Progress Continue/Modify	X Discor	ntinue		

### **Performance Objective 4 Problem Statements:**

## **Student Learning**

**Problem Statement 1**: Based on Spring 2022 STAAR reports, 54% of students reached approaches, and 19% meets on Algebra 1 EOC. **Root Cause**: Pandemic impact on consistent student in-person attendance and previous school year waivers on STAAR EOC (8th grade).

**Performance Objective 5:** Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing will increase from 54.7% in 2019 to 70% in by 2025 and SAT School Day Mathematics will increase from 33.3% in 2019 to 50% by 2025. (SY 23-24 EBRW interim goal = 56%; math interim goal = 35%)

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

Strategy 1 Details		Rev	iews	
<b>Strategy 1:</b> Teachers will incorporate direct SAT practice/sample questions/problems into their lesson plans (weekly).		Formative		Summative
<b>Strategy's Expected Result/Impact:</b> Improved student performance on 2023-24 SAT.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Administrators Math Teachers				
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college				
Strategy 2 Details		Rev	iews	1
Strategy 2 Details  Strategy 2: Teachers will implement a variety of best practices and instructional strategies to improve student learning.		Rev Formative	iews	Summative
	Nov		iews Apr	Summative June
Strategy 2: Teachers will implement a variety of best practices and instructional strategies to improve student learning.  Strategy's Expected Result/Impact: Reflection of best practices in lesson plans.	Nov	Formative		

Strategy 3 Details				
Strategy 3: Teachers will lead activities through Academic Decathlon to help students of all academic levels build the		Formative		Summative
intellectual stamina to perform well under pressure in an exam environment.  Strategy's Expected Result/Impact: Increased student performance on the PSAT, SAT, and ACT Staff Responsible for Monitoring: Teachers Campus Administration  Title I: 2.4  - TEA Priorities:	Nov	Feb	Apr	June
Build a foundation of reading and math  Funding Sources: Extra Duty Pay (Professional) - 6100 Payroll- Title I Funds - \$1,200  No Progress  Accomplished  Continue/Modify	X Discon	tinue		

**Performance Objective 6:** Percent of students earning qualifying criterion score on AP exams will increase from 42.7 % in 2019 to 45.0% by 2025 while maintaining high levels of student participation and number of exams administered. (SY 23-24 interim goal = 44.2%)

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

Strategy 1 Details				
Strategy 1: Teachers will utilize the Instructional Planning Report to design lessons to target the lowest scoring category.		Summative		
Strategy's Expected Result/Impact: Improved percentage of qualifying AP test scores.	Nov Feb Apr			June
Staff Responsible for Monitoring: Administrators RLA Teachers				
No Progress Continue/Modify	X Discon	ntinue		

**Performance Objective 7:** Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 39.5% in 2019 to 35% by 2025. (SY 23-24 interim goal = 38.0%)

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

Strategy 1 Details	Reviews			
Strategy 1: Administrative staff will communicate established system for documenting classroom incidents and school		Summative		
wide behaviors (Review 360) using the Restorative Discipline/PBIS Model during August staff development.  Strategy's Expected Result/Impact: Decreased office referrals/exclusionary placements  Staff Responsible for Monitoring: Administrators  TEA Priorities:  Recruit, support, retain teachers and principals	Nov	Feb	Apr	June
Strategy 2 Details		Rev	riews	
Strategy 2: Teachers will explain clearly defined school wide expectations for behavior to students during first week of	Formative Sumi			
school and communicate the plan with parents through a variety of methods (and in multiple languages), such as phone, email, letter, etcin an effort to inform students and parents on restorative discipline practices (with emphasis on Hispanic and African American student population).  Strategy's Expected Result/Impact: Clarify expectations Lower classroom incidents Improve learning environment Staff Responsible for Monitoring: Teachers Administrators  TEA Priorities: Improve low-performing schools	Nov	Feb	Apr	June

Strategy 3 Details		Rev	riews	
Strategy 3: Teachers will develop and implement a classroom management plan that utilizes effective classroom	Formative			Summative
management/PBIS strategies to create an environment conducive to learning and preventing misconduct.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improve student-teacher relationships  Lower office referrals				
Staff Responsible for Monitoring: Teachers Administrators				
TEA Priorities:				
Improve low-performing schools				
Strategy 4 Details		Rev	iews	
Strategy 4: Campuswide interventions utilizing the E-HallPass Software will be implemented to increase seat time and	Formative			Summative
opportunities for learning for students during the instructional period.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Clarify expectations				
Lower classroom and campuswide incidents Improve learning environment				
Staff Responsible for Monitoring: Administrators				
Teachers				
Title I: 2.5, 2.6				
Funding Sources: E-HallPass Software - 211-School Improvement Grant funds - \$5,774.47				
No Progress Continue/Modify	X Discor	ntinue	L	

**Performance Objective 8:** Percent of students successfully completing graduation requirements will increase from 90.9% in 2019 to 95% by 2025 as measured by 4-year graduation rates and 63.4% in 2019 to 80% by 2025 as measure by the percentage of students meeting College, Career, and Military Ready standards. (SY 23-24 graduation rate interim goal = 94.6%; 23-24 CCMR interim goal = 94.9%)

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

Strategy 1 Details	Reviews			
Strategy 1: The school will use the PSAT school day, and GO Center (throughout the 2023-2024 school year)to facilitate/assist seniors (and families) with the completion of FAFSA/TAFSA.  Strategy's Expected Result/Impact: Increased graduation rates/DCP rates.  Staff Responsible for Monitoring: Counselors Administrators  TEA Priorities: Connect high school to career and college	Nov	Formative Feb	Apr	Summative June
Strategy 2 Details  Strategy 2: Students will have multiple opportunities to take the TSI-A on campus, within the school day, throughout the	Reviews Formative Su			Summative
school year.  Strategy's Expected Result/Impact: Increased CCMR percentages  Staff Responsible for Monitoring: Administrators  TEA Priorities:  Connect high school to career and college  No Progress  Accomplished Continue/Modify	Nov Discor	Feb	Apr	June

**Performance Objective 9:** Percentage of parents attending and participating in parent involvement and/or parent informational sessions will represent a minimum of 25% of student enrollment for 2023-24.

Evaluation Data Sources: Attendance logs, survey feedback response

Strategy 1 Details		Reviews		
Strategy 1: Parents, and families, will have the opportunity to participate in English, and computer classes, through the		Formative		Summative
Achievement Academy program to increase language and computer skills and build/strengthen stakeholder connection to campus.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased Parent Involvement				
Staff Responsible for Monitoring: At Risk Administrator				
TEA Priorities:				
Connect high school to career and college, Improve low-performing schools - ESF Levers:				
Lever 3: Positive School Culture				
<b>Funding Sources:</b> Talking Points Application (Parent Communication for non-English speaking Families) - 6300 Parent Involvement. Supplies T1 - 6100 - \$2,251, Payroll for Parent Presentation- Parent Involvement - 6100 Parent Inv. Payroll T1 - 6300 Parent Involvement - \$2,014				
Strategy 2 Details		Rev	iews	
	1			
<b>Intrategy 2:</b> (iHS feachers will coordinate and facilitate 9th grade orientation transition program (FISH camp) for incoming		Formative		1 Summative
<b>Strategy 2:</b> GHS teachers will coordinate and facilitate 9th grade orientation transition program (FISH camp) for incoming 2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors,	Nov	1	Ann	
2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc.	Nov	Feb	Apr	June
2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors,	Nov	1	Apr	
2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc.  Strategy's Expected Result/Impact: Increase parental involvement  Staff Responsible for Monitoring: Administrators	Nov	1	Apr	
2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc.  Strategy's Expected Result/Impact: Increase parental involvement  Staff Responsible for Monitoring: Administrators  Counselors	Nov	1	Apr	
2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc.  Strategy's Expected Result/Impact: Increase parental involvement  Staff Responsible for Monitoring: Administrators  Counselors  Student	Nov	1	Apr	
2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc.  Strategy's Expected Result/Impact: Increase parental involvement  Staff Responsible for Monitoring: Administrators  Counselors  Student  Activities	Nov	1	Apr	
2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc.  Strategy's Expected Result/Impact: Increase parental involvement  Staff Responsible for Monitoring: Administrators  Counselors  Student	Nov	1	Apr	
2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc.  Strategy's Expected Result/Impact: Increase parental involvement  Staff Responsible for Monitoring: Administrators  Counselors  Student  Activities  Director	Nov	1	Apr	
2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc.  Strategy's Expected Result/Impact: Increase parental involvement  Staff Responsible for Monitoring: Administrators  Counselors  Student  Activities  Director  TEA Priorities:	Nov	1	Apr	
2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc.  Strategy's Expected Result/Impact: Increase parental involvement  Staff Responsible for Monitoring: Administrators  Counselors  Student  Activities  Director	Nov	1	Apr	
2023-24 9th grade students and parents, on August 4th, inclusive of building tour, Q & A with principals/counselors, campus procedures, first day procedures, etc.  Strategy's Expected Result/Impact: Increase parental involvement  Staff Responsible for Monitoring: Administrators  Counselors  Student  Activities  Director  TEA Priorities:  Improve low-performing schools	Nov	1	Apr	

Strategy 3 Details		Rev	riews	
Strategy 3: Parents will be invited to participate in the "AVID Share Night" and "Meet-the-Teacher Night" in order to			Summative	
promote a positive transition to high school for all students and answer any parent questions.  Strategy's Expected Result/Impact: Increased Parental involvement  Staff Responsible for Monitoring: AVID  Coordinator  Administrators  Teachers	Nov	Feb	Apr	June
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture				
Strategy 4 Details		Rev	riews	_
<b>Strategy 4:</b> GHS staff and teachers will present and provide the information/resources to parents in Spanish and English and other languages as needed.		Formative	1	Summative
Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Administrators Teachers Counselors  TEA Priorities: Connect high school to career and college Funding Sources: Talking Points Application (Parent Communication for non-English speaking Families) - 199 - PIC 24 State Comp Ed Funds - \$3,749	Nov	Feb	Apr	June
Strategy 5 Details		Rev	riews	
<b>Strategy 5:</b> Establish rigorous district and campus College, Career & Military Readiness annual targets for each of the fourteen student groups included in the Closing the Gaps Domain of the school accountability system (see addendum:		Formative	1 .	Summative
CCMR Goal Worksheet x Student Groups ).  Strategy's Expected Result/Impact: The anticipated result is that all student groups will meet/exceed the annual targets through 2025.  Staff Responsible for Monitoring: Administrators Counsels Teachers - CTE Teachers - Academic  TEA Priorities: Connect high school to career and college	Nov	Feb	Apr	June

Strategy 6 Details		Rev	riews			
<b>Strategy 6:</b> Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform	Formative		Formative			Summative
parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.	Nov	Feb	Apr	June		
Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Increased Parental Involvement						
Staff Responsible for Monitoring: Administrator Campus Improvement Team						
Strategy 7 Details		Rev	iews	•		
Strategy 7: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared		Formative	ormative Sum			
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.	Nov	Feb	Apr	June		
Strategy's Expected Result/Impact: Increased Parent Involvement Staff Responsible for Monitoring: Administrators Campus Improvement Team						
No Progress Continue/Modify	X Discor	tinue				

Performance Objective 10: Campus Average Daily Attendance will increase from 89.02% in SY 22-23 to 96% in SY 23-24.

**Evaluation Data Sources:** ADA Report

Strategy 1 Details	Reviews			
Strategy 1: Staff will analyze behavior and attendance data monthly to monitor chronic absences and provide interventions		Formative		Summative
for students in need of assistance.  Strategy's Expected Result/Impact: Improved attendance rates resulting in academic growth.  Staff Responsible for Monitoring: At Risk Administrator, Attendance clerks, Administrators, Teachers  Title I: 2.5, 2.6  Funding Sources: Student Incentive Program - 199 - PIC 24 State Comp Ed Funds - \$1,000	Nov	Feb	Apr	June
Strategy 2 Details		Rev	views	
<b>Strategy 2:</b> Staff will make personal calls or home visits to families of at-risk students if a student is absent 5 or more days		Formative		Summative
in a month.  Strategy's Expected Result/Impact: Improved attendance rates resulting in academic growth.  Staff Responsible for Monitoring: At Risk Administrator, Attendance clerks, Administrators, Teachers  Title I: 2.6, 4.2  Funding Sources: Supplemental Pay - 6100 Payroll- Title I Funds - \$5,500	Nov	Feb	Apr	June
No Progress Continue/Modify	X Discor	ntinue		

#### Goal 2: Magnet Funding Justification

**Performance Objective 1:** By June 2024, the GHS IB Programme will graduate 90% of eligible full IB students with a full diploma.

**Evaluation Data Sources:** IB Diploma Summary Report

Strategy 1 Details		Rev	views	
Strategy 1: IB teachers will facilitate and implement IB/MYP training techniques, and attend conferences, to create a total	Formative			Summative
academic experience consistent with the IB mission.  Strategy's Expected Result/Impact: Increased Full Diploma Completion Percentage Staff Responsible for Monitoring: Magnet Liaison  TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Funding Sources: IB/MYP Fees, Travel, registration - 199 - Magnet Funds - \$100,000	Nov	Feb	Apr	June
Strategy 2 Details		Rev	views	-1
Strategy 2: Provide G/T students with a continuum of learning experiences that lead to advanced products, performances		Formative	_	Summative
and independent studies.  Strategy's Expected Result/Impact: Increased individual student progress and growth.  Staff Responsible for Monitoring: Administrators, Magnet Liaison, GT Coordinator	Nov	Feb	Apr	June
No Progress Continue/Modify	X Discon	tinue		

#### Goal 3: Special Education Funding Justification

Performance Objective 1: Provide and maintain appropriate, functional, and safe facilities.

Evaluation Data Sources: Qualitative data from students, teachers, and families

Strategy 1 Details	Reviews			
Strategy 1: Identify classroom needs and coordinate with ongoing facility improvement efforts to provide appropriate	Formative			Summative
learning environments for special education students needing functional life skills development on campus.  Strategy's Expected Result/Impact: Increased learning time and student functional development by providing a safe and operational learning environment on campus.  Staff Responsible for Monitoring: Administration  Special Education ALE Teachers  SPED Department Heads  ARD Facilitator  Title I:	Nov	Feb	Apr	June
2.5, 2.6  Funding Sources: Classroom Instructional Resources and Facility Improvements - 199 - PIC 23 SPED State Allotment Funds - \$7,550  No Progress  Accomplished  Continue/Modify	X Discon	tinue		