

Garland Independent School District

Garland High School

2025-2026 Campus Improvement Plan



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

GHS has 2153 students, 9-12th grade, established in 1902, and located in central Garland. GISD has choice of school. Each high school has magnet programs that students can apply for. Our magnet programs are the IB program, the AVAPA program, ECHS, AP, and MYP programs. Student Group and Staff Percentages are listed below:

Gender

51.79% - Female

48.21% - Male

Ethnicity

65.35% - Hispanic

Race

0.37% - American Indian

7.38% - Asian

13.05% - African American

0.05% Native Hawaiian - Pacific Islander

10.91% - White

2.88% - Two or More

2153 (100%) of the student population

32.88% EB student population

27.22 ESL student population

23.86% GT student population

7.62% SPED student population

44.77% At-Risk student population

12.40% 504 student population

15.65% ECHS student population

70.41% Economically disadvantaged student population

Instructional Staff (100% representing the total)

Teachers - 184 (83.26%)

Administrative support: 27 (12.22%)

Educational Aide 10 (4.52%)

Demographics Strengths

Garland High School (GHS), established in 1902 and located in central Garland, serves a diverse student body of 2,153 students in grades 9–12. As part of Garland ISD’s choice-of-school model, GHS offers robust magnet programs including the International Baccalaureate (IB), Advanced Visual and Performing Arts (AVAPA), Early College High School (ECHS), Advanced Placement (AP), and Middle Years Programme (MYP). These specialized programs contribute to GHS’s ability to attract and serve a wide range of learners across academic interests and readiness levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based upon 24-25 attendance data, approximately 40% of the largest demographic (Hispanic and Latino students) have less than a 89.99 ADA rate.

Root Cause: Language proficiency issues, academic support needs, cultural differences in educational expectations, and employment pressures have an impact on the student group.

Student Learning

Student Learning Summary

Garland High School (GHS) provides a diverse range of educational programs and courses aimed at serving both students and the community. These include AVID, AP, DC (Dual Credit), IB, MYP, ELL (English Language Learners), SPED (Special Education), CATE (Career and Technology Education), VAPA (Visual and Performing Arts), ECHS (Early College High School), and DCP (Dual Credit Partnership). These offerings enable students to earn college credits, associate degrees, industry certifications, and participate in internships.

Professional Learning Communities (PLCs) play a crucial role at GHS, fostering instructional best practices, professional development, and the analysis of student data. Teachers utilize this data to inform their instructional strategies, ensuring alignment with TEKS (Texas Essential Knowledge and Skills), AP/IB/DC requirements, College, Career, and Military Readiness (CCMR), and End-of-Course (EOC) readiness benchmarks.

Monitoring and evaluating the curriculum to meet the diverse needs of all students relies heavily on data from formal assessments such as MAP screenings, benchmark assessments (CBA), and EOC exams, as well as informal assessments. Teachers employ Eduphoria for benchmark assessments throughout the school year to maintain alignment with learning objectives.

GHS offers various support programs academically through initiatives like the IB Diploma Programme and the Middle-Years-Program (MYP), Academy of Fine Arts, MYP, ECHS, multiple AP and dual credit courses, AVID, Achievement Academy, credit restoration, acceleration courses, and tutorials. The Career and Technology program prepares students for advanced training at the district Career and Technology Center, offering vocational experience and industry certifications both on campus and at the center.

In addition to academic support, GHS addresses students' social and emotional needs through various extracurricular clubs and organizations, enhancing the overall educational experience and fostering a well-rounded environment for student development.

Student Learning Strengths

Instructional effectiveness is strengthened through the active engagement of Collaborative Learning Communities (CLCs), which analyze student data to guide instructional planning and ensure alignment with TEKS, AP/IB/DC standards, and End-of-Course (EOC) readiness. The use of data from CBAs, EOCs, and informal assessments, along with tools like Edugence, ensures that instruction remains responsive to student needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on Spring 2023-24 Preliminary STAAR reports, 79% of students reached approaches and 37% Meets on the Algebra I EOC.

Root Cause: Lack of additional targeted interventions aimed at improving curriculum alignment, enhancing instructional quality, increasing student engagement, and providing adequate support for both students and teachers.

Problem Statement 2 (Prioritized): Based on Spring 2023-24 Preliminary STAAR reports, 88% of students reached approaches and 48% Meets on the Biology EOC.

Root Cause: Lack of additional targeted interventions aimed at improving curriculum alignment, enhancing instructional quality, increasing student engagement, and providing adequate support for both students and teachers.

Problem Statement 3 (Prioritized): Based on Spring 2023-24 Preliminary STAAR reports, 56% of students reached approaches and 43% Meets on the English I EOC.
Root Cause: Lack of additional targeted interventions aimed at improving curriculum alignment, enhancing instructional quality, increasing student engagement, and providing adequate support for both students and teachers.

School Processes & Programs

School Processes & Programs Summary

Garland High School (GHS) offers a wide array of programs and courses designed to enrich the educational experience for both students and the community. These include AVID, AP, Dual Credit (DC), IB, MYP, English Language Learners (ELL), Special Education (SPED), Career and Technical Education (CATE), Visual and Performing Arts (VAPA), Early College High School (ECHS), and the Dropout Prevention Center (DCP). These programs provide opportunities for students to earn college credits, associate degrees, industry certifications, and participate in internships.

Professional Learning Communities play a crucial role at GHS by promoting instructional best practices, facilitating professional development, and analyzing student data. Teachers utilize this data to tailor their teaching strategies and ensure alignment with curriculum standards such as TEKS, AP/IB/DC, College, Career, and Military Readiness (CCMR), and End-of-Course (EOC) readiness. Assessment data from MAP screenings, benchmark assessments (CBA), EOC exams, and other formal and informal evaluations guide curriculum monitoring and evaluation throughout the year. Teachers utilize tools like Eduphoria for benchmark assessments to maintain alignment with learning objectives.

GHS offers various support programs academically through initiatives like the IB Diploma Programme and the Middle-Years-Program (MYP), Academy of Fine Arts, MYP, ECHS, multiple AP and dual credit courses, AVID, Achievement Academy, credit restoration, acceleration courses, and tutorials. The Career and Technology program prepares students for advanced training at the district Career and Technology Center, offering vocational experience and industry certifications both on campus and at the center. Social and emotional needs are addressed through a variety of extracurricular clubs and organizations, ensuring a well-rounded educational experience for all students at GHS.

School Processes & Programs Strengths

23-24 School Year Strengths:

458 of 547 students (approx. 84%) graduated with the Distinguished Level of Achievement.

24 seniors were ECHS.

IB Magnet: 51 students were full IB, and 86 were partial IB.

Teachers are urged to build strong relationships with students to improve academic performance and behavior in class. The discipline code emphasizes fairness, consistency, and integrity in handling disciplinary issues to promote mutual respect and positive relationships within the school community.

Class of 2024 were offered \$18,315,769 in scholarships.

White:	\$3,263,018	(17.8%)
Black:	\$4,335,226	(23.6%)
Hispanic:	\$6,089,881	(33.2%)
Asian:	\$4,601,064	(25.1%)
American Indian:	\$19,980	(0.10%)
Multi-Racial:	\$ 6,600	(0.03%)

Problem Statements Identifying School Processes & Programs Needs

- Problem Statement 1 (Prioritized):** GHS provides extensive academic and extracurricular opportunities such as IB, AVAPA, and Early College High School, there is a need to enhance coordination and integration among these programs to maximize student engagement and success.
- Root Cause:** Students may not fully understand or engage with the opportunities available across different programs due to lack of information or clarity upon entering their freshman and sophomore school years.
- Problem Statement 2 (Prioritized):** Although the campus offers a diverse range of programs including AVID, AP, Dual Credit, IB, and Career and Technical Education, GHS faces challenges in ensuring equitable access and participation across all student demographics.
- Root Cause:** Some student demographic groups may lack information about the availability, benefits, and requirements of various programs, leading to lower participation rates. Additionally, academic preparation or prerequisites required for entry into programs may disproportionately affect students from different backgrounds.

Perceptions

Perceptions Summary

GHS is committed to fostering a positive school climate and strengthening partnerships among parents, teachers, and students. As they prepare for the 2024-25 school year, GHS aims to build on the success of increased parental involvement achieved during the 2023-24 academic year, largely driven by the leadership of the PTA and booster club organizations. The school has facilitated family and community engagement through various initiatives, including informational sessions for parents, and ensures ongoing communication through channels like school counselors, the campus website with weekly updates, SKYWARD, and scheduled conferences. Teachers and staff utilize technology such as Canvas, Skyward, and Google Meets to keep parents informed about student progress and important updates. Moving forward, GHS plans to maintain consistent communication with stakeholders through methods like call-outs, emails, and a principal's weekly update online, ensuring that the school website remains a reliable resource for accessing information easily.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although, GHS has increased efforts to foster family and community engagement, GHS seeks to address barriers that hinder effective communication and collaboration among parents, teachers, and students, impacting overall school climate.

Root Cause: Disparities in technology literacy or access to digital resources among some families could limit their ability to engage effectively with school communication platforms.

Priority Problem Statements

Problem Statement 1: Based upon 24-25 attendance data, approximately 40% of the largest demographic (Hispanic and Latino students) have less than a 89.99 ADA rate.

Root Cause 1: Language proficiency issues, academic support needs, cultural differences in educational expectations, and employment pressures have an impact on the student group.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Based on Spring 2023-24 Preliminary STAAR reports, 79% of students reached approaches and 37% Meets on the Algebra I EOC.

Root Cause 2: Lack of additional targeted interventions aimed at improving curriculum alignment, enhancing instructional quality, increasing student engagement, and providing adequate support for both students and teachers.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Based on Spring 2023-24 Preliminary STAAR reports, 88% of students reached approaches and 48% Meets on the Biology EOC.

Root Cause 3: Lack of additional targeted interventions aimed at improving curriculum alignment, enhancing instructional quality, increasing student engagement, and providing adequate support for both students and teachers.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on Spring 2023-24 Preliminary STAAR reports, 56% of students reached approaches and 43% Meets on the English I EOC.

Root Cause 4: Lack of additional targeted interventions aimed at improving curriculum alignment, enhancing instructional quality, increasing student engagement, and providing adequate support for both students and teachers.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: GHS provides extensive academic and extracurricular opportunities such as IB, AVAPA, and Early College High School, there is a need to enhance coordination and integration among these programs to maximize student engagement and success.

Root Cause 5: Students may not fully understand or engage with the opportunities available across different programs due to lack of information or clarity upon entering their freshman and sophomore school years.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Although the campus offers a diverse range of programs including AVID, AP, Dual Credit, IB, and Career and Technical Education, GHS faces challenges in ensuring equitable access and participation across all student demographics.

Root Cause 6: Some student demographic groups may lack information about the availability, benefits, and requirements of various programs, leading to lower participation rates. Additionally, academic preparation or prerequisites required for entry into programs may disproportionately affect students from different backgrounds.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Although, GHS has increased efforts to foster family and community engagement, GHS seeks to address barriers that hinder effective communication and collaboration among parents, teachers, and students, impacting overall school climate.

Root Cause 7: Disparities in technology literacy or access to digital resources among some families could limit their ability to engage effectively with school communication platforms.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Percent of students demonstrating literacy as measured by Approaches Grade Level performance on STAAR English EOC, will increase from 63% in SY 24-25 to 78% by 2026 and Meets Grade Level performance on STAAR English EOC, will increase from 44% in SY 25-26 to 50% by 2026 and Masters Grade Level performance on STAAR English EOC, will increase from 12% in SY 24-25 to 15% by 2026.

Performance Objective 1: Foundations

High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Campus Support Staff will collaborate with campus administration, and Special Education inclusion teachers, to provide instructional coaching and classroom support for low-performing teachers to ensure that each all student groups receive appropriate instruction based on individual student need. Strategy's Expected Result/Impact: Increase benchmark scores, increase English 1 and 2 EOC scores, increase TELPAS Proficiency. Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 6100 Payroll- Title I Funds - \$21,878	Formative		Summative		
	Nov	Feb	Apr	June	
Strategy 2 Details		Reviews			
Strategy 2: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to EB students' proficiency levels), and systematic (scaffolding instruction and academic response frames to meet student progress), in developing English language skills. Strategy's Expected Result/Impact: Increase benchmark scores, increase English 1 and 2 EOC scores, increase TELPAS scores Staff Responsible for Monitoring: Campus Support Staff TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - PIC 25 Bil../ESL State Allotment Funds - \$2,000	Formative		Summative		
	Nov	Feb	Apr	June	

Strategy 3 Details		Reviews			
Strategy 3: Teachers will work with the MTSS Facilitator to monitor and maintain student support processes (SSTs, RTI, failure rate monitoring, credit recovery, etc...) Strategy's Expected Result/Impact: Lower failure rates Targeted remediation through G-Town classes Improve EOC data Improve Cycle grades failure rates Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: Improve student literacy and reading activities by incentivizing library visits and checking out books that pique their reading interests. Strategy's Expected Result/Impact: Encourage literacy and reading comprehension to increase students' ability to meet state standards on state-mandated assessments. Staff Responsible for Monitoring: Campus Support Staff		Formative		Summative	
		Nov	Feb	Apr	June
		No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Magnet Funding Justification

Performance Objective 1: By June 2026, 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		Reviews			
Strategy 1: IB teachers will facilitate and implement IB/MYP training techniques, and attend conferences, to create a total 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		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Provide G/T students with a continuum of learning experiences that lead to advanced products, performances and independent studies. Strategy's Expected Result/Impact: Increased individual student progress and growth. Staff Responsible for Monitoring: Administrators, Magnet Liaison, GT Coordinator		Formative		Summative	
		Nov	Feb	Apr	June
		No Progress Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: Magnet Funding Justification

Performance Objective 2: By September 2026, ECHS will increase the percentage of seniors enrolled in classes at Richland College from 29.6% to 45% through targeted outreach efforts by the ECHS leadership team, leveraging teacher recommendations, and providing TSI preparation and support.

High Priority

Evaluation Data Sources: ECHS Magnet Coordinator
ECHS Teachers
ECHS Administrator

Strategy 1 Details		Reviews		
Strategy 1: By the end of the 2025-2026 academic year, 100% of ECHS students will successfully complete college enrollment requirements for both the Writing/Reading and Math TSIA exams, with students who have not passed the Writing/Reading TSIA by the end of their Sophomore year achieving this outcome by the conclusion of the subsequent Summer Intersession, through targeted, individualized tutoring provided at least five times prior to retakes by ECHS staff. Strategy's Expected Result/Impact: Increased student success in college-based courses Staff Responsible for Monitoring: ECHS Magnet Coordinator ECHS Teachers ECHS Administrator Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: Extended Day Tutorials - 199 - Magnet Funds - \$8,900		Nov	Formative	Summative
		Feb	Apr	June
Strategy 2 Details		Reviews		
Strategy 2: The ECHS Staff will provide all ECHS students with instructional technology and resources that will enhance program success. Strategy's Expected Result/Impact: 100% of the students of each student cohort will meet college readiness criteria by the end of their junior year. Staff Responsible for Monitoring: ECHS Magnet Coordinator ECHS Teachers ECHS Administrator Title I: 2.51, 2.52, 2.53 Funding Sources: Supplies and Materials - 199 - Magnet Funds - \$35,000		Nov	Formative	Summative
		Feb	Apr	June

No Progress

Accomplished

Continue/Modify

Discontinue

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Goal 2: Magnet Funding Justification

Performance Objective 3: We will implement a structured 9th grade Comprehensive Dual Credit pathway (CDC: cohort model) supported by rigorous instruction, targeted diagnostics), and intentional advising supports then more 9th grade students will be identified for, supported, successfully enrolled and retained in rigorous dual credit pathways.

Evaluation Data Sources: Campus and District Progress Monitoring
Early Warning System - Commit

Strategy 1 Details		Reviews		
		Formative		Summative
		Nov	Feb	Apr
		Nov	Feb	June
Strategy 1: Academic Readiness : Develop a scope and sequence for the pathway (go deeper into what courses look like) Ensuring that students are engaging in critical thinking, reading and comprehension of complex texts, structured writing daily/weekly Building out a Methods of Academic and Personal Success (MAPS) class for comprehensive path (taking place of AVID) Assess faculty credentials for DC certification Look at ECHS teachers who have picked up an extra section, look at July 8 Identify potential staff who would be interested in teaching limited sections of English (retirees, etc.) Strategy's Expected Result/Impact: Enhance College Readiness: Implement comprehensive TSIA tutoring to ensure all CDC students meet college readiness requirements for Writing/Reading and Math. Targeted Academic Support: Provide individualized TSIA tutoring during Future Fridays, and after-school sessions, with a specific focus on sophomore students needing Writing/Reading TSIA remediation during Summer Intersession. Achieve 100% TSIA Completion: Strive for 100% successful completion of all TSIA exams by CDC students by the end of the academic year, utilizing dedicated staff and diverse tutorial opportunities. Staff Responsible for Monitoring: Campus Admin ECHS Coordinator RLA Instructional Coach CDC Teachers Title I: 2.51, 2.53 Funding Sources: Staff Training and Extended-Day Learning Opportunities - 199 - Magnet Funds - \$38,000				

Strategy 2 Details		Reviews			
Strategy 2: Data Infrastructure: Develop one central data system for the cohort can track and share District of Innovation progress reports, utilizing data from common assessments like Edugence and IXL, and accurately store and show student IDs, GPAs, and attendance. Strategy's Expected Result/Impact: By June 2026, identify an early warning "red flag system" in placed and regularly used that ensures college/career advisor/counselor, academic interventionist can intervene and provide targeted support Staff Responsible for Monitoring: Dept. of Innovation MTSS Facilitator Commit Partnership Title I: 2.52	Formative			Summative	
	Nov	Feb	Apr	June	
Strategy 3 Details		Reviews			
Strategy 3: Advising and PFE: Our strategy focuses on helping CDC students succeed by supporting their development and career goals early on. We will combine strong family involvement and dedicated advising to create a supportive environment for them. Key actions involve creating learning modules that match the MAPS course to guide students in their college and career planning. We will also partner with GISD to run parent workshops, ensuring families understand the benefits and requirements of the dual credit program. To encourage more family participation, parents can earn credentials with their children and receive awards for their involvement. A dedicated 9th-grade advisor will also work closely with students from the start to develop career goals and academic plans, helping them make the most of the dual credit opportunity. Strategy's Expected Result/Impact: By June 2026, parent engagement for the cohort of students will improve by 100% (progress measure will be at least 2 PFE events held (Fall and Spring). By June 2026, 100% of eligible students will have a college/career goal and dual credit aligned courses. Staff Responsible for Monitoring: Campus Admin ECHS Coordinator RLA Instructional Coach CDC Teachers Title I: 2.51, 2.52, 2.53 Funding Sources: College Readiness Activities - 199 - Magnet Funds - \$5,000, PFE Activities - 199 - Magnet Funds - \$2,000	Formative			Summative	
	Nov	Feb	Apr	June	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Special Education Funding Justification

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

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Identify classroom needs and coordinate with ongoing facility improvement efforts to provide appropriate 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 Funding Sources: Classroom Instructional Resources and Facility Improvements (Room 311) - 199 - PIC 23 SPED State Allotment Funds - \$6,687				
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Special Education staff will attend professional development for the purpose of improving performance in assigned positions directly related to the education of eligible students with disabilities. Strategy's Expected Result/Impact: Administration Special Education ALE Teachers SPED Department Heads ARD Facilitator Staff Responsible for Monitoring: Administration Special Education Teachers SPED Department Head ARD Facilitator				
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: 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 50% by 2025. (SY 23-24 interim goal = 45%)

Performance Objective 1: Foundations

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: English Language proficiency Standards (ELPS) will be implemented by sheltered teachers into instruction daily to make content comprehensible and develop academic language ensuring EBs obtain the mastery of required academic content along with language development. Strategy's Expected Result/Impact: Improved scores on Unit Assessments, TELPAS, and EOC scores, TELPAS Composite Score advancement by the end of school year. Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.52, 2.53				
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will provide Sheltered Instruction through a differentiated classroom that is focused, targeted, and systematic in development English language skills. Strategy's Expected Result/Impact: Improvement in Unit Assessments, TELPAS and EOC scores. TELPAS language domain advancement by the end of school year. Staff Responsible for Monitoring: Campus Support Staff TEA Priorities: Build a foundation of reading and math				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will facilitate Extended-day and Super Saturday small group instruction for EB students on utilizing materials and Summit K-12 software needed to increase academic success on TELPAS and all EOC subjects. Strategy's Expected Result/Impact: Improvement in Unit Assessments, TELPAS and EOC scores. TELPAS Composite Score advancement by the end of school year. Staff Responsible for Monitoring: Campus Support Staff TEA Priorities: Build a foundation of reading and math Funding Sources: Extended Day Tutoring and Super Saturday Pay - Teachers - 199 - PIC 25 Bil../ESL State Allotment Funds - \$29,571, Healthy Snacks - 199 - PIC 25 Bil../ESL State Allotment Funds - \$4,000	Formative		Summative		
	Nov	Feb	Apr	June	
Strategy 4 Details		Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Students will achieve qualifying TELPAS scores to reclassify. Staff Responsible for Monitoring: Campus Support Staff ESF Levers: Lever 5: Effective Instruction	Formative		Summative		
	Nov	Feb	Apr	June	
		No Progress Accomplished Continue/Modify Discontinue			

Goal 5: Campus Average Daily Attendance will increase from 90.9% in SY 24-25 to 94% in SY 25-26.

Performance Objective 1: Attendance

High Priority

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 and incentives for students in need of assistance. Strategy's Expected Result/Impact: Improved attendance rates resulting in academic growth. Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.52, 2.53 Funding Sources: PBIS Student Incentive Program - 199 - PIC 24 State Comp Ed Funds - \$3,000		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Staff will make personal calls or home visits to families of at-risk students if a student is absent 5 or more days in a month. Strategy's Expected Result/Impact: Improved attendance rates resulting in academic growth. Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.52, 2.53		Formative		Summative	
		Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 6: Percentage of parents attending and participating in parent involvement and/or parent informational sessions will represent a minimum of 25% of student enrollment for 2025-26.

Performance Objective 1: Culture and Climate

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 Achievement Academy program to increase language and computer skills and build/strengthen stakeholder connection to campus. Strategy's Expected Result/Impact: Increased Parent Involvement Staff Responsible for Monitoring: Campus Support Staff TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative	
	Nov	Feb	Apr	
Strategy 2 Details		Reviews		
Strategy 2: GHS teachers will coordinate and facilitate 9th grade orientation transition program (FISH camp) for incoming 2024-25 9th grade students and parents, 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: Campus Support Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative	
	Nov	Feb	Apr	

Strategy 3 Details			Reviews			
Strategy 3: Parents will be invited to participate in the SHARE Night, ECHS Parent Nights and Awards Banquets, ECHS Welcome Night, MYP Personal Projects in order to 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: Campus Support Staff TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: PFE Extra-Duty Pay - Teachers - 6100 Parent Inv. Payroll T1 - \$1,473, PFE Extra-Duty Pay - Paras - 6100 Parent Inv. Payroll T1 - \$500, PFE - Costs - 6100 Parent Inv. Payroll T1 - \$350	Formative		Summative			
	Nov	Feb	Apr	June		
Strategy 4 Details			Reviews			
Strategy 4: GHS staff and teachers will use Parentsquare and other translations media to present and provide the information/resources to parents in Spanish and English and other languages as needed during transition events. Strategy's Expected Result/Impact: Increased parental involvement Student preparation for middle to high school transitions Staff Responsible for Monitoring: Campus Support Staff TEA Priorities: Connect high school to career and college	Formative		Summative			
	Nov	Feb	Apr	June		
Strategy 5 Details			Reviews			
Strategy 5: 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: Strategy's Expected Result/Impact Increased Parental Involvement Staff Responsible for Monitoring: Campus Support Staff	Formative		Summative			
	Nov	Feb	Apr	June		
Strategy 6 Details			Reviews			
Strategy 6: 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: Increased Parent Involvement Staff Responsible for Monitoring: Campus Support Staff	Formative		Summative			
	Nov	Feb	Apr	June		

Strategy 7 Details		Reviews			
Strategy 7: GHS will host two Open House sessions (Fall and Spring) specifically designed to promote parent engagement in understanding college and career readiness requirements by completing Dallas County Promise Pathway, FAFSA/ TAFSA, and TSIA2. Strategy's Expected Result/Impact: Increased parent engagement and understanding of post-secondary readiness for their student Improving student CCMR qualifications Increased CCMR student participation and outcome bonuses\ Staff Responsible for Monitoring: Campus Support Staff TEA Priorities: Connect high school to career and college		Formative		Summative	
		Nov	Feb	Apr	June
		No Progress Accomplished Continue/Modify Discontinue			

Goal 7: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS)] will decrease from 23.9% in 2025 to 20% by 2026.

Performance Objective 1: Student Management

High Priority

Evaluation Data Sources: Review360 Incident Summary Report – total # of exclusionary consequences out of total # of consequences
Branching Minds Reporting data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The PBIS Team will communicate established system for documenting classroom incidents and school wide behaviors through Review 360 and Branching Minds using the Restorative Discipline/PBIS Model throughout the school year. Strategy's Expected Result/Impact: Improved classroom and learning environments by decreasing office referrals/exclusionary placements Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will explain clearly defined school wide expectations for behavior to students during first week of school and communicate the plan with parents through a variety of methods (and in multiple languages), such as phone, email, letter, etc...in 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 Improve parent communication through use of Parent Square and Talking Points. Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools	Formative		Summative		
	Nov	Feb	Apr	June	
Strategy 3 Details		Reviews			
Strategy 3: Teachers will develop and implement a classroom management plan that utilizes effective classroom management/PBIS strategies to create an environment conducive to learning and preventing misconduct. Strategy's Expected Result/Impact: Improve student-teacher relationships Lower office referrals Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools	Formative		Summative		
	Nov	Feb	Apr	June	
Strategy 4 Details		Reviews			
Strategy 4: Campuswide interventions utilizing the E-HallPass Software will be implemented to increase seat time and opportunities for learning for students during the instructional period. Strategy's Expected Result/Impact: Clarify expectations Lower classroom and campuswide incidents Improve learning environment Staff Responsible for Monitoring: Administrators Teachers Title I: 2.51, 2.52, 2.53	Formative		Summative		
	Nov	Feb	Apr	June	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 8: Percent of students successfully completing graduation requirements will increase from 94.8% in 2024 to 100% by 2025 as measured by 4-year graduation rates and 94.6% in 2025 to 100% by 2026 as measure by the percentage of students meeting College, Career, and Military Ready standards.

Performance Objective 1: Pathways

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 2024-2025 school year)to facilitate/assist seniors (and families) with the completion of FAFSA/TA/FAA. Strategy's Expected Result/Impact: Increased graduation rates/DCP rates. Stronger communication between students, instructional staff, counselors, and administrators. Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Students will have multiple opportunities to take the TSIA-2 on campus, within the school day, throughout the school year by creating a systematic framework for G-Town Advisory to ensure effective implementation of the academic period to promote student engagement and participation that supports TSIA2 success Strategy's Expected Result/Impact: Increased CCMR percentages Staff Responsible for Monitoring: Campus Support Staff TEA Priorities: Connect high school to career and college		Formative		Summative	
		Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: At-risk students not on track to graduate with their cohort and are not CCMR met are initially placed in the GOALSS/RISE programs to receive the academic and behavior support, incentives needed to succeed and meet their academic requirements. Accelerated Learning staff facilitate school-day instruction using Sirius Education Solutions Online, Edgenuity, extended-day tutoring, and Saturday schools. Accelerated staff will receive ongoing professional development to learn new innovative strategies that best support at-risk student's success. Strategy's Expected Result/Impact: Increase graduation rates and post-secondary readiness while decreasing student dropout rates.. Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Attendance Incentives - Healthy Snacks - 199 - PIC 24 State Comp Ed Funds - \$2,000, Positive Behavior Incentives - 199 - PIC 24 State Comp Ed Funds - \$5,000, Extended Day and Saturday School - Payroll - 199 - PIC 24 State Comp Ed Funds - \$27,749, Extended Day and Saturday School - Transportation - 199 - PIC 24 State Comp Ed Funds - \$10,578	Formative			Summative	
	Nov	Feb	Apr	June	
Strategy 4 Details		Reviews			
Strategy 4: Establish rigorous district and campus College, Career & Military Readiness annual targets for each of the fourteen student groups included in the Closing the Gaps Domain of the school accountability system (see addendum: CCMR Goal Worksheet x Student Groups). 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: Campus Support Staff Title I: 2.52 - TEA Priorities: Connect high school to career and college	Formative			Summative	
	Nov	Feb	Apr	June	
		No Progress Accomplished Continue/Modify Discontinue			

Goal 9: Percent of students in grade 9 demonstrating scientific understanding as measured by Approaches Grade Level performance on STAAR Biology EOC, will increase from 86% in SY 24-25 to 92% by 2026 and Meets Grade Level performance on STAAR Biology EOC, will increase from 56% in SY 24-25 to 62% by 2025 and Masters Grade Level performance on STAAR Biology EOC, will increase from 18% in SY 24-25 to 25% by 2026.

Performance Objective 1: Foundations

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers will disaggregate data from Common Assessments during CLCs and planning sessions to determine appropriate concepts to spiral into future lessons and activities for all students. Strategy's Expected Result/Impact: Targeted instruction based off students needs Staff Responsible for Monitoring: Campus Support Staff TEA Priorities: Recruit, support, retain teachers and principals	Formative		Summative		
	Nov	Feb	Apr	June	
Strategy 2 Details		Reviews			
Strategy 2: Teachers will work with the Campus Support Staff to monitor and maintain student support processes (SSTs, RTI, failure rate monitoring, credit recovery, etc.) Strategy's Expected Result/Impact: Increase benchmark scores Increase Biology EOC scores Lower failure rates Improve student engagement Staff Responsible for Monitoring: Campus Support Staff TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative		Summative		
	Nov	Feb	Apr	June	
		No Progress Accomplished Continue/Modify Discontinue			

Goal 10: Percent of students in grade 9 demonstrating scientific understanding as measured by Approaches Grade Level performance on STAAR Algebra I EOC, will increase from 76% in SY 24-25 to 86% by 2026 and Meets Grade Level performance on STAAR Algebra I EOC, will increase from 41% in SY 24-25 to 55% by 2026 and Masters Grade Level performance on STAAR Algebra I EOC, will increase from 16% in SY 24-25 to 20% by 2026.

Performance Objective 1: Foundations

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities. Strategy's Expected Result/Impact: Targeted instruction based off students needs Staff Responsible for Monitoring: Campus Support Staff TEA Priorities: Recruit, support, retain teachers and principals		Nov	Feb	Apr	Summative June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will work with the Campus Support Staff to monitor and maintain student support processes (SSTs, RTI, 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: Campus Support Staff TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Nov	Feb	Apr	Summative June
		No Progress Accomplished Continue/Modify Discontinue			

Goal 11: Percent of students demonstrating literacy as measured by Approaches Grade Level performance on STAAR US History (EOC), will increase from 95% in SY 23-24 to 97% by 2025 and Meets Grade Level performance on STAAR US History (EOC), will increase from 69% in SY 23-24 to 70% by 2025.

Performance Objective 1: Foundations

High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers will disaggregate data from Common Assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities. Strategy's Expected Result/Impact: Targeted instruction based off students needs Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.52, 2.53		Formative		Summative	
		Nov	Feb	Apr	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 12: 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 2025 and SAT School Day Mathematics will increase from 33.3% in 2019 to 50% by 2025.

Performance Objective 1: Pathways

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will incorporate direct SAT practice/sample questions/problems into their lesson plans (weekly). Strategy's Expected Result/Impact: Improved student performance on 2024-25 SAT. Staff Responsible for Monitoring: Campus Support Staff Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy				
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	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. Improved SAT performance Staff Responsible for Monitoring: Campus Support Staff Title I: 2.52 - TEA Priorities: Connect high school to career and college				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will incorporate Digital (P)SAT Prep through Khan Academy on Fridays for Algebra 2 and English 3 students. Strategy's Expected Result/Impact: Increased student performance on the PSAT, SAT, and ACT Staff Responsible for Monitoring: Campus Support Staff Title I: 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: Teachers will host extended-day tutoring for (P)SAT Prep. Strategy's Expected Result/Impact: Increased student performance on the PSAT, SAT, and ACT Staff Responsible for Monitoring: Campus Support Staff Title I: 2.52		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: Teachers will utilize the Instructional Planning Report to design lessons to target the lowest scoring category. Strategy's Expected Result/Impact: Improved percentage of qualifying AP test scores. Staff Responsible for Monitoring: Campus Support Staff Title I: 2.52		Formative		Summative	
		Nov	Feb	Apr	June
		No Progress Accomplished Continue/Modify Discontinue			

Goal 13: By the end of the 2025-2026 academic year, a comprehensive audit will demonstrate that 100% of learning spaces are equipped with all necessary materials, as defined by departmental and instructional needs and standards, leading to enhanced student achievement and engagement in a high-quality academic and performance environments that provides all our students a significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments.

Performance Objective 1: Learning Environment

Evaluation Data Sources: Comprehensive departmental audit

Strategy 1 Details		Reviews		
Strategy 1: We will implement a comprehensive approach to resource allocation to ensure all academic and performance classrooms are equipped with the necessary materials and equipment to support student achievement and engagement across all disciplines. Strategy's Expected Result/Impact: The expected results of this comprehensive resource allocation strategy are designed to foster a more effective and equitable learning environment, ultimately leading to improved student outcomes . Staff Responsible for Monitoring: Administrators Department Head Teachers Title I: 2.51, 2.52, 2.53 Funding Sources: Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$21,878		Formative		Summative
		Nov	Feb	Apr
				June
		No Progress Accomplished Continue/Modify Discontinue		

Goal 14: Performance, Planning, and Professional Development - Teachers will dedicate at least two performance planning days per semester to refine instructional strategies, providing a minimum of two hours per week of targeted extended day tutoring compensated with extra duty pay, and actively integrating at least three new high-leverage instructional strategies learned from professional development sessions into their daily teaching practices.

Performance Objective 1: Professional Development

High Priority

Evaluation Data Sources: By the end of the academic year, all students participating in the Continuous Improvement Plan (CIP) will demonstrate a 15% increase in their average scores on common benchmark assessments.

Strategy 1 Details		Reviews		
Strategy 1: Teachers will disaggregate data from Common Assessments during Planning Day to determine appropriate concepts to spiral into future lessons and activities and, attend professional development based on teacher and student learning needs. Strategy's Expected Result/Impact: Targeted instruction based off students needs. Increase benchmark scores Increase EOC Scores (Domain 1 and Meets+) for all tested subjects Cultivates a culture of continuous learning and collaboration among educators. Address diverse learning needs of our students, leading to more engaging and impactful learning experiences for all students. Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.52, 2.53 Funding Sources: Substitutes for Teachers for PD and Planning Days - 6100 Payroll- Title I Funds - \$27,569	Formative		Summative	
	Nov	Feb	Apr	June
Strategy 2 Details		Reviews		
Strategy 2: Teachers will plan and support student learning opportunities including offering extended hour tutorials for students struggling academically, actively participating in CIP meetings and parent engagement sessions and workshops. Strategy's Expected Result/Impact: Increased student achievement Increased parent engagement Supporting a well-rounded school community Staff Responsible for Monitoring: Campus Support Staff Title I: 2.51, 2.52, 2.53 Funding Sources: Extended -Day Tutorials - 6100 Payroll- Title I Funds - \$4,313, Extra Duty-Pay - 6100 Payroll- Title I Funds - \$22,713	Formative		Summative	
	Nov	Feb	Apr	June

No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for Garland High School

Total SCE Funds: \$49,176.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

GOALSS program supports recapturing students who have been withdrawn for non-attendance. This academic and behavior support program seeks to get students back on track to graduation and CCMR readiness.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cummings, Alicia	Teacher ELAR Interventionist	Title I	1.0
Norris-Jimenez, Phylcia	Teacher Title 1 Interventionist	Title 1	1.0
Reyes, Ricardo	Instructional Aide	Title 1	1.0
Sampson, Stacy	MTSS Intervention Facilitator	Title I	1.0

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Parent	Merna Harshman-Martinez	Parent
District-level Professional	Michael Arreola	Executive Director of Leadership
Community Representative	Kay Moore	Community Representative
Parent	Jennifer Fegraeus	Parent Rep
Student Rep	Andrew Fegraeus	Student Rep
Parent	Alisha Jamison	Parent
Community Representative	Randy Jackson	Community Representative
Business Representative	Tony Rorie	Business Representative
Pupil Service Member	Laquisha Nolan	School Nurse
Special Education Service Member	Karen Genslinger	ARD Facilitator
Classroom Teacher	Emiline Alovera	EB department head
Classroom Teacher	Morgan Shaeffer	ELAR teacher/cheer sponsor
Classroom Teacher	Jordan Marlar	Math Dept. Head
Administrator	Duke Barnett	Principal

Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds				
Goal	Objective	Strategy	Resources Needed	Account Code
3	1	1	Classroom Instructional Resources and Facility Improvements (Room 311)	
				Sub-Total
				\$6,687.00
				Budgeted Fund Source Amount
				\$6,687.00
				+/- Difference
				\$0.00
199 - PIC 24 State Comp Ed Funds				
Goal	Objective	Strategy	Resources Needed	Account Code
5	1	1	PBIS Student Incentive Program	
8	1	3	Extended Day and Saturday School - Payroll	
8	1	3	Attendance Incentives - Healthy Snacks	
8	1	3	Positive Behavior Incentives	
8	1	3	Extended Day and Saturday School - Transportation	
				Sub-Total
				\$48,327.00
				Budgeted Fund Source Amount
				\$48,327.00
				+/- Difference
				\$0.00
199 - PIC 25 Bil./ESL State Allotment Funds				
Goal	Objective	Strategy	Resources Needed	Account Code
1	1	2		
4	1	3	Extended Day Tutoring and Super Saturday Pay - Teachers	
4	1	3	Healthy Snacks	
				Sub-Total
				\$35,571.00
				Budgeted Fund Source Amount
				\$35,571.00
				+/- Difference
				\$0.00
199 - Magnet Funds				
Goal	Objective	Strategy	Resources Needed	Account Code
2	1	1	IB/MYP Fees, Travel, registration	
2	2	1	Extended Day Tutorials	
				Sub-Total
				\$100,000.00
				Budgeted Fund Source Amount
				\$8,900.00

199 - Magnet Funds				
Goal	Objective	Strategy	Resources Needed	Account Code Amount
2	2	2	Supplies and Materials	\$35,000.00
2	3	1	Staff Training and Extended-Day Learning Opportunities	\$38,000.00
2	3	3	College Readiness Activities	\$5,000.00
2	3	3	PFE Activities	\$2,000.00
Sub-Total				\$188,900.00
Budgeted Fund Source Amount				\$188,900.00
+/- Difference				\$0.00
6100 Payroll- Title I Funds				
Goal	Objective	Strategy	Resources Needed	Account Code Amount
1	1	1		\$21,878.00
14	1	1	Substitutes for Teachers for PD and Planning Days	\$27,569.00
14	1	2	Extra Duty-Pay	\$22,713.00
14	1	2	Extended -Day Tutorials	\$4,313.00
Sub-Total				\$76,473.00
Budgeted Fund Source Amount				\$76,473.00
+/- Difference				\$0.00
6100 Parent Inv. Payroll T1				
Goal	Objective	Strategy	Resources Needed	Account Code Amount
6	1	3	PFE Extra-Duty Pay - Teachers	\$1,473.00
6	1	3	PFE Extra-Duty Pay - Paras	\$500.00
6	1	3	PFE - Costs	\$350.00
Sub-Total				\$2,323.00
Budgeted Fund Source Amount				\$2,323.00
+/- Difference				\$0.00
6200 Contracted Services/Registration- Title I Fun				
Goal	Objective	Strategy	Resources Needed	Account Code Amount
Sub-Total				\$0.00
Budgeted Fund Source Amount				\$0.00
+/- Difference				\$0.00

6200 Parent Involvement. Contracted Services/Reg -					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			Sub-Total		\$0.00
			Budgeted Fund Source Amount		\$0.00
			+/- Difference		\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
13	1	1	Supplies and Materials		\$21,878.00
			Sub-Total		\$21,878.00
			Budgeted Fund Source Amount		\$21,878.00
			+/- Difference		\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			Sub-Total		\$0.00
			Budgeted Fund Source Amount		\$0.00
			+/- Difference		\$0.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			Sub-Total		\$0.00
			Budgeted Fund Source Amount		\$0.00
			+/- Difference		\$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			Sub-Total		\$0.00
			Budgeted Fund Source Amount		\$0.00
			+/- Difference		\$0.00
6400 Parent Inv. Healthy Snacks/Bus/Travel T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
			Sub-Total		\$0.00
			Budgeted Fund Source Amount		\$0.00
			+/- Difference		\$0.00

