

Dallas Independent School District

088 Trinidad Garza Early College High School

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Garza ECHS has a student enrollment of 451 in grades 9-12. We have a 100% high school graduation rate, and 99% of the class of 2023 graduated with an associate degree from Dallas College. Garza ECHS will earn 100% CCMR points for 2023-24 school year and 81% of students are enrolled in AP courses.

Demographic Needs: Recruit and retain more African American students.

Student Data			
	2021	2022	2023
Total Enrollment	449	429	438
Ethnicity:			
African Amer	4.45%	3.96%	4.80%
Asian	0.45%	0.23%	0.00%
Hispanic	93.76%	93.24%	94.06%
Native Amer	0.22%	0.23%	0.00%
White	0.45%	1.87%	0.91%
Spec Educ	1.11%	0.47%	0.46%
Econ Disadv.	87.31%	87.88%	88.36%
Limited English Prof	25.61%	30.54%	37.44%

Source: PEIMS

Teachers: 21

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	23.8
Hispanic	12	57.1
White	4	19.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	13	61.9
Male	8	38.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2020-21	1.2	90.9
2021-22	12.1	91.3
2022-23	13.6	73.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.8
1	0	0.0
2	0	0.0
3	1	4.8
4	0	0.0
5	0	0.0
1-3	1	4.8
More than 3	19	90.5
1 - 5	1	4.8
6 - 10	8	38.1
11 - 20	10	47.6
More than 20	1	4.8

source: My Data Portal, Powerschool

Demographics Strengths

Trini Garza continues to maintain and build upon student achievement. Garza has earned 99 out of 100 points in overall performance. Student mobility is less than 2%. 100% of Garza graduates went on to attend either a 4 year university, community college, trade school or a job. 90% of our students meet college course requirements without remediation.

Retention rate for campus faculty continuously remains at 85%.

90% of our student body are first generation college students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our African American student population is currently 4%, which is lower than the 20% district AFAM population.

Root Cause: The low number of African American applicants

Student Learning

Student Learning Summary

Trini Garza is focused on enabling students the opportunity to earn an associate's degree while completing high school graduation requirements. Our academic program centers around a rigorous program of study that promotes college readiness in order to achieve this goal. While there are areas of improvement, our vision for each student is driven towards success in their future college courses. Early identification for intervention includes data meetings, after-school scheduled tutoring and daily advisory periods. Trini Garza has consistently exceeded the district's achievements in ACP and STAAR.

Our campus is an "A" rated campus with a score of 94. Trini Garza earned a student achievement score of 98, school progress score of 97 and Closing the Gaps score of 100.

Campus Needs for 2023-24 school year are to increase our overall number of students who earn "Masters" on EOC Assessments.

EOC Mastery Goals:

English I Mastery from 51% to 60%.

English II Mastery from 39% to 50%

Algebra I Mastery from 37% to 50%

Data Sources: My Data Portal, TEA Academic Report Card, TAPR report, Dallas ISD Campus Data Packet

Student Learning Strengths

The percent passing on all EOC exams (Algebra I, Biology, English I, English II and US History) at the Approaches, Meet and Masters performance levels exceeds state and district.

Algebra I EOC: 2023-2024 Masters decreased from 50% to 37%.

English I EOC: 2023-2024 Masters increased from 37% to 51%.

English II EOC: 2023-2024 Masters increased from 34.7% to 39%.

Biology EOC: 2023-2024 Masters increased from 29.1% to 47%.

US History EOC: 2023-2024 Masters decreased from 80% to 73%.

Fall and Spring ACP's passing rate (100%) was above the district average. 99% of the 2024 Class earned and associate's degree from Mountain View College. 95% of 10, 11, 12th graders have passed their TSI exam in Reading and Writing.

	2023	2024	2023	2024	2023	2024	2023	2024
Subject	% Did Not Pass	% Did Not Pass	% Approaches +	% Approaches +	% Meets +	% Meets +	% Masters	% Masters
Algebra I	2.6	0.0	97.4	100.0	65.8	82.0	50.0	37.0
Biology	0.0	0.0	100.0	100.0	89.8	96.0	29.1	47.0
English I	0.8	1.0	99.2	99.0	96.8	97.0	37.3	51.0
English II	0.0	0.0	100.0	100.0	99.0	100.0	34.7	39.0
U.S. History	0.0	0.0	100.0	100.0	96.3	97.0	80.0	73.0

Our fast track program allows our students to take Calculus AB, BC and Math 1314 and 1316 before graduating high school. This sets them ahead of their peers upon entering college with at least one college math credit.

Garza has 100% for SAT/ACT participation. 85% of the students have participated in the Advanced Placement courses.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level.

Root Cause: Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.

Problem Statement 2: Our African American student population is currently 4%, which is lower than the 20% district AFAM population.

Root Cause: The low number of African American applicants

Problem Statement 3: Garza ECHS Algebra I students had a 13% decrease in Masters achievement in Spring 2024 semester.

Root Cause: Learning loss during the pandemic and large gaps in foundational math skills.

Problem Statement 4: 100% students did not pass English I EOC (1 student did not meet)

Root Cause: Low reading level combined with a new, more rigorous EOC exam.

School Processes & Programs

School Processes & Programs Summary

We have a Nine Weeks Calendar in which teachers and administrators plan out school-wide events and activities so that adequate planning can be done and there is limited interference with instructional time. We also have an Advisory class period in which students can carry out the high school, college, and campus business. This also helps ensure that classroom time is focused on improving student academic achievement. There is no monitoring calendar in place to track school improvement. We have a Curriculum Map that is updated and revised periodically. We conduct a data analysis for formative assessments at the end of each nine weeks. We use data to increase student achievement. Student data from class, district, and state assessments provide evidence of success and challenges throughout the school. Assessments include ACP, SAT, and STAAR.

Programs of curriculum and instruction include best practices implemented campus wide. Best practices include writing to learn, tiered collaborative group work, data driven instruction, and active monitoring. At risk students particularly benefit from tiered instruction, active monitoring, and one on one tutoring. Students are provided benchmark tests that offer evidence of where the student is before the district and/or STAAR exams. The benchmark data allows for reteach, tutoring, and targeting instruction. The SAT/ACT data shows inconsistency throughout the school. The data suggests the students would benefit from increasing the amount and quality of learning time with actual SAT/ACT prep material prior to taking the test. Providing additional resources and instruction would likely enrich the student's knowledge and increase test scores

We have several special programs that work to support, challenge, and engage students throughout their time at Trini Garza. We have several Dual Credit courses, 10 Advanced Placement courses, four AP Readers as teachers who teach AP and students graduating with an Associate Degree and/or on a distinguished high school graduation plan. All students are required to take ACE classes that train and support students in college and career readiness, English and reading support, as well as introducing them to the requirements and expectations of high school and college courses.

We offer **11 AP courses** at Garza ECHS: AP Biology, AP English Literature, AP Spanish Language, AP Human Geography, AP Pre Calculus, AP African American Studies, AP Calculus AB, AP Calculus BC, AP Environmental Science, AP Computer Science Principles, and AP Psychology.

Needs

The target areas on our campus are student achievement, quality instruction, and culture and climate. Goals, performance objectives, and strategies are communicated during PLC and professional development.

The campus ensures that needs are analyzed and root causes are addressed during PLC. Departments collaborate and work together to identify and analyze low student expectations (SEs), strengths, weaknesses, misconceptions, and trends of specific students and student groups. Needs are prioritized based on data.

The campus CILT team attends district meetings, are informed on district initiatives, and are given the opportunity to provide feedback to the campus leadership. As a campus, when administrators and teachers prepare to make decisions, we analyze the data first. The CILT teams receives the data initially and then relates the data to other staff members. Staff members go through the same process as CILT. They look at data first and then help to create rationales on decisions. During the school day, teachers and administrators come together to analyze and strategize an improvement plan for the campus. This needs assessment provides information on how we can strategically impact student achievement.

Carnegie Learning will continue to be implemented as the new curriculum for Algebra I, Geometry and Algebra II in year 2. Our 3 math teachers will be supported and monitored as they implement the new curriculum in their math classroom.

data sources: Garza ECHS Master Schedule, Powerschool, My Data Portal

School Context and Organization

Strengths

The ACE and CCRS classes at Trini Garza provide opportunities for postsecondary planning, as well as, assistance for students with planning career paths.

The campus provides incoming 8th graders with Summer Bridge Camp to assist them with their transition from middle school to Garza ECHS during the summer. Garza ECHS students have an Advisory class to mentor and support students with the responsibilities of being a college student.

There are no major discipline issues at Trini Garza. The majority of minor discipline infractions are related to dress code violations. The campus enforces all district policies and initiatives. Every student and staff must have their ID badge on them and in sight while in the building at all times.

Trini Garza follows the safety and crisis plan aligned with Mountain View College's safety plan and Dallas ISD to ensure the safety of all students.

Needs

Cluster Lead Teachers are needed for more support to progress monitor students in college courses. These teachers can provide more support of dual credit courses, summer bridge support, and serve as a member of the CILT team.

There is a need for more active monitoring of students in all areas of the college. Students have been found skipping college classes and in unallowable areas of the campus.

data sources: Garza ECHS Master Schedule, Powerschool, My Data Portal, Dallas ISD Student Discipline System,

Technology

Strengths

Technology is used school wide to ensure students and teachers are connected and engaged in everyday learning. Teachers have smart boards, laptops, and desktops that help with research, planning, communication, and demonstration in the classroom. Students are provided with district-issued laptops and proficient in the use of online learning systems such as Google Classroom and Blackboard. These programs help the teacher and student stay connected and informed.

Teachers have a district-issued laptop, classroom projector, smart board and iPad. Technology on our campus consists of available Hardware/Software, 1 computer lab with about 24 desktops using Windows/Microsoft Office, 4 computer carts with 20 Chromebooks each (about 80 Chromebooks).

data sources: Garza ECHS Master Schedule, Powerschool, My Data Portal, Dallas ISD Student Discipline System,

Needs

There is a need for a refresh of desktop computers for the office staff.

Staff Quality, Recruitment, and Retention

Strengths

At Trini Garza, the process for recruiting and maintaining a highly qualified staff focuses on identifying competencies in applicants and building on the strengths of present faculty members. Teacher evaluation is guided through the practices and ideologies of TEI along with campus data. Staff members are encouraged to participate in campus leadership opportunities as well as district opportunities. Teacher retention is based on effective leadership and building of relational trust amongst staff members.

Needs

Professional Development for 2025-26 will be in partnership with Dallas ISD Assessment for Learning department, focusing on creating clear Lesson Objectives, Success Criteria, and data tracking.

data sources: TEI Data, Master Schedule, TEA School Report Cards, TAPR Reports, TEI teacher spot data

School Processes & Programs Strengths

Garza ECHS progress monitoring systems for college courses have greatly improved and student college course success rates are improving. For the Spring 2025 semester Garza ECHS students were enrolled in 1000 college courses and had a failure rate of 1%.

All teachers are rated at Proficient 1 level or higher. There are currently 12 DTR teachers on campus.

Technology issues centering on availability in the past are no longer a concern.

School processes are in place to ensure high academic achievement and low student discipline.

Trinidad Garza ECHS is rated as "Distinguished" by TEA in meeting benchmarks set forth by the Texas ECHS Blueprint.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students need more exposure to colleges they can attend outside of the 3-5 schools in the DFW area.

Root Cause: Students receive the most money to attend schools within the DFW network.

Problem Statement 2 (Prioritized): Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level.

Root Cause: Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.

Perceptions

Perceptions Summary

Strengths

Trini Garza strives to maintain a respectful academic environment and culture. At Garza we foster creativity and generate a positive social-emotional culture through rigorous and engaging lessons. Teachers create an open environment to engage parents through parent events. There is staff dedicated to safety of our campus to ensure that both teachers and students feel safe. To gauge the campus climate - students, teachers and parents participate in annual surveys. It is through these surveys that we can make the necessary adjustments to make sure that we maintain a positive culture.

The Spring 2025 Staff Climate Survey demonstrated that the climate among the staff at Garza ECHS is among the top schools in Dallas ISD. **Garza ECHS was ranked #23 among 46 choice schools in the areas of College-Going Culture.** Garza is ranked 25th in the areas of Positive Culture and Environment and 29th in Culture of Feedback and Support among 46 choice schools.

The Spring 2025 Panorama Student Survey showed growth in all indicators: Pedagogical Effectiveness, Rigorous Expectations, Classroom Climate, Teacher-Student Relationships and Engagement. The highest growth was in the area of Rigorous Expectation

Summary

Topic Description	Results	Comparison	
Classroom Climate Perceptions of the overall social and learning climate of the classroom.	86% ▲1 since last survey	80% 77%	T&I (RAMIREZ) DALLAS ISD
Engagement How attentive and invested students are in class.	69% ▲2 since last survey	64% 62%	T&I (RAMIREZ) DALLAS ISD
Pedagogical Effectiveness Students' perceptions of the quality of teaching and amount of learning they experience from a particular teacher.	86% ▼1 since last survey	83% 80%	T&I (RAMIREZ) DALLAS ISD
Rigorous Expectations How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.	86% ▲1 since last survey	84% 79%	T&I (RAMIREZ) DALLAS ISD
Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the classroom.	80% 0 since last survey	78% 74%	T&I (RAMIREZ) DALLAS ISD

921 responses

Needs

The indicator of Student Engagement was rated at 67% positive on the Panorama Student Survey last year. Student engagement was a priority for the 2024-25 academic year and it rose 2 points to 69%. It was an increase showing the commitment to more classroom engagement strategies being implemented to ensure that students are actively engaged in their learning.

Family and Community Involvement:

Strengths: Trini Garza ECHS scored 95% or higher positive in all items on the district parent survey, and 95% or higher positive in all school-related items on the 2025 Spring Parent Survey.

Needs: Garza ECHS will be providing more opportunities for parent leadership (Essential 4: Sharing Responsibility & Decision Making, 4.3 Developing Parent Leadership) Specifically providing more leadership opportunities for our parents and ensure that under-represented groups are actively recruited and trained to be effective participants in the school community.

Data Sources: District Parent Survey, Dallas ISD Family and Community Essentials Rubric, Panorama Student Survey

Perceptions Strengths

The Spring 2025 Staff Climate Survey demonstrated that the climate among the staff at Garza ECHS is among the best in Dallas ISD. Garza ECHS was ranked among the top percent of 46 choice schools in the areas of Beliefs and Priorities. Garza ranked 25th in the areas of Positive Culture and Environment, Culture of Feedback and Support, and College Going Culture, among 46 choice schools.

Another strength is that Garza ECHS had increases in all areas of the Student Climate Survey.

Classroom Climate	86%	Up 1
Engagement	69%	Up 2
Pedagogical Effectiveness	86%	Even
Rigorous Expectations	86%	Up 1
Teacher-student Relationships	80%	Even

Data Sources: District Parent Survey, Dallas ISD Family and Community Essentials Rubric, Panorama Student Survey

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student engagement score is 69%
Root Cause: Teacher lessons need more embedded opportunities for student engagement.

Priority Problem Statements

Problem Statement 1: Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level.

Root Cause 1: Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Goals

Revised/Approved: June 25, 2025

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 1: GPM 1.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from ----to ----by June 2030.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 2: GPM 1.2 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from ----to ----by June 2030.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

Performance Objective 3: GPM 1.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from ----to ----by June 2030.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

Performance Objective 1: GPM 2.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from ----to ----by June 2030.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

Performance Objective 2: GPM 2.2 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from ----to ----by June 2030.

Strategy 1 Details		Reviews			
Strategy 1: Purchasing Calculators to achievement at or above on TEKS and College Readiness in Mathematics Strategy's Expected Result/Impact: The expected result is increased student achievement and success in a high school and dual credit courses. Staff Responsible for Monitoring: Assistant Principal Lacey Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 - School Processes & Programs 2 Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-088-2-30 - \$8,000		Formative			Summative
		Oct	Feb	June	
		 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level. Root Cause: Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.
School Processes & Programs
Problem Statement 2: Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level. Root Cause: Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

Performance Objective 3: GPM 2.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from ----to ----by June 2030.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 1: Student Achievement on English I exam will increase from 50% masters level to 53% masters level.

Evaluation Data Sources: Common Assessments, teacher data meetings, EOC results; Teacher developed common assessments

Strategy 1 Details	Reviews			
Strategy 1: English I and English II teachers will participate in PLCs weekly focusing on instruction, data, and intervention. Strategy's Expected Result/Impact: Increase in student achievement, specifically for economically disadvantaged students, SPED, and ELL student groups. Staff Responsible for Monitoring: Principal, AP, and Campus Coordinator Title I: 2.51	Formative			Summative
	Oct	Feb	June	
Strategy 2 Details	Reviews			
Strategy 2: Leadership team and EOC teachers will continue to summarize and synthesize PD on Curriculum Alignment-unpacking standards, interim assessments, writing lesson objectives, and demonstrations of learning, questioning, rigor, and real world experiences will use IPAD to address mitigating earning loss due to the Covid 19 Pandemic and staying on HB 4545 requirements. Strategy's Expected Result/Impact: Aligned lesson objectives and DOLs Staff Responsible for Monitoring: Principal, AP, and Campus Coordinator Title I: 2.51	Formative			Summative
	Oct	Feb	June	

Strategy 3 Details		Reviews			
Strategy 3: Teachers will integrate, coordinate, and support students through a schoolwide tutoring initiative. Teachers will tutor data-identified students in content areas (Mathematics, Reading Language Arts, Science and Social Studies) with the goal of reaching Meets or Masters level. Teachers will also provide instructional resources, technology and instructional materials to support differentiated instruction in all core content areas to mitigate learning loss. Strategy's Expected Result/Impact: Increased student achievement and mitigation of learning loss Staff Responsible for Monitoring: Principal, Assistant principal, and campus coordinator. Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Student Learning 1 - School Processes & Programs 2 Funding Sources: Instructional Materials for 9th-12th grade levels to support core contents - 211 - Title I, Part A - 211-11-6399-2R-088-2-30 - \$12,995		Formative			Summative
		Oct	Feb	June	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level. Root Cause: Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.
School Processes & Programs
Problem Statement 2: Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level. Root Cause: Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 2: 50% of the 10th grade class of 2028 students will meet their growth measure from English I to English II on English II EOC exam.

Evaluation Data Sources: My data portal results, Dallas ISD STAAR simulation tracker

Strategy 1 Details	Reviews			
Strategy 1: Leadership team and EOC teachers will continue to summarize and synthesize PD on Curriculum Alignment-unpacking standards, interim assessments, writing lesson objectives, and demonstrations of learning, questioning, rigor, and real world experiences will use IPAD to address mitigating earning loss due to the Covid 19 Pandemic and staying on HB 4545 requirements. Strategy's Expected Result/Impact: Aligned lesson objectives and DOLs Staff Responsible for Monitoring: Principal, AP, and Campus Coordinator Title I: 2.51, 2.53	Formative			Summative
	Oct	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 3: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families to increase student academic achievement on all state assessments on Domain 1

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Utilize SMORE newsletters to share news and updates with the school community and parents. Strategy's Expected Result/Impact: To communicate with parent and share any parent involvement news about the school and community Staff Responsible for Monitoring: Parent Specialist Title I: 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 2 Funding Sources: - 211 - Title I, Part A - 211-61-6499-2R-088-2-30 - \$1,000	Formative			Summative
	Oct	Feb	June	
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Utilization of Remind messaging system to reach all students and parents and share information	Formative			Summative
	Oct	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level. Root Cause: Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.

School Processes & Programs

Problem Statement 2: Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level. **Root Cause:** Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

Performance Objective 4: Increase parent enrollment in PTA from 12 active members to 50 active members by May 2025 to foster meaningful participation, feedback, and collaboration with parents and families to increase student academic achievement on all state assessments on Domain 1

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Host one Coffee with the Principal per month Strategy's Expected Result/Impact: To have parents involved and participation - TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1 - School Processes & Programs 2 Funding Sources: Pastries - 211 - Title I, Part A - 211-61-6499-2R-088-2-30 - \$1,500	Formative			Summative
	Oct	Feb	June	
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level. Root Cause: Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.
School Processes & Programs
Problem Statement 2: Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level. Root Cause: Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

Performance Objective 1: Student achievement on the Algebra EOC will increase from 70% Masters to 75% Masters

Strategy 1 Details	Reviews			
Strategy 1: Teacher provided tutoring for students in areas of low performance on classroom formative assessments Strategy's Expected Result/Impact: Increase in student achievement on EOC exam Staff Responsible for Monitoring: AP, Campus Coordinator, Algebra Teacher Title I: 2.51, 2.53 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

Performance Objective 2: Student Engagement will increase from 69% to 72% on the 2026 Panorama Student Survey.

Evaluation Data Sources: Panorama student survey, SPOTS

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize strategies from the Common Instructional Framework to embed more opportunities for student engagement and interaction Strategy's Expected Result/Impact: Increased student engagement in the classroom Staff Responsible for Monitoring: Teachers, AP, Campus Coordinator Title I: 2.52 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	June	
Strategy 2 Details	Reviews			
Strategy 2: Students will be recognized and awarded for their academic achievements, participation, and attendance at the end of each year to build morale and encourage student engagement. Strategy's Expected Result/Impact: Increased student engagement and student recognitions Staff Responsible for Monitoring: Lead Teachers Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

Performance Objective 3: 70% African American students will score at Mastery level on English I and English II EOC Exams.

Evaluation Data Sources: EOC exams, interim assessments, my data portal

Strategy 1 Details	Reviews			
Strategy 1: AFAM students will receive additional tutoring and supports to ensure their unique learning needs are met and they are prepared to show growth on their EOC assessments. Strategy's Expected Result/Impact: Increased student achievement across all student groups, specifically African American students Staff Responsible for Monitoring: AP, Lead Teachers Title I: 2.53 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 1: 90% of the Class of 2026 will earn an associate degree

High Priority

Evaluation Data Sources: District Power BI Dashboard, student dallas college transcripts, progress monitoring documents, Sales Force Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Effective progress monitoring during advisory courses Strategy's Expected Result/Impact: Identifying areas where students needs interventions and assistance in gaining points and earning an A, B, or C in their college class Staff Responsible for Monitoring: Advisory teachers, Campus Coordinator - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	June	
Strategy 2 Details	Reviews			
Strategy 2: Garza ECHS will host Saturday school in October and again in March for students to work on college coursework with staff onsite to provide support. Students will be provided with snacks during tutoring to ensure nutritional needs are met Strategy's Expected Result/Impact: Students meeting dual credit coursework requirements Staff Responsible for Monitoring: Campus Coordinator, AP, Lead Teachers Title I: 2.52 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	June	
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 2: 90% of 10th graders (Class of 2028) will be TSI Met in Reading/Writing by May 2026.

Evaluation Data Sources: TSI Tutoring Logs, TSI assessment results

Strategy 1 Details	Reviews			
Strategy 1: Students will receive targeted support and tutoring from their advisory teacher and the 9th grade English teacher during Advisory. Students will use EdReady, and TSI prep materials. Students will be recognized and earn rewards once they are TSIA Reading and Writing met. Strategy's Expected Result/Impact: Students will learn the skills and strategies they need to pass the TSI exam. Staff Responsible for Monitoring: Advisory teachers, Counselors - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 3: The percent of graduates meeting the Texas Success Initiative requirements (not including college prep course) for college readiness will increase from 34% to 42% by August 2030.

Evaluation Data Sources: TSI assessment results, TSI practice data

Strategy 1 Details	Reviews			
Strategy 1: The campus will purchase materials for students to participate in CoDroneEDU to practice TSI Math skills in an applicable and relevant manner that allows them to effectively retain the mathematical concepts they need to become TSI Math Met and earn the CCMR points towards the district goal of increasing college readiness from 34% to 42% by August 2030. This purchase supports our campus commitment to providing high-quality education and preparing our students for success on the TSI Math exam which will allow them to successfully continue their education after high school. Strategy's Expected Result/Impact: Gain in students becoming TSI Math Met Staff Responsible for Monitoring: Dr. Liu, Assistant Principal - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Feb	June	
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 4: 100% of 12th graders will meet the college readiness standard by the end of 2024-25 school year.

Evaluation Data Sources: CCMR Report, CCMR Dashboard, TSI Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Students are enrolled in college courses and earning an A, B, or C in college classes to earn credit towards CCMR. Strategy's Expected Result/Impact: TSI passing rates in Reading, Writing and Math Staff Responsible for Monitoring: School Counselor - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Feb	June	
Strategy 2 Details	Reviews			
Strategy 2: School will provide SAT preparation, materials and training to all 11th grade students to prepare them for the SAT assessment. Strategy's Expected Result/Impact: increase in SAT Scores Staff Responsible for Monitoring: Counselor, AP, Campus Coordinator - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	June	

Strategy 3 Details	Reviews			
Strategy 3: All seniors will take a College and Career Readiness Course (CCRS) with embedded collaboration between the CCRS teacher and the EIF partner. Strategy's Expected Result/Impact: Support for students in completing college applications, increase in student college applications submitted, more scholarships applied for and awarded for the class of 2025 Staff Responsible for Monitoring: CCRS Teacher, EIF Partner, AP - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Feb	June	
Strategy 4 Details	Reviews			
Strategy 4: Students will attend field trips to universities and colleges to increase exposure to colleges and continue to build college readiness. Strategy's Expected Result/Impact: Increase in college attainment and readiness. Staff Responsible for Monitoring: CILT team, Counselors, CCRS Teacher - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 2 Funding Sources: - 211 - Title I, Part A - 211-11-6119-00-088-2-30 - \$1,500	Formative			Summative
	Oct	Feb	June	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level. Root Cause: Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.

School Processes & Programs

Problem Statement 2: Students entering Garza ECHS from middle school demonstrate inconsistent reading and writing proficiency, limiting their readiness for high school-level English I instruction and success on the EOC at the Masters level. **Root Cause:** Feeder middle schools have varied instructional quality and limited alignment to high school literacy expectations, resulting in skill gaps--particularly in analytical writing, inferencing, and academic vocabulary--that are not addressed before high school entry.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 5: The percent of graduates meeting 15 dual credit hours will remain at 100% through August 2030.

Evaluation Data Sources: Student academic reports, counselor advising reports, PowerBI reports

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 6: The percent of students in grades 9-11 on track to graduate will remain at 100% through August 2030.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

Performance Objective 7: GPM 5.4 The percent of graduates completing a Personal Financial Literacy course shall increase from 5% to 45% by June 2030.

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		211-11-6399-2R-088-2-30	\$8,000.00
3	1	3	Instructional Materials for 9th-12th grade levels to support core contents	211-11-6399-2R-088-2-30	\$12,995.00
3	3	1		211-61-6499-2R-088-2-30	\$1,000.00
3	4	1	Pastries	211-61-6499-2R-088-2-30	\$1,500.00
5	4	4		211-11-6119-00-088-2-30	\$1,500.00
Sub-Total					\$24,995.00
Budgeted Fund Source Amount					\$21,995.00
+/- Difference					-\$3,000.00
Grand Total Budgeted					\$21,995.00
Grand Total Spent					\$24,995.00
+/- Difference					-\$3,000.00