

**Garland Independent School District**  
**North Garland High School**  
**2025-2026 Campus Improvement Plan**



**Board Approval Date:** October 28, 2025

# Mission Statement

The Mission of North Garland High School is to close learning gaps by encouraging CCMR and providing high quality literacy instruction.

## Vision

North Garland High School will create a positive and equitable learning culture where students and staff grow to their fullest potential.

## Value Statement

- We believe every student can learn.
- We know every student deserves our best.
- We value and celebrate all cultures.
- We respect all students, families, staff and communities.
- We demonstrate ethical behavior.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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**North Garland High School** is a 6A urban high school located in Garland, Texas that serves students in grades 9 through 12. It is an open-enrollment school which accepts applications for all magnet programs with reserved seats for neighborhood students. NGHS houses the Math, Science, and Technology Magnet, Accelerated Math and Science Magnet, Health Science and Technology Program, Project Lead the Way Engineering, Biomedical Learning Pathways, Early College, and P-TECH. It is an AVID National Demonstration School and a member of the Dallas County Promise network of schools.

North Garland had a student population of **2,849** for the 2023–24 school year and is currently at **2,883** for 2024–25.

### North Garland HS Demographics (2024–25)

- **African American:** 12.18%
- **Hispanic:** 56.29%
- **White:** 7.45%
- **Asian:** 21.61%
- **Two or More Races:** 1.92%
- **American Indian/Alaskan Native:** 0.46%
- **Native Hawaiian/Pacific Islander:** 0.10%

### Key Student Groups

- **Emergent Bilingual (EB):** 32.66%
- **Low Socioeconomic / Economically Disadvantaged:** 71.74%
- **Special Education:** 5.49%
- **Gifted & Talented:** 20.62%
- **Section 504:** 7.91%

## Additional Indicators

- **Homeless Status:** 1.32%
- **Military Connected:** 1.99%
- **Intervention Indicator:** 29.45%
- **Student Accelerated Education Plans:** 7.64%

## College & Career Readiness

- **Early College High School (ECHS):** 13.53%
- **P-TECH:** 13.17%
- **Associate Degree Earners:** 1.52%

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**North Garland High School provides a safe environment where students can learn.** This is accomplished through the presence of two SROs, staff and students wearing ID badges, a campus security camera system, and monthly safety drills. Teacher retention is approximately 90% and all teachers are highly qualified in their fields. As a National AVID Demonstration School, many teachers are trained in collaborative instruction to enhance student learning. A Multi-Tiered Systems of Support (MTSS) process has been implemented and continues to expand. Weekly core area PLC/data planning sessions are conducted, and high academic, behavioral, social, and extracurricular expectations are held throughout the campus.

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## Demographics Strengths

Our student body of 2,883 reflects a rich blend of cultures and experiences, with more than 56% Hispanic, 22% Asian, 12% African American, 7% White, and nearly 2% identifying as two or more races. Over 71% of students are economically disadvantaged, one-third are Emergent Bilingual learners, and nearly 6% receive special education services. This diversity is a strength, and our teachers are committed to meeting students' needs through inclusive practices and collaborative instruction.

The use of **AVID strategies** promotes collaborative learning and provides a common foundation for all staff to strengthen student achievement. Many NGHS teachers are trained in WICOR strategies, which emphasize writing, inquiry, collaboration, organization, and reading across all content areas.

The implementation of an effective **Multi-Tiered Systems of Support (MTSS)** process allows for differentiated instruction that includes all levels of learning. **Reading intervention courses** support students who demonstrate a need for additional assistance based on STAAR performance and classroom data. **Sheltered courses** provide targeted support for English Language Learners to strengthen both language development and academic success.

To extend learning opportunities, **Saturday school sessions** are offered by invitation. These sessions support students who are experiencing difficulty in End-of-Course (EOC) exams and core content classes, as well as students enrolled in Advanced Placement and Honors courses. Saturday school also provides credit recovery opportunities for students who are behind in coursework. Buses are provided to ensure access. Teachers help plan the Saturday school calendar, determine course offerings based on student needs, and invite students

who qualify for each session.

All students are enrolled in an advisory period called **SAM Time**. Students in need of intervention receive targeted academic and behavioral support. Juniors and seniors who are not yet **College, Career, and Military Ready (CCMR)** are enrolled in **Texas College Bridge** to prepare them for postsecondary success. All other students receive enrichment, leadership development, and study skills training through **collaborative study groups**.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Students are disproportionately placed at the District Alternative Education Center compared to their representation in the overall student population. This indicates inequities in how disciplinary processes and supports are applied, limiting our ability to ensure that all students remain engaged in high-quality learning environments.

**Root Cause:** Inconsistent staff training on proactive behavior supports and limited parent education/awareness about available interventions contribute to inequitable student outcomes.

# Student Learning

## Student Learning Summary

North Garland High School continues to demonstrate strong academic performance across multiple accountability measures while also identifying key areas for growth.

- **Accountability:** NGHS is an **A-rated campus for the fourth consecutive year**, earning a **94 overall rating in 2024–25**. The campus also earned all seven distinctions in the most recent accountability cycle.
- **EOC Performance:** NGHS earned the **highest “Meets” and “Masters” scores in the district for Biology and English II**, with U.S. History showing gains in all categories (Approaches, Meets, Masters). Algebra I, English I, and English II remain among the top scores in the district. .
- **TSIA2/CCMR:** NGHS finished with the **highest TSIA2 cumulative report percentage in GISD** and was the only campus not requiring additional juniors to meet the district’s 43% goal. Nearly **half of students are meeting TSIA2 benchmarks**, reducing the number of students requiring Texas College Bridge. Juniors outperformed seniors in accelerated testing, reflecting the success of earlier readiness interventions.
- **TELPAS:** With almost 1,000 testers and only six non-testers, NGHS has one of the largest EB populations in GISD. Despite this, students demonstrated strong STAAR outcomes, including an “A” campus rating. TELPAS results show fewer students in Beginning levels and more students moving into Intermediate, Advanced, and Advanced High categories.
- **SAT Accelerated Testing:** Junior accelerated testers reached an **80% success rate in math**, outperforming seniors and reflecting focused instructional support.
- **Attendance:** Teacher attendance improved by over 20% compared to the prior year, and student attendance showed steady gains, contributing to improved credit recovery and academic outcomes.

## Student Learning Strengths

- **A-rated campus for the fourth year in a row**, earning a **94 overall rating** in 2024–25.
- Earned **all seven state distinctions** in the most recent accountability cycle.
- **Highest district performance** in Biology and English II (Meets and Masters).
- **US History STAAR** scores improved across all categories.
- **Top two in GISD** for Algebra I, English I, and English II performance.
- **TSIA2 leadership:**
  - Highest cumulative pass percentage in GISD.
  - Exceeded district junior goal (43%) without additional testers.
  - Highest senior pass rate in TSIA2 across the district.

- Nearly half of students meeting TSIA2 benchmarks, reducing Texas College Bridge needs.
- **TELPAS progress:**
  - One of the largest EB populations tested with minimal non-testers.
  - Increased numbers in Intermediate/Advanced categories, with fewer Beginning students.
  - High percentages of Advanced and Advanced High scorers.
- **SAT Math Accelerated Testers:** Juniors achieved **80% success**, surpassing seniors.
- **Attendance:** Student attendance improved, and **teacher absences decreased by 20.5%** compared to the prior year.
- **Culture & Systems:** Consistent classroom expectations, high student engagement in college and career planning, and effective use of AVID and MTSS strategies support continued growth.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Math continues to be the largest area of need for NGHS students. While NGHS met the district board's goal of 43% of juniors meeting TSIA2 Math benchmarks, the campus goal of 60% was not reached (short by 12%). Algebra I EOC performance dropped 7-8 points across mastery levels, with an increase in "Does Not Meet" scores.

**Root Cause:** There has not been consistent emphasis on targeted math interventions, test preparation, and ongoing cycle recovery. Students lack sufficient opportunities to build foundational math skills within core instruction, advisory, and intervention structures.

**Problem Statement 2 (Prioritized):** English I and English II STAAR scores decreased compared to the prior year, with overall performance trending below the 70% campus goal. Although NGHS tied for the top number of "Masters" scorers in English, overall percentages declined 3-4 points.

**Root Cause:** Instructional strategies have emphasized bringing students to "Meets" but have not consistently focused on pushing average to high-level students toward "Masters." Additional literacy support for Emerging Bilingual students is also needed to sustain gains on TELPAS while improving STAAR outcomes.

**Problem Statement 3 (Prioritized):** Only 65% of students at North Garland High School scored at the Meets Grade Level standard across all EOC assessments in 2025. A significant percentage of students are not demonstrating the level of mastery needed to be on track for college, career, and life readiness.

**Root Cause:** Instructional practices are not yet consistently aligned to ensure all students receive rigorous, grade-level instruction with clear learning objectives, success criteria, and opportunities for frequent checks for understanding. Targeted interventions and extensions are not systematically implemented to move more students from Approaches to Meets and from Meets to Masters.

# School Processes & Programs

## School Processes & Programs Summary

At North Garland High School, our goal is to create a positive and equitable learning culture where students and staff grow to the fullest potential. NGHS supports students in thinking critically by providing instruction that allows students to purposefully read, write, communicate, and collaborate to become college, career, and life ready. In order to maintain the highest quality of education, various strategies are used to recruit and develop the best staff. The district offers competitive staff benefits, salary, and incentive packages to attract the best candidates. There are multiple professional development opportunities offered for all staff members to choose from during the school year and also during the summer. Teachers who are new to the profession or to the district are strongly supported throughout the year to ensure their success as they complete their first year on campus. Teachers who wish to further advance their career aspirations are encouraged to seek advanced degrees and are provided opportunities to gain experience as they complete their coursework. The T-TESS evaluation system is in its sixth year of district implementation, staff and administration have a clearer understanding of the multilayered process. This will help administrative staff to provide effective and meaningful feedback for staff throughout the year.

Our effective processes include:

Weekly DOLs, provided by the district, for EOC tested-CLCs

Administrative Walkthroughs for all Content Areas

Instructional Rounds and Project Goal Mentorship for New Teachers

Teacher Appreciation

MST Feeder Pattern Walkthroughs

Sheltered Instruction Training

High Quality Instruction (HQI) Support at Faculty Meetings

Raider Rush Student Orientation

## School Processes & Programs Strengths

New teacher programs provide necessary support for all teachers new to the campus to observe quality instruction and management protocols.

Frequent walkthroughs provide instant feedback and support for teachers. Provided specific and immediate remediation or praise for teachers observed.

Teacher retention increased due to positive school culture created by processes and programs.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** At North Garland High School, strong processes such as walkthroughs, instructional rounds, and mentoring programs are in place; however, inconsistencies in their implementation and follow-up limit the overall impact on teacher growth and student learning. Without greater alignment between evaluation, feedback, and professional development, NGHS cannot fully ensure that all staff achieve the target

**Root Cause:** Systems for teacher support and feedback are not yet consistently implemented across all departments. Feedback from walkthroughs and instructional rounds are not always timely or connected to professional learning opportunities, which reduces the effectiveness of coaching and support for teachers.

# Perceptions

## Perceptions Summary

### Perceptions Summary – Spring 2025 Family Survey

#### Panorama Survey Results:

32 parents responded to the survey.

- 97% receive information in a language they understand.
- 87% understand the types of state/local tests and how results are used.
- 84% feel welcome at school.
- 76% of parents feel confident supporting their child's learning needs.
- 67% report providing strong academic and social support at home.
- 56% report positive perceptions of their child's learning behaviors (motivation, organization, independence).

#### Perceptions Strengths

### Perceptions Strengths

- **Communication:** Nearly all families (97%) receive information in a language they understand, and over 70% consistently report that communication is clear and accessible.
- **Assessment Understanding:** 87% of families understand state and local testing and how results guide student learning.
- **Welcoming Environment:** 84% of families feel welcome on campus.
- **Family Confidence:** Families report strong confidence in their ability to support learning at home and make choices about their child's education (average 76%).

#### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Problem Statement : Families express concern about student learning behaviors at home. Only 50% report their child reads for fun regularly. 39% report their child is not easily distracted when working on school activities at home. Less than half report their child is consistently motivated to learn.

**Root Cause:** Root Cause: Families may lack tools and strategies to support student motivation, organization

**Problem Statement 2 (Prioritized):** Problem Statement : Families report lower levels of academic support opportunities provided by the school. 65% of families felt the school provides materials and trainings to help them support student achievement (below district average of 76%).

**Root Cause:** Root Cause: Trainings and materials are not consistently accessible, targeted, or clearly aligned with family needs.

# Priority Problem Statements

**Problem Statement 1:** Students are disproportionately placed at the District Alternative Education Center compared to their representation in the overall student population. This indicates inequities in how disciplinary processes and supports are applied, limiting our ability to ensure that all students remain engaged in high-quality learning environments.

**Root Cause 1:** Inconsistent staff training on proactive behavior supports and limited parent education/awareness about available interventions contribute to inequitable student outcomes.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Math continues to be the largest area of need for NGHS students. While NGHS met the district board's goal of 43% of juniors meeting TSIA2 Math benchmarks, the campus goal of 60% was not reached (short by 12%). Algebra I EOC performance dropped 7-8 points across mastery levels, with an increase in "Does Not Meet" scores.

**Root Cause 2:** There has not been consistent emphasis on targeted math interventions, test preparation, and ongoing cycle recovery. Students lack sufficient opportunities to build foundational math skills within core instruction, advisory, and intervention structures.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** English I and English II STAAR scores decreased compared to the prior year, with overall performance trending below the 70% campus goal. Although NGHS tied for the top number of "Masters" scorers in English, overall percentages declined 3-4 points.

**Root Cause 3:** Instructional strategies have emphasized bringing students to "Meets" but have not consistently focused on pushing average to high-level students toward "Masters." Additional literacy support for Emerging Bilingual students is also needed to sustain gains on TELPAS while improving STAAR outcomes.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Only 65% of students at North Garland High School scored at the Meets Grade Level standard across all EOC assessments in 2025. A significant percentage of students are not demonstrating the level of mastery needed to be on track for college, career, and life readiness.

**Root Cause 4:** Instructional practices are not yet consistently aligned to ensure all students receive rigorous, grade-level instruction with clear learning objectives, success criteria, and opportunities for frequent checks for understanding. Targeted interventions and extensions are not systematically implemented to move more students from Approaches to Meets and from Meets to Masters.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** At North Garland High School, strong processes such as walkthroughs, instructional rounds, and mentoring programs are in place; however, inconsistencies in their implementation and follow-up limit the overall impact on teacher growth and student learning. Without greater alignment between evaluation, feedback, and professional development, NGHS cannot fully ensure that all staff achieve the target

**Root Cause 5:** Systems for teacher support and feedback are not yet consistently implemented across all departments. Feedback from walkthroughs and instructional rounds are not always timely or connected to professional learning opportunities, which reduces the effectiveness of coaching and support for teachers.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Problem Statement : Families express concern about student learning behaviors at home. Only 50% report their child reads for fun regularly. 39% report their

child is not easily distracted when working on school activities at home. Less than half report their child is consistently motivated to learn.

**Root Cause 6:** Root Cause: Families may lack tools and strategies to support student motivation, organization

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Problem Statement : Families report lower levels of academic support opportunities provided by the school. 65% of families felt the school provides materials and trainings to help them support student achievement (below district average of 76%).

**Root Cause 7:** Root Cause: Trainings and materials are not consistently accessible, targeted, or clearly aligned with family needs.

**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)

## 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Communications data

# Goals

**Goal 1:** Percent of students demonstrating literacy as measured by Meets Grade Level performance on English I End of Course Exam, will increase from 63% in 2025 to 75% in 2030 (25-26 Target : 66%).

**Performance Objective 1:** Foundations

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Interim Assessment  
 STAAR8 data  
 CLC collaboration performance indicators throughout instructional cycle  
 STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ELAR I teachers will design and display a clear learning objective that is aligned with the TEKS, and post student-friendly success criteria that they reference throughout the lesson to support instruction, checks for understanding, and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation and engagement, fewer misconceptions during formative assessments, and improved constructed responses resulting in a decrease in 0 responses.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers            Instructional Coach            AP over English Dept.</p> <p><b>Title I:</b>            2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers in 9th grade ELAR classes will implement high-frequency engagement strategies that encourage written and oral literacy development and provide formative feedback opportunities (think, pair-share, choral response, write,-pair-share, quick writes, table talk)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom participation, stronger language proficiency across listening, speaking, reading, and writing domains in TELPAS, and an increase of 2% on Emergent Bilingual scores on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators LPAC administrator over individual departments Instructional coach</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> English I teachers will utilize online programs to assist and assess students in remediation skills in Reading and Writing. Chromebooks will be utilized in each English I to provide access to the district online programs. (I.E. IXL, Edugence, Peardeck)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in English I and II by 5% for re-testers</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> English I teachers will implement targeted small group instruction prioritizing targeted TEKS, constructed responses, and reading/writing strategies; these will be based on formative and summative data (CBAs, STAAR, DOLs)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased mastery of targeted TEKS, improved reading/writing skills, and increased scores on constructed responses and campus/district/state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> English I teachers will implement targeted small group instruction prioritizing targeted TEKS, constructed responses, and reading/writing strategies; these will be based on formative and summative data (CBAs, STAAR, DOLs).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased mastery of targeted TEKS, improved reading/writing skills, and increased scores on constructed responses and campus/district/state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> English I teachers conduct recurring one-on-one or small group writing conferences to provide individualized feedback on constructed responses that guide students through necessary revisions using clear success criteria (rubrics) and exemplar models.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased mastery of writing-based TEKS, greater independence in student revising/editing, and more detailed and improved constructed responses on STAAR assessments resulting in fewer 0s and non-scorable responses.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> English I teachers will meet regularly in collaborative planning communities (CLCs) to analyze student performance data (CBAs, DOLs, STAAR/EOC item analysis, and formative assessments), and plan targeted lessons to address misconceptions while adjusting instruction to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional and responsive instruction that identifies struggling students proactively, increases alignment between daily lessons and assessed standards, and improves student outcomes on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> English I teachers will CLC an extra half day in the fall and in the spring to plan engaging lessons that will strategically focus on difficult TEKS for students including those that receive emerging bilingual and special education services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in English I by 5% for first-time testers.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teachers will provide English I students with an EOC boot camp during the school day in the fall and spring prior to administration to prepare for the reading comprehension, revise/edit, and essay portions of the EOC exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in English I and II by 5% for re-testers.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Instructional coach will provide targeted literacy and instructional support, model effective reading/writing strategies, and support teachers in implementing and refining these strategies throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in English I by 15% for re-testers.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Dept. Manager Principal AP</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> English I and English II STAAR scores decreased compared to the prior year, with overall performance trending below the 70% campus goal. Although NGHS tied for the top number of "Masters" scorers in English, overall percentages declined 3-4 points. <b>Root Cause:</b> Instructional strategies have emphasized bringing students to "Meets" but have not consistently focused on pushing average to high-level students toward "Masters." Additional literacy support for Emerging Bilingual students is also needed to sustain gains on TELPAS while improving STAAR outcomes.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> At North Garland High School, strong processes such as walkthroughs, instructional rounds, and mentoring programs are in place; however, inconsistencies in their implementation and follow-up limit the overall impact on teacher growth and student learning. Without greater alignment between evaluation, feedback, and professional development, NGHS cannot fully ensure that all staff achieve the target <b>Root Cause:</b> Systems for teacher support and feedback are not yet consistently implemented across all departments. Feedback from walkthroughs and instructional rounds are not always timely or connected to professional learning opportunities, which reduces the effectiveness of coaching and support for teachers.</p>

**Goal 2:** Percent of students demonstrating literacy as measured by Meets Grade Level performance on English II End of Course Exam, will increase from 67% in 2025 to 75% in 2030 (25-26 Target: 69%).

**Performance Objective 1: Foundations**





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ELAR II teachers will design and display a clear learning objective that is aligned with the TEKS, and post student-friendly success criteria that they reference throughout the lesson to support instruction, checks for understanding, and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation and engagement, fewer misconceptions during formative assessments, and improved constructed responses resulting in a decrease in 0 responses.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers in 10th grade ELAR classes will implement high-frequency engagement strategies that encourage written and oral literacy development and provide formative feedback opportunities (think, pair-share, choral response, write,-pair,share, quick writes, table talk)</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> English II teachers will utilize online programs to assist and assess students in remediation skills in Reading and Writing. Chromebooks will be utilized in each English I to provide access to the district online programs. (I.E. IXL, Edugence, Peardeck)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in English II by 5% for re-testers.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> English II teachers will implement targeted small group instruction prioritizing targeted TEKS, constructed responses, and reading/writing strategies; these will be based on formative and summative data (CBAs, STAAR, DOLs).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased mastery of targeted TEKS, improved reading/writing skills, and increased scores on constructed responses and campus/district/state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> English II teachers conduct recurring one-on-one or small group writing conferences to provide individualized feedback on constructed responses that guide students through necessary revisions using clear success criteria (rubrics) and exemplar models.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased mastery of writing-based TEKS, greater independence in student revising/editing, and more detailed and improved constructed responses on STAAR assessments resulting in fewer 0s and non-scorable responses.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> English II teachers will meet regularly in collaborative planning communities (CLCs) to analyze student performance data (CBAs, DOLs, STAAR/EOC item analysis, and formative assessments), and plan targeted lessons to address misconceptions while adjusting instruction to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional and responsive instruction that identifies struggling students proactively, increases alignment between daily lessons and assessed standards, and improves student outcomes on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> English II teachers will CLC an extra half day in the fall and in the spring to plan engaging lessons that will strategically focus on difficult TEKS for students including those that receive emerging bilingual and special education services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in English I and II by 5% for first-time testers and re-testers.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Intervention teachers will provide targeted instruction and practice focused on high-impact TEKS for students retesting EN I/II STAAR EOC. Support will include small-group lessons, targeted reading and writing intervention, and skill-based practice aligned to various STAAR item types.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in English I and II by 5% for re-testers.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teachers will provide English II students with an EOC boot camp during the school day in the fall and spring prior to administration to prepare for the reading comprehension, revise/edit, and essay portions of the EOC exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in English I and II by 5% for re-testers.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Instructional coach will provide targeted literacy and instructional support, model effective reading/writing strategies, and support teachers in implementing and refining these strategies throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in English I by 15% for re-testers.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Dept. Manager Principal AP</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 2:</b> English I and English II STAAR scores decreased compared to the prior year, with overall performance trending below the 70% campus goal. Although NGHS tied for the top number of "Masters" scorers in English, overall percentages declined 3-4 points. <b>Root Cause:</b> Instructional strategies have emphasized bringing students to "Meets" but have not consistently focused on pushing average to high-level students toward "Masters." Additional literacy support for Emerging Bilingual students is also needed to sustain gains on TELPAS while improving STAAR outcomes.</p>

**Goal 3:** Percent of Emergent Bilingual students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English language Proficiency Assessment System (TELPAS), will increase from 34% to 76%.

**Performance Objective 1: Foundations**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and students will access and use strategies from Summit K12 to enhance student success.  <b>Strategy's Expected Result/Impact:</b> Student success will increase by 5% for TELPAS, and 2% on EOC exams.  <b>Staff Responsible for Monitoring:</b> EB Teachers  Administrator</p> <p><b>Title I:</b>  2.51, 2.52  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will integrate high-leverage Emerging Bilingual (EB) scaffolds (anchor charts, sentence stems, structured speaking/writing opportunities, and visual supports) into daily lessons to make content accessible and promote academic language growth.  <b>Strategy's Expected Result/Impact:</b> Improved classroom participation, stronger language proficiency across listening, speaking, reading, and writing domains in TELPAS, and an increase of 2% on Emergent Bilingual scores on STAAR EOC.  <b>Staff Responsible for Monitoring:</b> Administrator  Instructional coach</p> <p><b>Title I:</b>  2.51, 2.52  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will receive professional development on Sheltered Instruction strategies along with ongoing coaching to implement them with fidelity across content areas to promote academic language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity to design and deliver EB supportive lessons that develop language; student success will increase by 5% for TELPAS, and 2% on EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrator Teachers Instructional Coach</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 4:** Increase the percentage of Algebra I testers achieving "Meets Grade Level" on Algebra I STAAR EOC exams to 70% by 2030 (25-26 target: 48% )

**Performance Objective 1: Foundations**

**Evaluation Data Sources:** Interim testing data  
 Spring EOC core data  
 DOL data  
 CBAs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Extend the regular scheduled day to include Saturday tutoring sessions so that students have a consistent opportunity for individualized academic assistance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased EOC scores in the 5 tested areas within our economical disadvantage students at the Meet Standards level by 2% in each area for first time testers</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads            RTI Facilitator            Administration</p> <p><b>Title I:</b>            2.51, 2.52</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Algebra I and Algebraic Reasoning teachers will PLC an extra day to plan engaging lessons that will strategically focus on difficult TEKS for students receiving special education and emerging bilingual services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in passing rate in Algebra I EOC for special education students by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Algebra I Lead teacher AP of Math RTI Facilitator Math Interventionist</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Title I Math Interventionist will be utilized to support teachers during planning intervention and by working with students during the school day to provide additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in passing rate in Algebra I EOC and PSAT scores</p> <p><b>Staff Responsible for Monitoring:</b> AP of Math Math Interventionist</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

## Student Learning





**Problem Statement 1:** Math continues to be the largest area of need for NGHS students. While NGHS met the district board's goal of 43% of juniors meeting TSIA2 Math benchmarks, the campus goal of 60% was not reached (short by 12%). Algebra I EOC performance dropped 7-8 points across mastery levels, with an increase in "Does Not Meet" scores. **Root Cause:** There has not been consistent emphasis on targeted math interventions, test preparation, and ongoing cycle recovery. Students lack sufficient opportunities to build foundational math skills within core instruction, advisory, and intervention structures.

**Goal 5:** Increase the percentage of all graduates meeting the College, Career, and Military Readiness (CCMR) standards to 100% and increase the percentage of all graduates achieving Texas Success Initiative (TSI) standards by exam only to 80% by 2030. (25-26 target : 59%)

**Performance Objective 1:** Pathways

**Evaluation Data Sources:** TSIA-2 test scores/  
testing record for N Garland HS  
Software usage and progress reports - MasteryPrep

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PSAT/SAT Bootcamp instructors will provide all staff with strategies to support student success. Strategies include testing strategies, Mastery Prep software, iXL software, problems of the day, and frequently used words/word walls, and SAT/PSAT apps</p> <p><b>Strategy's Expected Result/Impact:</b> Students meeting College, Career and Military Readiness (CCMR) will increase by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> SAM Time teachers AP over CCMR Magnet Advisors</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will regularly embed PSAT practice material into "do now" practice, formative assessments and activities, practice assessments, and DOLs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase participation in preparatory software platform usage to at least 80% of users</p> <p><b>Staff Responsible for Monitoring:</b> SAM Time teachers AP over CCMR Magnet Advisors Counselors</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Target and test the top performers in 11th grade in the same SAMTIME rooms and in rooms on PSAT test day. Meet individually with each to go over last year's scores and emphasize importance of the test to each.</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**


Student Learning
<p><b>Problem Statement 3:</b> Only 65% of students at North Garland High School scored at the Meets Grade Level standard across all EOC assessments in 2025. A significant percentage of students are not demonstrating the level of mastery needed to be on track for college, career, and life readiness. <b>Root Cause:</b> Instructional practices are not yet consistently aligned to ensure all students receive rigorous, grade-level instruction with clear learning objectives, success criteria, and opportunities for frequent checks for understanding. Targeted interventions and extensions are not systematically implemented to move more students from Approaches to Meets and from Meets to Masters.</p>

**Goal 6:** 85% of teachers and staff will actively implement campus-defined PBIS strategies and utilize PBIS resources with fidelity as evidenced by walkthrough observations, PBIS team checklists, and staff feedback surveys

**Performance Objective 1:** Climate and Culture

**Evaluation Data Sources:** Incident reports  
 Feedback surveys  
 Tardy reports  
 Walkthrough Data  
 PBIS Checklists  
 Teacher of the Week & Students of the Week Recognition forms

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At least 80% of students and staff will report positive behaviors and core values are consistently recognized in a feedback survey sent out at the beginning of May 2026.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased visibility and reinforcement of core values.            Teachers and students feel valued, boosting morale and sense of belonging.            Stronger campus culture centered on positive behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Administration            Behavior Specialist            NGHS PBIS Leadership Team</p> <p><b>Title I:</b>            2.51, 2.52  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> At least 25% of students and teachers will be nominated or receive PBIS recognition once in the school year tracked by the PBIS nomination form.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in tardiness and hallway wandering. More instructional time gained in classrooms. Safer, more orderly campus environment</p> <p><b>Staff Responsible for Monitoring:</b> Administration Behavior Specialist</p> <p><b>Title I:</b> 2.51, 2.52 <b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By May 2026, teacher-managed classroom reports will decrease by 10% compared to 2024-2025, indicating stronger campus culture centered on positive behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Students take ownership of their actions and understand natural consequences. Reduced repeat behavior incidents. Stronger student-adult relationships that foster accountability</p> <p><b>Staff Responsible for Monitoring:</b> Administration Behavior Specialist</p> <p><b>Title I:</b> 2.51, 2.52 <b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students are disproportionately placed at the District Alternative Education Center compared to their representation in the overall student population. This indicates inequities in how disciplinary processes and supports are applied, limiting our ability to ensure that all students remain engaged in high-quality learning environments.</p> <p><b>Root Cause:</b> Inconsistent staff training on proactive behavior supports and limited parent education/awareness about available interventions contribute to inequitable student outcomes.</p>

**Goal 7:** Percent of students demonstrating proficiency as measured by Meets Grade Level performance on US History End of Course Exam, will increase from 79% in 2025 to 84% in 2026.





**Performance Objective 1: Foundation**

**Evaluation Data Sources:** DOLs  
 CBAs  
 Instructional Walk Data  
 Coaching tracking (teacher)  
 Teacher -created assessments  
 Interim Assessment  
 STAAR EOC data for US History

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> US History teachers will design and display a clear learning objective that is aligned with the TEKS, and post student-friendly success criteria that they reference throughout the lesson to support instruction, checks for understanding, and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation and engagement, fewer misconceptions during formative assessments, and improved constructed responses resulting in a decrease in 0 responses</p> <p><b>Staff Responsible for Monitoring:</b> US History Teachers            Instructional Coach            AP over Social Studies</p> <p><b>Title I:</b>            2.51, 2.52</p> <p><b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement visible learning and multiple-response strategies (whiteboards, think-pair-share, table talk, quick writes, choral response, write-pair-share) to engage all students and monitor understanding in real time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student active engagement during instruction as measured by walkthrough data to improve US History EOC Meets data by 5 % points.</p> <p><b>Staff Responsible for Monitoring:</b> US History Teachers Instructional Coach Administrator over Social Studies Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> US History teachers will utilize online programs to assist and assess students in US History TEKS. Chromebooks will be utilized to provide access to the district online programs. (I.E. Edugence, Peardeck, AllinLearning)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in US History by 5% for first time testers.</p> <p><b>Staff Responsible for Monitoring:</b> RLA Teachers Instructional Coach AP over English Dept</p> <p><b>Title I:</b> 2.51, 2.52</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will incorporate reading and writing strategies into daily bell ringers and lesson activities to build literacy and critical thinking in U.S. History (e.g., primary source analysis, quick CER responses).</p> <p><b>Strategy's Expected Result/Impact:</b> Improve students' written response quality and reduce zero scores on U.S History STAAR constructed responses.</p> <p><b>Staff Responsible for Monitoring:</b> US History Teachers Instructional Coach Administrator over Social Studies Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will maintain a journal or pocket folder to maintain organized notes and written constructed responses (SCRs/CERs) throughout the year. Materials (folders, notebooks, and writing tools) will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of zero scores on U.S. History and English I and II EOC constructed response items by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> US History Teachers Instructional Coach Administrator over Social Studies Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> U.S. History teachers will implement two Friday Night Lights after-school sessions with rotating stations focusing on vocabulary, content skills, and STAAR strategies. Supplies and materials (e.g., copies, manipulatives, review packets) will be purchased to support instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce zero scores on U.S. History STAAR constructed responses and increase Meets by 5 percentage points for first-time testers.</p> <p><b>Staff Responsible for Monitoring:</b> US History Teachers Instructional Coach Administrator over Social Studies Dept.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Instructional coach will provide targeted literacy and instructional support, model effective reading/writing strategies, and support teachers in implementing and refining these strategies throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase EOC scores in US History by 5% for first-time testers.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Dept. Manager Principal AP over SS</p> <p><b>Title I:</b> 2.51, 2.52 - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students are disproportionately placed at the District Alternative Education Center compared to their representation in the overall student population. This indicates inequities in how disciplinary processes and supports are applied, limiting our ability to ensure that all students remain engaged in high-quality learning environments.</p> <p><b>Root Cause:</b> Inconsistent staff training on proactive behavior supports and limited parent education/awareness about available interventions contribute to inequitable student outcomes.</p>

**Goal 8:** The percentage of AP Testers achieving a 'qualifying score' of 3 or higher will increase from 52% to 60%.

**Performance Objective 1:** Foundation









**Evaluation Data Sources:** Spring 2026 AP scores  
AP preparation boot camp and mock testing attendance sheets







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strategy 1 Placeholder - Students will participate in "Mock Testing" to prepare for the rigor of actual AP testing in at least 1 of their scheduled Advanced Placement courses.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of qualifying scores will increase by 10% in classes where the strategy is met.</p> <p><b>Staff Responsible for Monitoring:</b> AP for Advanced Academics AP Teachers</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 9:** North Garland High School will provide at least eight parent engagement opportunities during the 2025-2026 school year to strengthen home-school partnerships, increase communication, and support student success.

**Performance Objective 1: Climate and Culture**

**Evaluation Data Sources:** Title I Crate Documents  
Meeting Agendas  
Campus calendars

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Freshman Orientation - host an event to welcome new families, share expectations, and connect parents with resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will leave with a clear understanding of graduation requirements, campus expectations, and available academic/social supports.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Raider Rush Committee</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Meet the Teacher Night - provide parents an opportunity to meet teachers, learn about classroom expectations, and build relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will build relationships with teachers, gain knowledge of classroom expectations, and leave with specific strategies to support student learning at home.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Fall and Spring Parent Conference Night - hold scheduled parent conferences to discuss student progress and needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will review student growth and progress toward graduation requirements, and create or update plans for summer learning, credit recovery, or next-year course selections.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Coffee with the Principal (4 sessions on Saturday mornings) - facilitate informal meetings for parents to receive campus updates, ask questions, and engage in two-way dialogue with administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected Result: Families will engage in two-way communication with campus leadership, receive timely information about campus initiatives and student opportunities, and provide feedback that informs school decision-making.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> - 6300 Parent Involvement. Supplies T1 - \$1,000, - 6100 Parent Inv. Payroll T1 - \$1,323</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** Problem Statement : Families express concern about student learning behaviors at home. Only 50% report their child reads for fun regularly. 39% report their child is not easily distracted when working on school activities at home. Less than half report their child is consistently motivated to learn. **Root Cause:** Root Cause: Families may lack tools and strategies to support student motivation, organization

**Problem Statement 2:** Problem Statement : Families report lower levels of academic support opportunities provided by the school. 65% of families felt the school provides materials and trainings to help them support student achievement (below district average of 76%). **Root Cause:** Root Cause: Trainings and materials are not consistently accessible, targeted, or clearly aligned with family needs.

**Goal 10:** Increase student attendance from 93.34% in the 2024-2025 school year to 95.5% in the 2025-2026 school year to improve student engagement, academic achievement, and overall campus success.


**Performance Objective 1:** Attendance


**Evaluation Data Sources:** Skyward attendance  
PEIMS Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leverage Skyward and RAWEE reports to systematically track daily attendance, identify students with emerging attendance concerns, and implement timely interventions in collaboration with teachers, counselors, and families</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student attendance will result in higher levels of student engagement, stronger academic achievement, and greater overall campus success.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MTSS, Attendance Clerk</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish a structured system of supports to address unexcused absences:</p> <p>3 Unexcused Absences: Initiate an automated call to notify parents/guardians.</p> <p>4-7 Unexcused Absences: Conduct a parent phone call and hold a student conference to identify barriers and develop an individualized attendance plan.</p> <p>Ongoing Monitoring: The Attendance Clerk will generate chronic absence reports weekly and share them with the Administrator over Attendance. The administrator will coordinate follow-up phone calls and/or home visits to ensure support and accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the implementation of tiered interventions, students with attendance concerns will receive timely support, resulting in a reduction of chronic absenteeism cases by at least 10% compared to the previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MTSS, Attendance Clerk</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Celebrate and reward students who demonstrate consistent attendance through campuswide initiatives, including:</p> <p>September - Attendance Awareness Month: Hold a raffle for a gift basket for students with perfect attendance.</p> <p>Hot Dog Lunch: Host a special lunch for students maintaining perfect attendance.</p> <p>Ongoing Recognition: Highlight students with perfect attendance weekly and monthly through announcements, certificates, and raffles to build a culture of recognition and motivation.</p> <p><b>Strategy's Expected Result/Impact:</b> By implementing regular recognition and incentive opportunities, students will be motivated to maintain consistent attendance. The percentage of students achieving perfect attendance each month will increase, contributing to higher overall campus attendance rates and progress toward the 95.5% attendance goal.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, MTSS, Attendance Clerk</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 11:** Percent of students that score at the meets grade level on all STAAR EOCs will increase from 65 % in 2025 to 75% in 2030 (25-26 Target: 67%)

**Performance Objective 1:** Foundations

**Evaluation Data Sources:** Spring STAAR EOC data  
Interim Testing Data  
CER and/or SER data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement high-frequency engagement strategies that encourage written and oral literacy development and provide formative feedback opportunities (think, pair-share, choral response, write,-pair-share, quick writes, table talk)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom participation, stronger language proficiency across listening, speaking, reading, and writing domains in TELPAS, and an increase of 2% on Emergent Bilingual scores on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> o Administrators, LPAC administrator over individual departments o Instructional coach</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement targeted small group instruction prioritizing targeted TEKS, constructed responses, and reading/writing strategies; these will be based on formative and summative data (CBAs, STAAR, DOLs).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased mastery of targeted TEKS, improved reading/writing skills, and increased scores on constructed responses and campus/district/state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, instructional caoch</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will plan collaboratively to analyze student performance data (CBAs, DOLs, STAAR/EOC item analysis, and formative assessments), and plan targeted lessons to address misconceptions while adjusting instruction to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional and responsive instruction that identifies struggling students proactively, increases alignment between daily lessons and assessed standards, and improves student outcomes on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Instructional Caoch</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> - 6100 Payroll- Title I Funds - \$8,069</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 3:** Only 65% of students at North Garland High School scored at the Meets Grade Level standard across all EOC assessments in 2025. A significant percentage of students are not demonstrating the level of mastery needed to be on track for college, career, and life readiness. **Root Cause:** Instructional practices are not yet consistently aligned to ensure all students receive rigorous, grade-level instruction with clear learning objectives, success criteria, and opportunities for frequent checks for understanding. Targeted interventions and extensions are not systematically implemented to move more students from Approaches to Meets and from Meets to Masters.

**Goal 12:** Increase the percentage of Biology I testers achieving "Meets Grade Level" on Biology STAAR EOC exams from 74% in 24-25 to 77% in 25-26.

**Performance Objective 1: Foundations**

**Evaluation Data Sources:** DOLs


CBAs


Interim Assessments


CER data


Spring STAAR EOC data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement high-frequency engagement strategies that encourage written and oral literacy development and provide formative feedback opportunities (think, pair-share, choral response, write,-pair-share, quick writes, table talk)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom participation, stronger language proficiency across listening, speaking, reading, and writing domains in TELPAS and EOC.</p> <p><b>Staff Responsible for Monitoring:</b> o Administrators, LPAC administrator over individual departments o Instructional coach</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexis Ortiz	Instructional Coach	Title I	1.0
Kelly Bollman	MTSS Facilitator	Title I	1.0
Mireya Cipres Hernandez	Aide Instructional	Title I	1.0
T'era Thorn	Instructional Coach	Title I	1.0
Tracey Haggard	Math Interventionist	Title I	1.0

# Campus Funding Summary

6100 Payroll- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
11	1	3			\$8,069.00
<b>Sub-Total</b>					\$8,069.00
<b>Budgeted Fund Source Amount</b>					\$8,069.00
<b>+/- Difference</b>					\$0.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	4			\$1,323.00
<b>Sub-Total</b>					\$1,323.00
<b>Budgeted Fund Source Amount</b>					\$1,323.00
<b>+/- Difference</b>					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	4			\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Budgeted Fund Source Amount</b>					\$1,000.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$10,392.00
<b>Grand Total Spent</b>					\$10,392.00
<b>+/- Difference</b>					\$0.00