

# Garland Independent School District



## Lakeview Centennial High School

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

## 2026-2027 Campus Improvement Plan

# Mission Statement

Lakeview Centennial High School seeks to create a challenging learning environment with high expectations for all through the development of appropriate instruction that allows for individual differences. Our school will promote a safe, orderly, caring, and supportive environment through positive relationships with students, staff, and community.

## Vision

Preparing students for tomorrow – inspiring them today

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# Comprehensive Needs Assessment

# Demographics

## Summary

Garland ISD and Lakeview Centennial High School deliver strong academic results within a highly diverse, needs-rich student body. Lakeview earned an “A” for 2025, with distinctions in ELA/Reading, Math, Science, Social Studies, Postsecondary Readiness, Growth, and Closing the Gaps.

Serving African American, Hispanic, economically disadvantaged, Emergent Bilingual, special education, gifted, and CTE students, Lakeview promotes access and equity through programs like College for All, early college, and career pathways.

Attendance stands at 92.4%, below district and state averages. 24.7% chronic absenteeism, which disproportionately affects African American, special education, economically disadvantaged, and Emergent Bilingual students.

The Class of 2024 achieved a 97.4% four-year graduation rate, outperforming district and state averages. Hispanic graduates matched the overall rate; White students graduated at 98.2%, and students of Two or More Races at 100%.

Academic achievement exceeds district and state levels, with 83% approaching grade level, 55% meeting, and 15% mastering standards. Performance is especially strong among Asian students, continuously enrolled students, and former special education students.

Participation in AP, Dual Credit, CTE, and obtaining Industry-Based Certifications remains high, with an 87.4% FHSP-DLA completion rate for the Class of 2024, surpassing state averages.

## Strengths

Lakeview Centennial High School's diverse student body reflects a multicultural community, with strong representation of Hispanic (51.3%) and African American (29.5%) graduates, all of whom demonstrate high academic achievement that surpasses state averages.

Emergent Bilingual students excel, with 87% and 95% of students approaching or exceeding standards in science and social studies, respectively, outperforming state averages. Economically disadvantaged students achieve a 97.8% graduation rate, maintaining high performance despite challenges.

The school offers extensive programs: AP, Dual Credit, Gifted and Talented, CTE, Industry-Based Certifications, and Distinguished Pathways, with an 87.4% FHSP-DLA completion rate. All student groups show strong growth in ELA and math, driven by effective instruction and targeted support.

Demographic strengths include a highly engaged and diverse student population that promotes equitable access and student success, positioning Lakeview Centennial to advance district priorities of equity, excellence, and college and career readiness.

# Problem Statements Identifying Demographics Needs

|   | Problem Statement                                                                                                                                                                                                                                                            | Root Cause                                                                                      |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 1 | According to discipline data African American students receive exclusionary discipline disproportionately of other student sub-populations.                                                                                                                                  | Positive engagement of all students is lacking in our hallways and classrooms.                  |
| 2 | According to discipline data Increased vaping among African American and Hispanic students is a growing concern that negatively affects student health, behavior, and academic success, highlighting the need for effective and culturally responsive prevention strategies. | Targeted youth-oriented product design and social normalization through peers and social media. |

★ = Priority

# Student Learning

## Summary

Lakeview Centennial's overall rating increased from 92 in 2024 to 94 in 2025

## Strengths

Graduation Rate increased from 2025.

CCMR Rating - 100%

40 % of our student body is enrolled in at least one Dual Credit course.

50.4% of the student body is part of a Magnet program.

**Lakeview received the award for highest FAFSA completions in 2023 for the fifth year in a row, and our school's social and emotional learning received district recognition.**

# Problem Statements Identifying Student Learning Needs

|   | Problem Statement                                                                                                                                                 | Root Cause                                                                                                                                                                                                               |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | LCHS saw an increase in all EOC scores (Bio +5, US Hist +7, Eng I +1, and Eng II +6) except in Algebra 1 where we remained the same (78%) from the previous year. | Lack of growth in Algebra I caused by behavior issues, gaps in foundational math skills, inconsistent instructional strategies, limited student engagement, and insufficient targeted intervention and academic support. |

★ = Priority

# School Processes & Programs

## Summary

Lakeview is more than a diploma. Lakeview offers students a variety of magnet programs such as Classical Arts, Collegiate Academy and Television Production, Early College High and P-Tech. The Collegiate Academy works in conjunction with Dallas College to provide students an opportunity to earn college credits and an Associate of Science degree from DCCD. Lakeview graduates approximately over 150 students with Associate degrees and 100% of seniors that are Career College Military Ready. At-Risk students have the same opportunity to participate in the magnet programs such as P-Tech and Early College High School providing them rigor and high quality instruction that meet the needs of students.

All stakeholders are involved in improving and closing academic gaps for all student groups with a focus on African American students. The campus utilizes district assessments, state performance assessments, surveys, curriculum support and other instructional tools to monitor progress of students. Teachers are placed in classrooms based on certification and strengths to meet the needs of students. The campus leadership team cultivates future leaders by recognizing and nurturing teachers that demonstrate leadership qualities. The campus administration team encourages teachers to step up and take leadership responsibilities by providing support and guidance.

## Strengths

Lakeview Centennial High School continues to demonstrate strong school processes and programs that directly support student achievement, college readiness, and instructional success. The campus earned a CCMR rating of 100%, reflecting intentional systems and structures that ensure every graduate meets college, career, or military readiness indicators. Approximately 40% of students are enrolled in at least one Dual Credit course, while 50.4% of the student body participates in a Magnet program, providing students with rigorous, innovative, and career-focused learning opportunities. Lakeview also received Garland ISD's award for the highest FAFSA completion rate among district high schools, reinforcing the campus's strong college-going culture and commitment to postsecondary access for all students.

Instructionally, all EOC teachers have dedicated CLC time structured into the school day, allowing for targeted intervention, collaborative planning, and responsive instructional support. Students and teachers have consistent access to technology and devices, supporting engagement, blended learning, and equitable access to instructional resources. Additionally, instructional coaches in Math and English are effectively utilized to support teachers with instructional strategies, small group instruction, and data-driven interventions. Both coaches regularly participate in CLC meetings, strengthening instructional alignment and academic support systems across the campus.

# Problem Statements Identifying School Processes & Programs Needs

|   | Problem Statement                                                                        | Root Cause                                                                                             |
|---|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 1 | Students achieving CCMR status did not all arrive there from a clear, well-planned path. | Students were not informed about CCMR and the various paths to achieve CCMR Met status by senior year. |

★ = Priority

# Perceptions

## Strengths

The climate at LCHS is supportive and contributes positively to the overall effectiveness of student success. Teachers and staff collaborate with each other and administration is supportive and visible.

The GISD surveys included the following comments in regards to school climate and culture:

Great communication from teachers and administrators

Administration is supportive and always available

# Problem Statements Identifying Perceptions Needs

| Problem Statement                                                                                  | Root Cause                                                                                                                                                |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Not all demographic populations have achieved their full potential, academically or behaviorally | A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. |
| 2 Parent involvement and community partnerships are not as strong as we would like.                | Barriers to parent and community involvement may exist through a lack of communication about opportunities and needs that exist.                          |

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Campus/District improvement plans (current and prior years)

## Accountability Data

- ☒ Student Achievement Domain

## Student Data: Assessments

- ☒ STAAR End-of-Course current and longitudinal results, including all versions

## 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
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability

## Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Discipline records

## Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback



# Goals

# Goal 1

Increase the percentage of First-Time Testers achieving 'Meets Grade Level' on English I EOC from 63% to 72% (2026-2027 target).

## Performance Objective 1

Foundations

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

### Strategy 1

Teachers, Administrators, MTSS Facilitator, English Instructional Coach, and Title I Instructional Aide will create strategic flexible groups for after school tutoring and Saturday School to address specific groups, and oversee targeted instruction to at-risk students in the areas of English.

**Strategy's Expected Result/Impact:** Increase in English I EOC scores for ALL students at the Approaches, Meets and Masters Level.

**Staff Responsible for Monitoring:** English I teachers, administrators, MTSS Facilitator, English Instructional Coach

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

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### Strategy 2

Teachers, Administrators, MTSS Facilitator and English Instructional Coach will create strategic flexible groups for after school tutoring to address specific groups , including Special Education, EB, African-American and re-testers to reduce gaps in achievement with performance in English I to ensure state and federal performance targets are met.

**Strategy's Expected Result/Impact:** Increase in English I EOC scores for ALL students at the Approaches, Meets and Masters levels.

**Staff Responsible for Monitoring:** English I teachers, administrators, MTSS Facilitator, Instructional Coach

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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Strategy 3

Teachers will have increased opportunities to collaboratively plan high-quality, data-driven instruction that addresses student learning gaps and promotes student engagement and academic growth.

**Strategy's Expected Result/Impact:** Campus Administration, Instructional Coaches, Department Chairs, and Teachers

**Staff Responsible for Monitoring:** Planning agendas, lesson plans, CLC documentation, student data analysis, instructional materials, teacher feedback, and classroom walkthrough data.

**Funding Sources:** 6100 Payroll- Title I Funds, \$4,000

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# Goal 2

Increase the percentage of First-Time Testers achieving 'Meets Grade Level' on Algebra I EOC from 38% to 48% (2026-2027 target).

## Performance Objective 1

Foundations

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

### Strategy 1

Teachers will create strategic flexible groups for after school tutoring to address specific groups, including all sub-populations, to reduce gaps in achievement to ensure all federal performance targets are met.

**Strategy's Expected Result/Impact:** Increase Algebra EOC scores for ALL students at the Meets and Masters levels.

**Staff Responsible for Monitoring:** Algebra teachers, administrators, Math Instructional Coach

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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### Strategy 2

Teachers, Administrators, MTSS Facilitator and Instructional Coach will create strategic flexible groups for after school tutoring and Saturday School to address specific groups, and oversee targeted instruction to at-risk students not showing growth in the areas of Math.

**Strategy's Expected Result/Impact:** Increase in Algebra I scores that demonstrate growth in sub-population areas.

**Staff Responsible for Monitoring:** Intervention Teachers, MTSS Facilitator, Administration, Instructional Coach

**Funding Sources:** 6100 Payroll- Title I Funds, \$4,000

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Strategy 3

Campus administrators, Instructional Coaches, and additional staff will collaboratively plan and provide high-quality, job-embedded professional development during in-service days, department meetings, and ongoing training opportunities to address identified mathematics instructional needs. Professional learning will focus on effective instructional strategies, student engagement, data-driven instruction, addressing foundational skill gaps, small-group instruction, and targeted interventions to improve student achievement in mathematics.

**Strategy's Expected Result/Impact:** Campus administrators, the Math Instructional Coach, and math department staff will collaboratively plan and provide high-quality, job-embedded professional development during in-service days, department meetings, and ongoing training opportunities to address identified mathematics instructional needs. Professional learning will focus on effective instructional strategies, student engagement, data-driven instruction, addressing foundational skill gaps, small-group instruction, and targeted interventions to improve student achievement in mathematics.

**Staff Responsible for Monitoring:** Campus Administration, Math Instructional Coach, Math Department Chair, and Math Teachers

**Funding Sources:** 6100 Payroll- Title I Funds, \$4,000

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Provide dedicated planning days and structured collaborative planning time for teachers to analyze student data, identify instructional needs, develop and refine lessons, plan targeted interventions, and collaborate with instructional coaches and colleagues to improve the quality and effectiveness of instruction.

**Strategy's Expected Result/Impact:** Teachers will have increased opportunities to collaboratively plan high-quality, data-driven instruction that addresses student learning gaps and promotes student engagement and academic growth.

**Staff Responsible for Monitoring:** Planning agendas, lesson plans, CLC documentation, student data analysis, instructional materials, teacher feedback, and classroom walkthrough data.

**Funding Sources:** 6100 Payroll- Title I Funds, \$4,000

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# Goal 3

Increase the percentage of all graduates meeting 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 60% by 2030 (2026-2027 CCMR target: 96% & 2026-2027 TSI target: 43%).

## Performance Objective 1

Pathways

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

### Strategy 1

Training on pathways to CCMR Met status will begin in the 9th grade, with a plan and path developed for each student and revisited at each grade level.

**Strategy's Expected Result/Impact:** Increase in all students being classified as CCMR Met.

**Staff Responsible for Monitoring:** CCMR administrator, counselors, administrators

**Title I:** 2.5.3

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership

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### Strategy 2 Targeted Support Strategy

Targeted, tiered interventions through math and English classes, focusing first on students who are Meets or Masters on the matching EOC assessments. Interventions will be delivered through small-group instruction in class and targeted tutoring groups.

**Strategy's Expected Result/Impact:** Increase in the number of all students classified as CCMR Met.

**Staff Responsible for Monitoring:** CCMR Administrator, ELA/Math Administrator, Counselors, ELA and Math Instructional Coaches, ELA and Math content teachers

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Goal 4

By May 2027, we will increase student attendance from 93.5% to 94% throughout the year.

Performance Objective 1

Excellence

Evaluation Data Source: Increase in Average Daily Attendance

Strategy 1

Biweekly attendance meetings to monitor excessive absences and provide support for students and families to increase daily attendance.

Strategy's Expected Result/Impact: Increase attendance 93.5% to 94%

Staff Responsible for Monitoring: Administrators, Attendance team, Title 1 Specialist

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Provide incentives for students and groups of students with positive attendance records.

Strategy's Expected Result/Impact: Increase attendance percentages for all groups of students.

Staff Responsible for Monitoring: Administration, Behavior Specialist, MTSS Facilitator

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# Goal 5

Percent of student discipline incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center] will decrease from 29% in 2026 to 25% by the 2026-27 school year.

## Performance Objective 1

Excellence

**Evaluation Data Source:** Reduction in the number of exclusionary discipline

### Strategy 1

Provide staff with culturally relevant professional development to assist and provide strategies in positively engaging all students.

**Strategy's Expected Result/Impact:** Reduction in number of exclusionary discipline

**Staff Responsible for Monitoring:** Administrators, Title I Behavior Specialist

**Title I:** 2.5.3

**ESF Levers:** Lever 3: Integrated Student Support Systems

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### Strategy 2

Provide students with recognition and incentives that exhibit positive behaviors resulting in academic success.

**Strategy's Expected Result/Impact:** Reduction in number of exclusionary discipline

**Staff Responsible for Monitoring:** Administrators, Title I Behavior Specialist

**Title I:** 2.5.3

**ESF Levers:** Lever 3: Integrated Student Support Systems

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# Goal 6

80% 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

Excellence Performance

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

### Strategy 1

Develop, distribute, and analyze a campus-wide PBIS feedback survey to staff by May 2027 to assess the fidelity of core value implementation, measure cultural impact, and identify areas for ongoing staff support.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** Administration  
Behavior Specialist  
LCHS PBIS Leadership Team

**Title I:** 2.5.1, 2.5.2

**ESF Levers:** Lever 3: Integrated Student Support Systems

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### Strategy 2

Launch targeted school-wide PBIS recognition campaigns throughout the year to actively engage staff and students in the nomination process, aiming for a minimum 25% participation rate across both groups.

**Strategy's Expected Result/Impact:** Reduction in tardiness and hallway wandering. More instructional time gained in classrooms. Safer, more orderly campus environment

**Staff Responsible for Monitoring:** Administration  
Behavior Specialist  
LCHS PBIS Leadership Team

**Title I:** 2.5.1, 2.5.2

**ESF Levers:** Lever 3: Integrated Student Support Systems

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## Strategy 3

By May 2027, teacher-managed classroom reports will decrease by 10% compared to the 2025-2026 school year, indicating a stronger campus culture centered on positive behaviors.

**Strategy's Expected Result/Impact:** Provide ongoing professional development and coaching on proactive, teacher-managed classroom interventions to reduce minor behavioral infractions by 10% compared to the 2025-2026 school year.

**Staff Responsible for Monitoring:** Administration  
Behavior Specialist  
LCHS PBIS Leadership Team

**Title I:** 2.5.1, 2.5.2

**ESF Levers:** Lever 3: Integrated Student Support Systems

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## Strategy 4

Increase meaningful two-way communication between the campus and families through ParentSquare, phone calls, parent-teacher conferences, newsletters, and campus events to keep families informed and actively engaged in their student's academic progress, attendance, behavior, graduation requirements, and college and career readiness.

**Strategy's Expected Result/Impact:** Improved communication and stronger partnerships between the campus and families, resulting in increased parent engagement and support for student success.

**Staff Responsible for Monitoring:** Administration, Counselors, Teachers

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 3: Integrated Student Support Systems

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### Strategy 5

Faculty and staff will provide Parent and Family Engagement opportunities and student transition topics such as graduation plans, college application procedures, AP/Dual Credit programs, STAAR EOC preparation, teen issues, and freshman orientation/transition.

**Strategy's Expected Result/Impact:** Increased Parent and Family Engagement as seen through sign-in sheets and volunteer hours

**Staff Responsible for Monitoring:** Administrators, Family Engagement Personnel

**Funding Sources:** 6100 Parent Inv. Payroll T1, \$2,070, 6100 Payroll- Title I Funds, \$6,000

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials

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### Strategy 6

Faculty and staff will provide Freshman Orientation and Transition Program "Patriot Boot Camp" for incoming ninth-grade students and their families. The program will include, freshman orientation/Patriot Boot Camp, campus tours, information regarding graduation requirements and academic programs, student schedules, extracurricular opportunities, campus expectations, and available academic and social-emotional supports to ensure a successful transition to high school.

**Strategy's Expected Result/Impact:** Incoming ninth-grade students and families will experience a smoother transition to Lakeview Centennial High School, resulting in increased student engagement, stronger connections to the campus, improved attendance, and greater awareness of academic expectations and available support systems.

**Staff Responsible for Monitoring:** Administration, Counselors, Freshman Teachers, Magnet Coordinators

**ESF Levers:** Lever 3: Integrated Student Support Systems

## Formative Reviews

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## Strategy 7

Develop joining with, and distribute to parents, a written Parent Family Engagement (PFE) policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.

**Strategy's Expected Result/Impact:** Enhanced connection among parents, faculty/staff and students

**Staff Responsible for Monitoring:** Administrators, Parent Engagement Aide

**Funding Sources:** 6100 Payroll- Title I Funds, \$1,000

### Formative Reviews

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## Strategy 8

Provide dedicated collaborative planning time for administrators, counselors, CCMR staff, teachers, and instructional coaches to regularly analyze CCMR data, identify students who have not yet met a CCMR indicator, monitor progress toward graduation and postsecondary readiness, and develop targeted strategies and interventions to ensure students have a clear pathway to achieving CCMR Met status.

**Strategy's Expected Result/Impact:** Improved identification and monitoring of students' CCMR progress will allow staff to provide timely, targeted interventions and support, resulting in an increased percentage of students achieving CCMR Met status.

**Staff Responsible for Monitoring:** CCMR Administrator, Campus Administration, Counselors, Instructional Coaches, Department Chairs, and Teachers

**Funding Sources:** 6100 Payroll- Title I Funds, \$2,000

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## Strategy 9

Provide scheduled opportunities for parent-teacher conferences throughout the school year to promote meaningful two-way communication between families and teachers regarding student academic progress, attendance, behavior, and individual needs. Conferences will be used to build parent capacity to support learning at home and strengthen Parent and Family Engagement (PFE).

**Strategy's Expected Result/Impact:** Increased parent participation and stronger partnerships between families and the school will improve communication, increase family engagement in student learning, and provide earlier opportunities to address academic or behavioral concerns.

**Staff Responsible for Monitoring:** Campus Administration, Teachers, Counselors, and Title I Staff

**Funding Sources:** 6100 Payroll- Title I Funds, \$25,631

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# Goal 7

Increase the percentage of Emergent Bilingual students meeting progress in Achieving English Language Proficiency on TELPAS from 28% to 30% (2026-2027 target).

## Performance Objective 1

Foundations

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

### Strategy 1

Teachers will create strategic flexible groups (in class and after school tutoring) addressing specific gaps in achievement with performance of EB students to ensure state and federal performance targets are met.

**Strategy's Expected Result/Impact:** Increase in TELPAS performance

**Staff Responsible for Monitoring:** EB teachers, RLA teachers, LPAC Facilitator, and administrators

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

#### Formative Reviews

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### Strategy 2

Teachers will regularly preview key vocabulary and implement the use of academic response frames (sentences stems) in daily instruction to address the language acquisition needs of English learners.

**Strategy's Expected Result/Impact:** Increase in EB State Accountability

**Staff Responsible for Monitoring:** EB teachers, classroom teachers, LPAC Facilitator, and administrators

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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Increase the percentage of ALL students with an IEP achieving 'Meets Grade Level' on English I & English II EOC from 20% to 28% (2026-2027 target).

## Goal 8

Increase the percentage of ALL students with an IEP achieving 'Meets Grade Level' on Algebra I\* from 19% to 29% (2026-2027 target).

\*This will also include 12th-grade students identified as accelerated testers and their EOC-equivalent score on the SAT/ACT.

### Performance Objective 1

Foundations

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

#### Strategy 1

Teachers, Administrators, MTSS Facilitator, Instructional Coaches, and Title I Instructional Aide will create strategic flexible groups for after school tutoring and Saturday School to address specific groups, and oversee targeted instruction to special education students in the areas of English I, English II, and Algebra.

**Strategy's Expected Result/Impact:** Increase in English I, English II and Algebra EOC scores for special education students at the Approaches, Meets and Masters Level.

**Staff Responsible for Monitoring:** English I teachers, administrators, MTSS Facilitator, instructional coaches, special education inclusion teachers

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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#### Strategy 2

Teachers, Administrators, MTSS Facilitator and instructional coaches will create strategic flexible groups for after school tutoring to address special education students to reduce gaps in

achievement with performance in English I, English II, and Algebra to ensure state and federal performance targets are met.

**Strategy's Expected Result/Impact:** Increase in English I, English II and Algebra EOC scores for special education students at the Approaches, Meets and Masters Level.

**Staff Responsible for Monitoring:** English I teachers, administrators, MTSS Facilitator, instructional coaches, special education inclusion teachers

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Teachers will incorporate activities into the current curriculum to increase rigor and target critical math problem-solving skills to improve SAT scores for students identified as accelerated testers. Accelerated testers' progress toward meeting the SAT benchmark in their junior or senior year will be monitored.

**Strategy's Expected Result/Impact:** Increase in Math scores on SAT test

**Staff Responsible for Monitoring:** Math teachers, administrators, Math Instructional Coach, CCMR Administrator

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

**Formative Reviews**

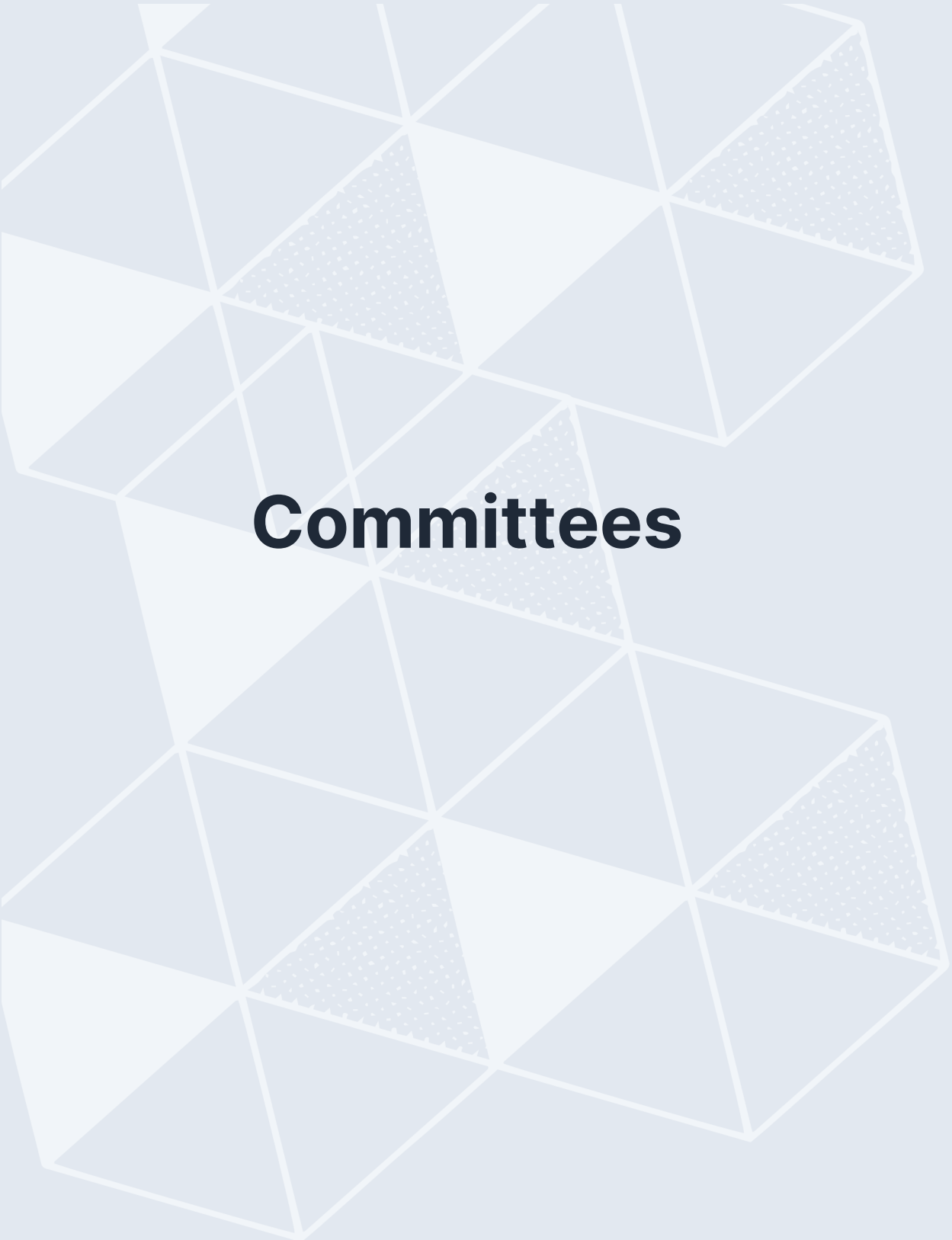
|          |          |       |      |
|----------|----------|-------|------|
| November | February | April | June |
|----------|----------|-------|------|



# Title I Summary

# Title I Personnel

| Name                     | Position                    | Program | FTE |
|--------------------------|-----------------------------|---------|-----|
| Austin Bradley           | Science Instructional Coach | Title 1 | 1   |
| Brenda Le                | Math Instructional Coach    | Title 1 | 1   |
| Jeramy Boulanger-Chatman | ELAR Instructional Coach    | Title 1 | 1   |
| Lamont Mason             | Behavior Interventionist    | Title 1 | 1   |
| Lisa Chapman             | MTSS Facilitator            | Title 1 | 1   |
| Nallely Saucedo          | Parent Involvement Aide     | Title 1 | 1   |
| Nia Lamar                | Instructional Aide          | Title 1 | 1   |
| Shelby Griffith          | Instructional Aide          | Title 1 | 1   |



# Committees

# Committees

## Site Based Decision Making Committee

### Members

| First Name | Last Name    | Position                  | Committee Role                    |
|------------|--------------|---------------------------|-----------------------------------|
| Jeff       | Pilcher      | District Personnel        | LEA Administrator                 |
| Stacia     | Jones        | Student                   | Student                           |
| Aryana     | Powers       | Student                   | Student                           |
| Heather    | Clary        | Special Education Teacher | Special Education                 |
| Cole       | Hedgecock    | Business Member           | Business Member                   |
| Brad       | Harmon       | Community Member          | Community Member                  |
| Marilyn    | Lockhart     | Community Member          | Community Member                  |
| Karen      | Ellingsworth | Business Member           | Business Member                   |
| Lisa       | Chapman      | MTSS Facilitator          | School Staff                      |
| Jammie     | Brewer       | Counselor                 | Specialized Instructional Support |
| Johanna    | Powers       | Secretary                 | Paraprofessional                  |
| Nallely    | Saucedo      | Family Engagement Aide    | Paraprofessional                  |
| Kelli      | Harmon       | Assistant Principal       | School Leader                     |
| Alison     | Staples      | Assistant Principal       | School Leader                     |
| Suzy       | Mauldin      | Dance Teacher             | Teacher                           |
| April      | Alaniz       | FCS Teacher               | Teacher                           |
| Jeff       | Winget       | Parent                    | Parent                            |
| Tevis      | Diaz         | Parent                    | Parent                            |
| Elise      | Mosty        | Principal                 | Principal                         |



# Funding Summary

# Funding Summary

## 6100 Payroll- Title I Funds

| Goal                        | Performance Objective | Strategy | Resources Needed | Account Code | Amount      |
|-----------------------------|-----------------------|----------|------------------|--------------|-------------|
| 1                           | 1                     | 3        |                  | --           | \$4,000.00  |
| 2                           | 1                     | 2        |                  | --           | \$4,000.00  |
| 2                           | 1                     | 3        |                  | --           | \$4,000.00  |
| 2                           | 1                     | 4        |                  | --           | \$4,000.00  |
| 6                           | 1                     | 5        |                  | --           | \$6,000.00  |
| 6                           | 1                     | 7        |                  | --           | \$1,000.00  |
| 6                           | 1                     | 8        |                  | --           | \$2,000.00  |
| 6                           | 1                     | 9        |                  | --           | \$25,631.00 |
| Sub-Total                   |                       |          |                  |              | \$50,631.00 |
| Budgeted Fund Source Amount |                       |          |                  |              | \$50,631.00 |
| +/- Difference              |                       |          |                  |              | \$0.00      |

## 6100 Parent Inv. Payroll T1

| Goal                        | Performance Objective | Strategy | Resources Needed | Account Code | Amount     |
|-----------------------------|-----------------------|----------|------------------|--------------|------------|
| 6                           | 1                     | 5        |                  | --           | \$2,070.00 |
| Sub-Total                   |                       |          |                  |              | \$2,070.00 |
| Budgeted Fund Source Amount |                       |          |                  |              | \$2,070.00 |
| +/- Difference              |                       |          |                  |              | \$0.00     |