Garland Independent School District

North Garland High School

2026-2027 Campus Improvement Plan

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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

Summary

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 **2,898** for the 2025–26 school year and is currently at **2,893** for 2026–27.

North Garland HS Demographics (2025–26)

- **African American**: 12.91%
- **Hispanic**: 53.97%
- **White**: 8.01%
- **Asian**: 22.67%
- **Two or More Races**: 3.04%
- **American Indian/Alaskan Native**: 0.35%
- **Native Hawaiian/Pacific Islander**: 0.07%

Key Student Groups

- **Emergent Bilingual (EB)**: 27.95%
- **Low Socioeconomic / Economically Disadvantaged**: 71.64%
- **Special Education**: 6.18%
- **Gifted & Talented**: 21.95%
- **Section 504**: 8.42%

Additional Indicators

- **Homeless Status**: 0.45%
- **Military Connected**: 1.90%
- **Intervention Indicator**: 10.25%
- **Student Accelerated Education Plans**:

College & Career Readiness

- **Early College High School (ECHS)**: 15.32%
- **P-TECH**: 13.94%
- **Associate Degree Earners**:

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. 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.

Strengths

Our student body of 2,893 reflects a rich blend of cultures and experiences, with more than 54% Hispanic, 23% Asian, 13% African American, 8% White, and 2% identifying as two or more races. Almost 72% of students are economically disadvantaged, 28% are Emergent Bilingual learners, and 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.

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, TSIA bootcamps, as well as students enrolled in Advanced Placement and Honors courses.

All students have a built in advisory time to work on targeted areas for academic improvement. 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 support software 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	Root Cause
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.	Inconsistent staff training on proactive behavior supports and limited parent education/awareness about available interventions contribute to inequitable student outcomes.

★ = Priority

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 fifth consecutive year**, earning a **94 overall rating in 2025–26**. The campus also earned all seven distinctions in the most recent accountability cycle.
- **EOC Performance**: NGHS earned the **highest "Meets" in the district for US History, English I and English II and the highest "Masters" scores in the district for Biology, US History, English I and English II. Algebra I, english I and English II** show gains in all categories (Approaches, Meets, Masters). Algebra I, Biology, English I, English II and US History 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.

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	Root Cause
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.	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.
2 ★	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.	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.
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.	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.

★ = Priority

School Processes & Programs

Summary

At North Garland High School, out goal is 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

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	Root Cause
1 ★	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	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.

★ = Priority

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).

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	Root Cause
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: Families may lack tools and strategies to support student motivation, organization
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: Trainings and materials are not consistently accessible, targeted, or clearly aligned with family needs.

★ = Priority

Priority Problem Statements

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

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: Families may lack tools and strategies to support student motivation, organization
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: Trainings and materials are not consistently accessible, targeted, or clearly aligned with family needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **SAT and/or ACT assessment data**

- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**
- [x] **Texas Success Initiative (TSI) data**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **Graduation plan types**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**

- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Support structures: mentors**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Communications data**
- [x] **Study of best practices and high yield strategies**
- [x] **Focus Group(s) data**

Goals

Goal 1

Percent of first time testers demonstrating literacy as measured by Meets Grade Level performance on English I End of Course Exam, will increase from 63% in 2026 to 75% in 2030 (26-27 Target : 66%).

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Foundations

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

Strategy 1

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.

Strategy's Expected Result/Impact: Increased participation and engagement, fewer misconceptions during formative
assessments, and improved constructed responses resulting in a decrease in 0 responses.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

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)

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Administrators
LPAC administrator over individual departments
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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

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)

Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for re-testers

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 4

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)

Strategy's Expected Result/Impact: Increased mastery of targeted TEKS, improved reading/writing skills, and
increased scores on constructed responses and campus/district/state assessments.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 5

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).

Strategy's Expected Result/Impact: Increased mastery of targeted TEKS, improved reading/writing skills, and increased scores on constructed responses and campus/district/state assessments.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 6

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 7

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 8 ☑ Targeted Support Strategy

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.

Strategy's Expected Result/Impact: Increase EOC scores in English I by 5% for first-time testers.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 9

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.

Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for re-testers.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 10

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.

Strategy's Expected Result/Impact: Increase EOC scores in English I by 15% for re-testers.

Staff Responsible for Monitoring: RLA Dept. Manager
Principal
AP

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Goal 2

Increase the percentage of first time 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 Source: Interim testing data
Spring EOC core data
DOL data
CBAs

Strategy 1 ☑ Targeted Support Strategy

Extend the regular scheduled day to include Saturday tutoring sessions so that students have a consistent opportunity for individualized academic assistance.

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Department Heads
RTI Facilitator
Administration

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2 ☑ Targeted Support Strategy

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.

Strategy's Expected Result/Impact: Increase in passing rate in Algebra I EOC for special education students by 5%

Staff Responsible for Monitoring: Algebra I Lead teacher
AP of Math
RTI Facilitator
Math Interventionist

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

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.

Strategy's Expected Result/Impact: Increase in passing rate in Algebra I EOC and PSAT scores

Staff Responsible for Monitoring: AP of Math
Math Interventionist

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Goal 3

Percent of students demonstrating literacy as measured by Meets Grade Level performance on English II End of Course Exam, will increase from 69% in 2026 to 75% in 2030 (25-26 Target: 71%).

Performance Objective 1

Foundations

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

Strategy 1

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.

Strategy's Expected Result/Impact: Increased participation and engagement, fewer misconceptions during formative assessments, and improved constructed responses resulting in a decrease in 0 responses.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

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)

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

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)

Strategy's Expected Result/Impact: Increase EOC scores in English II by 5% for re-testers.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

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).

Strategy's Expected Result/Impact: Increased mastery of targeted TEKS, improved reading/writing skills, and increased scores on constructed responses and campus/district/state assessments.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 5

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 6

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 7

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.

Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for first-time testers and re-testers.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 8

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.

Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for re-testers.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 9

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.

Strategy's Expected Result/Impact: Increase EOC scores in English I and II by 5% for re-testers.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 10

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.

Strategy's Expected Result/Impact: Increase EOC scores in English I by 15% for re-testers.

Staff Responsible for Monitoring: RLA Dept. Manager
Principal
AP

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Goal 4

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% in 2030 (26-27 Target: 48%).

Performance Objective 1

Foundations

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

Strategy 1

Teachers and students will access and use strategies from Summit K12 to enhance student success.

Strategy's Expected Result/Impact: Student success will increase by 5% for TELPAS, and 2% on EOC exams.

Staff Responsible for Monitoring: EB Teachers
Administrator

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Administrator
Instructional coach

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal
Administrator
Teachers
Instructional Coach

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Intervention teachers will provide targeted instruction to first-time testers and re-testers in English I and English II STAAR EOC through dedicated Reading courses and small-group pull-outs and push-ins. Support will include lessons focused on targeted reading and writing intervention and skill-based practice aligned to STAAR item types.

Strategy's Expected Result/Impact: Student success will increase by 14% for TELPAS, and 2% on EOC exams.

Staff Responsible for Monitoring: EB Teachers
Intervention Teachers
Instructional Coach
LPAC
Assistant principals

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 5

Intervention teachers will support Emergent Bilingual students in increasing English language proficiency through targeted instruction primarily in ELAR and other content areas as needed. Support will include dedicated Reading courses, small-group pull-outs and push-ins that strengthen productive (speaking, writing) and receptive (reading, listening) skills through activities that use comprehensible input, build on funds of knowledge, promote visible and audible thinking, and integrate key academic vocabulary.

Strategy's Expected Result/Impact: Student success will increase by 14% for TELPAS, and 2% on EOC exams.

Staff Responsible for Monitoring: EB Teachers
Intervention Teachers
Instructional Coach
LPAC
Assistant principals

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Goal 5

Increase the percentage of all graduates meeting College, Career, and Military Readiness (CCMR) standards to 99% and increase the percentage of all graduates achieving Texas Success Initiative (TSI) standards by exam only to 64% by 2030 (2026-2027 CCMR target: 99% & 2026-2027 TSI target: 64%).

Performance Objective 1

Pathways

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

Strategy 1

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

Strategy's Expected Result/Impact: Students meeting College, Career and Military Readiness (CCMR) will increase by 1%.

Staff Responsible for Monitoring: SAM Time teachers
AP over CCMR
Magnet Advisors

Title I: 2.5.1, 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Teachers will regularly embed PSAT practice material into "do now" practice, formative assessments and activities, practice assessments, and DOLs.

Strategy's Expected Result/Impact: Increase participation in preparatory software platform usage to at least 80% of users

Staff Responsible for Monitoring: SAM Time teachers
AP over CCMR
Magnet Advisors
Counselors

Title I: 2.5.1, 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

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.

Formative Reviews

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Strategy 4

Counselors and administrators will meet to review each 12th-grade student's CTE Program of Study and current course history. The team will identify students who have an opportunity to complete a CTE pathway and determine the courses, scheduling adjustments, or next steps needed to help each student earn CTE completer status prior to graduation.

Strategy's Expected Result/Impact: Increase in students graduating CCMR met.

Staff Responsible for Monitoring: Counselors and administrators

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Goal 6

Teachers and staff will actively implement campus-defined PBIS strategies and utilize PBIS resources with fidelity resulting in a 10% reduction of office referrals from the 2025-2026 school year.

Performance Objective 1

Excellence

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

Strategy 1

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.

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
NGHS PBIS Leadership Team

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

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.

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

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

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

Strategy's Expected Result/Impact: Students take ownership of their actions and understand natural consequences.
Reduced repeat behavior incidents.
Stronger student-adult relationships that foster accountability

Staff Responsible for Monitoring: Administration
Behavior Specialist

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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

Strategy 1

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.

Strategy's Expected Result/Impact: Increased participation and engagement, fewer misconceptions during formative assessments, and improved constructed responses resulting in a decrease in 0 responses

Staff Responsible for Monitoring: US History Teachers
Instructional Coach
AP over Social Studies

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

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.

Strategy's Expected Result/Impact: Increase student active engagement during instruction as measured by walkthrough data to improve US History EOC Meets data by 5 % points.

Staff Responsible for Monitoring: US History Teachers
Instructional Coach
Administrator over Social Studies Dept.

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

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)

Strategy's Expected Result/Impact: Increase EOC scores in US History by 5% for first time testers.

Staff Responsible for Monitoring: RLA Teachers
Instructional Coach
AP over English Dept

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

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).

Strategy's Expected Result/Impact: Improve students' written response quality and reduce zero scores on U.S History STAAR constructed responses.

Staff Responsible for Monitoring: US History Teachers
Instructional Coach
Administrator over Social Studies Dept.

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

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.

Strategy's Expected Result/Impact: Decrease the number of zero scores on U.S. History and English I and II EOC constructed response items by 10%.

Staff Responsible for Monitoring: US History Teachers
Instructional Coach
Administrator over Social Studies Dept.

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 6

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.

Strategy's Expected Result/Impact: Reduce zero scores on U.S. History STAAR constructed responses and increase Meets by 5 percentage points for first-time testers.

Staff Responsible for Monitoring: US History Teachers
Instructional Coach
Administrator over Social Studies Dept

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

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 7

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.

Strategy's Expected Result/Impact: Increase EOC scores in US History by 5% for first-time testers.

Staff Responsible for Monitoring: Social Studies Dept. Manager
Principal
AP over SS

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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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 Source: Spring 2026 AP scores
AP preparation boot camp and mock testing attendance sheets

Strategy 1

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.

Strategy's Expected Result/Impact: The percentage of qualifying scores will increase by 10% in classes where the strategy is met.

Staff Responsible for Monitoring: AP for Advanced Academics
AP Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Goal 9

North Garland High School will provide at least eight parent engagement opportunities during the 2026-2027 school year to strengthen home-school partnerships, increase communication, and support student success.

Performance Objective 1

Climate and Culture

Evaluation Data Source: Title I Crate Documents
Meeting Agendas
Campus calendars

Strategy 1 ☑ Targeted Support Strategy

Freshman Orientation - host an event to welcome new families, share expectations, and connect parents with resources.

Strategy's Expected Result/Impact: Families will leave with a clear understanding of graduation requirements, campus expectations, and available academic/social supports.

Staff Responsible for Monitoring: Admin, Raider Rush Committee

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Meet the Teacher Night - provide parents an opportunity to meet teachers, learn about classroom expectations, and build relationships.

Strategy's Expected Result/Impact: Families will build relationships with teachers, gain knowledge of classroom expectations, and leave with specific strategies to support student learning at home.

Staff Responsible for Monitoring: Admin Teachers

Title I: 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Fall and Spring Parent Conference Night - hold scheduled parent conferences to discuss student progress and needs.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Admin, teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Admin

Funding Sources: 6300 Parent Involvement. Supplies T1, $3,076, 6100 Parent Inv. Payroll T1, $2,070

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Goal 10

Increase student attendance from 93.5% in the 2025-2026 school year to 96.0% in the 2026-2027 school year to improve student engagement, academic achievement, and overall campus success.

Performance Objective 1

Attendance

Evaluation Data Source: Skyward attendance
PEIMS Data

Strategy 1

Leverage Skyward and RAWEE reports, and the student-level PEIMS 6-week reports, to systematically track daily attendance, identify students with emerging attendance concerns, and implement proactive, timely interventions in collaboration with teachers, counselors, and families

Strategy's Expected Result/Impact: Improved student attendance will result in higher levels of student engagement, stronger academic achievement, and greater overall campus success.

Staff Responsible for Monitoring: Admin, MTSS, Attendance Clerks

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Establish a structured system of supports to address unexcused absences:

3 Unexcused Absences: Initiate an automated call to notify parents/guardians.

4-7 Unexcused Absences: Conduct a parent phone call and hold a student conference to identify barriers and develop an individualized attendance plan.

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Admin, MTSS, Attendance Clerk

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Utilize Skyward and RAWEE reports, and the student-level PEIMS 6-week reports, to identify a core group of students for whom attendance is a challenge in order to shelter them in first-teach instruction when a regularly scheduled teacher has to be absent. The departments will identify a sharing strategy so that when a teacher has to be absent, the student will seamlessly attend a neighboring teacher's class for that day to receive instruction for a known content area teacher, preserving continuity and rapport for each identified student.

Strategy's Expected Result/Impact: By implementing an expected strategy to keep struggling students with known teachers, maintaining educational first-teach access and rapport or the struggling student to maintain or increase attendance and academic performance.

Staff Responsible for Monitoring: Behavior Specialist, content teachers, department lead

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Celebrate and reward students who demonstrate consistent attendance through campuswide initiatives, including:

September - Attendance Awareness Month: Hold a raffle for a gift basket for students with perfect attendance.

Hot Dog Lunch: Host a special lunch for students maintaining perfect attendance.

Ongoing Recognition: Highlight students with perfect attendance weekly and monthly through announcements, certificates, and raffles to build a culture of recognition and motivation.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Admin, MTSS, Attendance Clerk

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture

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Strategy 5

Celebrate and reward identified struggling students (~50 target students) who demonstrate incremental improvements in attendance behavior, including:

September - candy reward for those increasing attendance in classes from last year's individual percentage
October- candy reward for those increasing attendance in classes from September's individual percentage
November- candy reward for those increasing attendance in classes from October's individual percentage
December/Semester 1: Hot Dog Lunch: Host a special lunch for students maintaining a positive performance trend over August, September, October, November for this school year

Ongoing Recognition: Highlight students with perfect attendance weekly and monthly through positive calls home, certificates, and raffles to build a culture of recognition and motivation.

February- candy reward for those increasing attendance in classes from last semester's individual percentage
March- candy reward for those increasing attendance in classes from February's individual percentage
April- candy reward for those increasing attendance in classes from March's individual percentage
May/Semester 2: Hot Dog Lunch: Host a special lunch for students maintaining a positive performance trend over January, February, March, April, May for this school year

Ongoing Recognition: Highlight students with perfect attendance weekly and monthly through positive calls home, certificates, and raffles to build a culture of recognition and motivation.

Strategy's Expected Result/Impact: Students will show incremental progress to better attendance and improved academic scores

Staff Responsible for Monitoring: Behavior specialist,PEIMS administrator, teachers, department leads, MTSS Facilitator

Title I: 2.5.1, 2.5.2, 2.5.3

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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 Source: Spring STAAR EOC data
Interim Testing Data
CER and/or SER data

Strategy 1

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)

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: o Administrators, LPAC administrator over individual departments
o Instructional coach

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

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).

Strategy's Expected Result/Impact: Increased mastery of targeted TEKS, improved reading/writing skills, and
increased scores on constructed responses and campus/district/state assessments

Staff Responsible for Monitoring: Admin, teachers, instructional caoch

Funding Sources: 6100 Payroll- Title I Funds, $7,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 3

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Admin, Teachers, Instructional Caoch

Funding Sources: 6100 Payroll- Title I Funds, $10,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: 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

Formative Reviews

November	February	April	June

Goal 12

Increase the percentage of Biology I testers achieving "Meets Grade Level" on Biology STAAR EOC exams from 75% in 25-26 to 77% in 26-27.

Performance Objective 1

Foundations

Evaluation Data Source: DOLs
CBAs
Interim Assessments
CER data
Spring STAAR EOC data

Strategy 1

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)

Strategy's Expected Result/Impact: Improved classroom participation, stronger language proficiency across
listening, speaking, reading, and writing domains in TELPAS and EOC.

Staff Responsible for Monitoring: o Administrators, LPAC administrator over individual departments
o Instructional coach

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	February	April	June

Goal 13

Increase the percentage of ALL students with an IEP achieving 'Meets Grade Level' on English I & English II EOC from 26% to 30% (2026-2027 target).

Increase the percentage of ALL students with an IEP achieving 'Meets Grade Level' on Algebra I* from 29% to 33% (2026-2027 target).
*This will also include 12th-grade students identified as accelerated testers and their EOC-equivalent score on the SAT/ACT.
*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 Scores

Goal 14 By the end of the school year, parent and staff survey response rates will each increase to a minimum of 25%

Performance Objective 1

Excellence

Evaluation Data Source: Staff and Parent Surveys

Strategy 1

Utilize campus communication platforms, staff meetings, parent events, email, text messaging, and social media to promote survey participation. Provide staff with dedicated time to complete surveys and send targeted reminders to parents and staff before the survey deadline.

Strategy's Expected Result/Impact: Increase in number of completed surveys

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	8	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.
2	1	1	Extend the regular scheduled day to include Saturday tutoring sessions so that students have a consistent opportunity for individualized academic assistance.
2	1	2	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.
9	1	1	Freshman Orientation - host an event to welcome new families, share expectations, and connect parents with resources.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alexis Ortiz	Instructional Coach	Title I	1
Kelly Bollman	MTSS Facilitator	Title I	1
Mireya Cipres Hernandez	Aide Instructional	Title I	1
T'era Thorn	Instructional Coach	Title I	1
Tracey Haggard	Math Interventionist	Title I	1

Funding Summary

Funding Summary

6100 Payroll- Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$2,000.00
7	1	6		--	$1,000.00
11	1	2		--	$7,000.00
11	1	3		--	$10,000.00
				Sub-Total	$20,000.00
				Budgeted Fund Source Amount	$20,000.00
				+/- Difference	$0.00

6100 Parent Inv. Payroll T1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
9	1	4		--	$2,070.00
				Sub-Total	$2,070.00
				Budgeted Fund Source Amount	$2,070.00
				+/- Difference	$0.00

6300 Parent Involvement. Supplies T1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
9	1	4		--	$3,076.00
				Sub-Total	$3,076.00
				Budgeted Fund Source Amount	$3,076.00
				+/- Difference	$0.00