

Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, October 26, 2021

Agenda

5:00 PM

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance
- III. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Harris Hill Administration Building prior to the start of the meeting indicated in the posting notice. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public comment procedures, please review the Board Policy for Public Comment accessible at the following link: <https://pol.tasb.org/Policy/Code/364?filter=BED>.
- IV. Information Items
 - A. Evidence of Excellence
 - 1. Recognize Leadership Rowlett Class 30 - **Sherese Lightfoot** 3
 - 2. Recognize GISD's Finance Department - **Dr. Brent Ringo** 4
 - 3. Recognize CCM-R Team - **Dr. Susanna Russell** 5
 - B. Going the Extra Mile (GEMs)
 - 1. Recognize Going the Extra Mile (GEM) Recipients Philip Wiggins and Carolina Brambila - **Sherese Lightfoot** 6
 - C. Introduction of District Administrators - **Dr. Gradyne E. Brown** 8
- V. Discussion Items
 - A. Trustees' Report 9
 - 1. Trustee attendance at recent district and community events
 - 2. Announcement of upcoming district and community events
 - 3. Recognition of outstanding performance by district staff and students
 - 4. Recognition of new programs and special activities
 - 5. Message from Board President
 - B. Superintendent's Report 17
 - C. Future Agenda Items 19
- VI. Consent Agenda - Consider approval of
 - A. Human Resources Report 21
- VII. Action Item (Non Consent)

A. Consider Approval of the 2021-2022 Campus Improvement Plans - Lauren A. McKinney	26
B. Consider Approval of 2021-2022 District Improvement Plan - Dr. Kimberly Caddell	39
C. Consider Approval of HB3 Academic Growth Plans and Goals: Early Childhood Literacy & Math Proficiency and CCMR - Veronica Salgado Joyner, Megan Frankenberg, Traci Vickery, Kevin Massey	108
D. Consider Approval of Resolution Authorizing Contribution to the Sachse Economic Development Corporation – Dr. Brent Ringo	150
E. Consider Approval of City of Garland-Garland ISD/HBJ Health Emergency Interlocal Agreement – Dr. Shelley Garrett	156
F. New Bids	
1. Contract #25-21 – Consider Approval of Purchase of Point of Sale (POS) Computerized System, Accessories, Supplies and Maintenance Agreement for Student Nutrition Services (SNS) – Jason Hickman	159
G. Increase to Awarded Bids	
1. Contract #214-20-04 – Consider Approval of Increase in Awarded Amount for Fencing Supplies and Services – Paul Gonzales	164
2. Contract #360-21 – Consider Approval of Increase for Architectural and Related Professional Services for Org #916 Harris Hill Administration Building Renovation Project – Paul Gonzales, Javier Fernandez	167
3. Contract #37-21 – Consider Approval of Increase in Awarded Amount for Web Based Special Education Management Systems – Dr. Kim Caddell	170
VIII. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.	
A. Pursuant to Texas Government Code Section 551.071, private consultation with the Board’s attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.	
B. Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.	
IX. Reconvene from Executive Session for action relative to items considered during Executive Session	
X. Adjournment	



Garland Independent School District Board of Trustees

Date of Meeting: October 23, 2021

Agenda Item: Leadership Garland

Agenda Section: Information Item

Administrator Responsible: Sherese Lightfoot, Executive Director of
Communications & Public Relations

Summary/Background Information:

Leadership Rowlett, Class 30, is spending the day touring the district and learning all that Garland ISD has to offer its students and families, as well as the Garland, Rowlett and Sachse communities. Attending the Board of Trustees meeting is the final stop in their day of gaining knowledge about district opportunities and operations.

Administrative Recommendations:

For your information.



Garland Independent School District Board of Trustees

Date of Meeting: October 26, 2021

Agenda Item: Evidence of Excellence Award

Agenda Section: Information Items

Administrator Responsible: Dr. Brent Ringo
Chief Financial Officer

Board Goal Objective: Superintendent Goal #4 & #6

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

The Association of School Business Officials International (ASBO) is proud to recognize Garland Independent School District for excellence in budget presentation with the Meritorious Budget Award (MBA) for the 2021–2022 budget year.

ASBO International's MBA and Pathway to the MBA promote and recognize best budget presentation practices in school districts. Participants submit their applications and budget documents to a panel of school financial professionals who review the materials for compliance with the MBA Criteria Checklist and other requirements and provide expert feedback that districts can use to improve their budget documents.

For the second time ever and for two years in a row, GISD has received the Meritorious Budget Award from the Association of School Business Officials International.

Administrative Recommendations:

Provided for your information only.



Garland Independent School District Board of Trustees

Date of Meeting: October 26,2021

Agenda Item: Evidence of Excellence Award

Agenda Section: Information Items

Administrator Responsible: Dr. Susanna Russell
Chief Leadership Officer

Board Goal Objective: Board Goal Objective I and Superintendent Goal #1

Objective I: Graduation Outcomes

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Summary/Background Information:

Our CCMR high school administrators lead CCMR teams and efforts at their respective campuses. These teams produce campus-wide actions to address the specific needs of all students. Due to the leadership, dedication, and hard work of these outstanding administrators, Garland ISD is projected to achieve its highest CCMR rating to date for Class of 2021. GISD was recognized as a CCMR “A” district for 2019 and would have been for 2020 had TEA not suspended ratings. In the face of a global pandemic, these individuals have gone above and beyond to ensure stakeholder needs are met and that all students have access to support systems to earn at least one CCMR indicator.

Administrative Recommendations:

Provided for your information only.



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 26, 2021
Agenda Item: Going the Extra Mile (GEM) Recognition
Agenda Section: Information Item
Administrator Responsible: Sherese Lightfoot, Executive Director of Communications and Public Relations

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information: The Going the Extra Mile (GEM) recognition is a district acknowledgement of those outstanding Garland ISD employees who display superior commitment, innovation, leadership, work ethic, accomplishments and/or initiative.

Garland ISD GEM (Going the Extra Mile) Recognition is open to any GISD employee, and anyone can nominate an employee as a GEM. Those selected are notified and recognized at a GISD Board of Trustees meeting once a month.

Philip Wiggins, aquatic manager and Carolina Brambila, secretary, were nominated for going above and beyond every day to ensure the needs of her students are met daily.

Administrative Recommendation:

Provided for your consideration.



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 26, 2021

Agenda Item: Introduction of District Administrators

Agenda Section: Information Item

Administrator Responsible: Dr. Gradyne E. Brown
Assistant Superintendent, Human Resources

Summary/Background Information:

The Human Resources Department will be introducing the following new Garland ISD administrators to the Board of Trustees and to the community.

Director, Food Services—Jennifer Miller

Administrative Recommendations:

Provided for your information.



Garland Independent School District Board of Trustees

Date of Meeting: October 26, 2021

Agenda Item: Trustees' Report

Agenda Section: Discussion Item

Administrator Responsible: Dr. Ricardo López
Superintendent

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Trustees report to other trustees, the administrative staff and the public of activities that impact the Board's governance of the District. Trustees may report on the following subjects:

1. Trustee attendance at recent district and community events.
2. Announcement of upcoming district and community events.
3. Recognition of outstanding performance by district staff and students.
4. Recognition of new programs and special activities.
5. Message from Board President.

Administrative Recommendations:

For discussion.


October 25, 2021 - October 31, 2021

October 2021							November 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													

Monday, October 25

- 10:30am - 12:00pm Garland Chamber SPARK Luncheon** (Hybrid (Zoom & Dallas College Garland Center, 675 W. Walnut St. Garland, TX 75040))
- 6:30pm - 7:30pm MEC Meeting** (Zoom/Virtual)

Tuesday, October 26

- 5:00pm - 7:00pm Board Meeting** (Board Room) - Mechelle Hogan 

Wednesday, October 27

- 11:30am - 1:00pm Copy: Safety & Security Committee Meeting** (Harris Hill) - Pat Lamb
- 4:00pm - 8:00pm Board Goal Planning Meeting** (Board Room) - Mechelle Hogan

Thursday, October 28

Friday, October 29

Saturday, October 30

Sunday, October 31

- Halloween** (United States)

November 1, 2021 - November 7, 2021

November 2021							December 2021							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	
28	29	30					26	27	28	29	30	31		

Monday, November 1

Tuesday, November 2

Election Day (United States)

Wednesday, November 3

9:00am - 10:00am Council PTA Meeting (Garland/Rowlett Room
Harris Hill Administration Annex)

Thursday, November 4

Friday, November 5

Saturday, November 6

Sunday, November 7

November 8, 2021 - November 14, 2021

November 2021							December 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

Monday, November 8

Tuesday, November 9

- 11:30am - 1:00pm Sachse Chamber Luncheon (Woodbridge Golf Club 7400 Country Club Drive Wylie, Texas) ↻
- 3:00pm - 3:50pm Facilities Committee Meeting (Board Room) - Mechelle Hogan ↻
- 4:00pm - 5:50pm Finance and Audit Committee Meeting (Board Room) - Mechelle Hogan ↻
- 6:00pm - 7:50pm District Affairs Committee Meeting (Board Room) ↻

Wednesday, November 10

- 11:30am - 1:00pm Rowlett Chamber Luncheon (First Baptist Church - Rowlett 4309 Main Street Rowlett, Texas 75088) ↻

Thursday, November 11

- Veteran's Day (United States)

Friday, November 12

Saturday, November 13

Sunday, November 14

November 15, 2021 - November 21, 2021

November 2021


Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Monday, November 15

Tuesday, November 16

5:00pm - 7:00pm Board Meeting (Board Room) - Mechelle Hogan 

Wednesday, November 17

Thursday, November 18

Friday, November 19

Saturday, November 20

Sunday, November 21

November 22, 2021 - November 28, 2021

November 2021

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Monday, November 22

12:00am Thanksgiving Break

Tuesday, November 23

Thanksgiving Break

Wednesday, November 24

Thanksgiving Break

Thursday, November 25

Thanksgiving Break

Thanksgiving Day (United States)

Friday, November 26

12:00am Thanksgiving Break

Day After Thanksgiving Day (United States)

Saturday, November 27

Sunday, November 28

November 29, 2021 - December 5, 2021

November 2021						December 2021								
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	
28	29	30					26	27	28	29	30	31		

Monday, November 29

Tuesday, November 30

4:00pm - 7:00pm Special Meeting (Boardroom)

Wednesday, December 1

9:00am - 10:00am Council PTA Meeting (Garland/Rowlett Room
Harris Hill Administration Annex)

Thursday, December 2

Friday, December 3

5:00pm - 11:00pm Tinsel & Trivia Volunteers (The Atrium - 300 N
5th Street, Garland, TX 75040) - Jenny Graves

Saturday, December 4

Sunday, December 5



Garland Independent School District Board of Trustees

Date of Meeting:	October 26, 2021
Agenda Item:	Superintendent's Report
Agenda Section:	Discussion Item
Administrator Responsible:	Dr. Ricardo López Superintendent
Board Goal Objective:	

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Dr. López will provide an update on District and community events.

Administrative Recommendations:

Provided for your information and discussion.



Garland Independent School District Board of Trustees

Date of Meeting:	October 26, 2021
Agenda Item:	Future Agenda Items
Agenda Section:	Discussion Item
Administrator Responsible:	Dr. Ricardo López Superintendent
Board Goal Objective:	

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #2 – Fiscal Responsibility

Ratings inputted for the Measured Analysis Goals are only a point of reference for trustee rating as each board member has the autonomy to change the rating. Measured Analysis Ratings will follow the state accountability factors for rounding.

Superintendent Goal #3 – Board Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

Trustees may submit items to be placed on future Board Meeting agendas.

Administrative Recommendations:

For discussion.



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 26, 2021
Agenda Item: Human Resources Report
Agenda Section: Consent Agenda
Administrator Responsible: Dr. Gradyne Brown
Assistant Superintendent Human Resources

Board Goal Objective:

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Please see attached recommendations for the new personnel, terminations, leaves of absence, and resignations for the 2020-21 and 2021-22 school years.

Administrative Recommendations:

Administration recommends approval.

Name	Exp	College	Degree	Job Title	School/Dept.	Effective Date
Atuon, Sarah	0	UT - Dallas	BA	Teacher - ESL	Bussey M. S.	10/11/2021
Burns, La Toya	0	TWU	BA	Teacher - 3rd Grade	Classical Center @ Vial	
Chung, Jay	0	SMU	MEd	Teacher - Social Studies	Memorial Pathway Academy	10/11/2021
		UT - Dallas	BA			
Corona, Madison	0	El Centro College	ADN	School Nurse	Parson's Pre- Kindergarten	10/18/2021
Crossland, Ray	0	Oklahoma St. Univ.	MS	Teacher - Business Education	Sellers Middle School	10/25/2021
		Oklahoma St. Univ.	BS			
Croy, Crystal	10	Lamar Univ.	MEd	Teacher - Dyslexia	Special Ed.	10/11/2021
		DBU	BA			
Egan Wallace, Whitney	0	South College (TN)	AS	Teacher - Health Science	Rowlett H.S.	9/27/2021
Field, Ashlee	5	A&M - Commerce	BS	Teacher - Behavioral Adjustment	Lyles M.S.	
Gavin, Jarred	16	Univ. of Wyoming	MS	Responsive Services Counselor	Guidance and Counseling Dept.	10/13/2021
		Univ. of Wyoming	BS			
		Univ. of Massachusetts	BS			
House, Dierra	0	Jackson State Univ. (MS)	MS	Teacher - Science	Lakeview Cent. H.S.	10/11/2021
		Jackson State Univ. (MS)	BS			
Jackson, Everett	0	Asford Univ	BS	Teacher- Behavior Intervention Specialist	Naaman Forest H.S.	10/25/2021
Jennings, Demetrica	0	Alcorn St. Univ.	BS	Teacher - 5th Grade	Ethridge Elem.	10/11/2021
Lee, Shunika	0	Univ. of Phoenix	MA	Teacher - Pre-K	Davis Elem.	10/11/2021
Lee, Tykirah	0	Univ. Texas - Dallas	BA	Teacher - 3rd Grade	Toler Elem.	
Liu, Taishen	0	Shandong Univ (China)	BS	Teacher - Math	Naaman Forest H.S.	10/19/2021
Martinez, Ashli	0	TWU	BS	Teacher - Social Studies	South Garland H.S.	
McDonalad, Mary	34	UT - Dallas	BS	Teacher - Dyslexia	Special Ed.	10/11/2021
Moore, Claudia	18	UT - El Paso	BS	Teacher - Sped Cbse Idea B	Ethridge Elem.	
Nunez, Araceli	0	UNT	BS	Teacher - KN	Southgate Elem.	10/11/2021
Papadopoulos, Nikolaos	0	UT - Arlington	MEd	Teacher - Math	North Garland H.S.	10/11/2021
		National & Kapodistrian Univ. of Athens (Greece)	BS			
Rangel, Samuel	6	Southern Ok State Univ.	BA	Teacher - 3rd Grade Bilingual	Golden Meadows Elem.	10/11/2021
Romero, Marysol	8	UT - Tyler	BS	Teacher - 4th Grade Bilingual	Rowlett Elem.	10/11/2021
Sanchez Fernandez, Ricardo	4	UT - Arlington	BS	Teacher - Instructional Coach	Webb M.S.	10/19/2021

Scott, Jennifer	4	Auburn Univ. (AL) Auburn Univ. (AL)	MS BS	Teacher - Special Ed	Luna Elem.	10/18/2021
Sibak, Sherif	14	Alexandria Univ (Egypt)	BS	Senior Application Developer	Oracle Dept.	
Simancas Hernandez, Karla	0	UT - Arlington	BA	Teacher - ESL	Lakeview Cent. H.S.	10/19/2021
Sims, Chassity	0	UT - San Antonio	BS	Teacher - Science	Bussey M. S.	10/11/2021
Smith, Marika	1	Univ. of West Alabama Southeastern Univ. (LA)	MEd BS	Teacher - KN	Abbett Elem.	10/11/2021
Spears, Whitney	2	SMU New York Univ.	MEd BS	Teacher - 5th Grade	Williams Elem.	10/11/2021
Spikes, Lorris	0	UNT	BAAS	Teacher - English	CC@Brandenburg M.S.	10/26/2021
Strambler, Patrick	5	West TX A&M Univ.	BS	Teacher - Special Educ.	North Garland H.S.	10/25/2021
Stephens, Landen	0	McMurry Univ. (TX)	BA	Teacher - English	Bussey M.S.	10/13/2021
Administrative New Hires						
Name	Exp	College	Degree	Job Title	School/Dept.	Effective Date
Gobert, Justin	11	SMU A&M - Commerce	JD BS	Assistant General Counsel	General Counsel	9/27/2021
Hill, Annaluz	21	Webster Univ. (MO) Park Univ.	MA BS	Administrator Human Resources	Human Resources	10/1/2021
Administrative Appointments/Transfers						
Name		Current Position		Recommended Position		Effective Date
Creel, Christie		Curriculum & Instruction - Academic Success Administrator Title 1		Special Education - Assistant Director MTSS		10/25/2021
Nelson-Fluker, Shermika		Curriculum & Instruction - Grants Specilaist		Grants Development - Grant Development & Mangement Administrator		8/1/2021
Smallwood, Audrey		Office of Innovation - Magnet Program Specialist Title 1		Office of Innovation - Early College Coordinator Title 1		9/22/2021
Taylor, Denay		Advanced Academics - Facilitator Title 1		Advance Academics - Coordinator CCMR Title 1		9/27/2021

<u>Name</u>	<u>Job Title</u>	<u>School/Dept.</u>	<u>Experience</u>	<u>Reasons</u>	<u>Effective Date</u>
Brown, Melinda	Intervention Specialist Title I	Bullock Elem.	15 years/1 with GISD	Resignation/ Other	10/27/2021
Brummett, Rebecca E.	Teach/Theater	Bussey M.S.	8 years/5 with GISD	Resignation/ Personal	6/10/2022
Crump, Erika	Director	Career & Technology Education	25 years/9 with GISD	Retirement	12/17/2021
Dozier, Shannon D.	Counselor CTE 1	Garland H.S.	15 years/13 with GISD	Resignation/ Other TX School	11/12/2021
Enriquez, Robin E.M.	Graphic Design Specialist	Communications	3 years with GISD	Resignation/ Personal Reasons	10/29/2021
Foley, Summer A.	Teach/Reading	Webb M.S.	15 years/3 with GISD	Resignation/ Moving Out of State	9/24/2021
Jones, Thomas B.	Teach/Science	Lakeview Cent. H.S.	2 years with GISD	Resignation/ Moving Out of State	10/15/2021
Khan, Aijaz A.	Supervisor	Maintenance	8 years/6 with GISD	Resignation/ Career Change	10/15/2021
Lee, William S.	Teach/5th Grade	Ethridge Elem.	0 years with GISD	Resignation/ Career Change	10/22/2021
Lua, Teresa B.	Teach/English	Sellers M.S.	0 years with GISD	Resignation/ Health Reasons	10/22/2021
McDonald, Linda I.	Nurse	Sam Houston M.S.	36 years/26 with GISD	Retirement	12/17/2021
Miley, Jeff W.	Supervisor	School Nutrition Services	9 years with GISD	Resignation/ Health Reasons	11/15/2021
Olsen, George E.	Teach/Special Ed. Resource	Schrade M.S.	3 years/0 with GISD	Resignation/ Other TX School	10/29/2021
Pinckley, Amelia L.	Intervention Specialist Title I	Centerville Elem.	29 years with GISD	Retirement	12/17/2021
Rios-Gonzalez, Thelma B.	Administrator	Human Resources	29 years/8 with GISD	Retirement	11/5/2021
Saucedo, Cesar	Teach/Business Education	South Garland H.S.	7 years with GISD	Resignation/ Other	7/30/2021

Wanki, Eveline N.	Teach/ESL	Bussey M.S.	3 years/1 with GISD	Resignation/ Relocation	9/24/2021
Waters, Norma L.	Teach/Social Studies	Hudson M.S.	24 years/21 with GISD	Retirement	10/29/2021
Watkins, Donna R.	Teach/Social Studies	Naaman Forest H.S.	46 years/29 with GISD	Retirement	12/17/2021
Wojcik, Monica E.	Nurse	Parsons PreK	1 year with GISD	Resignation/ Personal	9/24/2021
Professional Resignation/Retirements:		Approved to Date:	80		
		Current:	18		
B. Support Personnel					
<u>Name</u>	<u>Job Title</u>	<u>School/Dept.</u>	<u>Experience</u>	<u>Reasons</u>	
Savage, Cynthia R.	Secretary II	Special Education	25 years with GISD	Retirement	
ParaProfessional Resignation/Retirements:		Approved to Date:	4		
		Current:	1		
*Date change					
Other TX School - has informed us of taking a position at another Texas school district					
Personal - used at the discretion of the employee and no specific reason given or shared					
Career Change - has informed us of taking a position outside of education					



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 26, 2021

Agenda Item: Campus Improvement Plans

Agenda Section: Action Items

Administrator Responsible: Lauren A. McKinney
Federal Grant Manager

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11TH grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military

Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #4 – Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

The summative reviews for the 2021-2022 Campus Improvement Plans (CIP) have been completed and are being submitted for your review.

Per TEC 11.25(c), the principal of each campus, with the assistance of a campus-level committee, shall adopt, review, and revise a campus improvement plan for the purpose of improving student performance for all student populations.

Administrative Recommendations:

Administration recommends approval of 2021-2022 campus improvement plans.

Memo

To: GISD School Board Trustees

From: Lauren A. McKinney, Federal Programs Grant Manager

CC: Dr. Kimberly Caddell, GISD Assistant Superintendent Curriculum and Instruction
Mr. Michael Bland, Director of Innovation

Date: October 26, 2021

Subject: 2021 - 2022 Campus Improvement Plan Presentation

To meet federal and state compliance requirements campus Comprehensive Needs Assessments (CNAs) and Campus Improvement Plans (CIPs) must be reviewed and approved by the Garland Independent School District School Board. At the upcoming District Affairs Committee (DAC), scheduled for Tuesday, October 12, 2021, and the Board Meeting, scheduled for Tuesday, October 26, 2021, Trustees will be provided an overview of federally funded CNA and CIP purposes, actions, and formative review processes. All Title I, Part A Schoolwide participating campuses were required to engage in a review of current documentation to ensure federal and state compliance mandates were met. The personalized formative review process included the collaboration of Title I, Part A Program campus Principals, Executive Directors of Learning, the Federal Programs Department, Student Services, and other district staff. The CNA and CIP DAC and Board presentations will conclude with sharing the resources and continual support that campuses will receive as they implement the Program.

The objective of the 2021 - 2022 CNA and CIP review is to support the federal programmatic intent and purpose of providing "all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps" (Elementary and Secondary Education Act, Section 1001). I look forward to meeting and providing a brief overview of the process reviewed above. If I may be of service in the interim, please do not hesitate to let me know.

TITLE I, PART A PROGRAM

2021–2022 Campus Improvement Plans

Lauren A. McKinney, M.Ed.

Federal Programs Grant Manager

For District Advisory Council & School Board Consideration

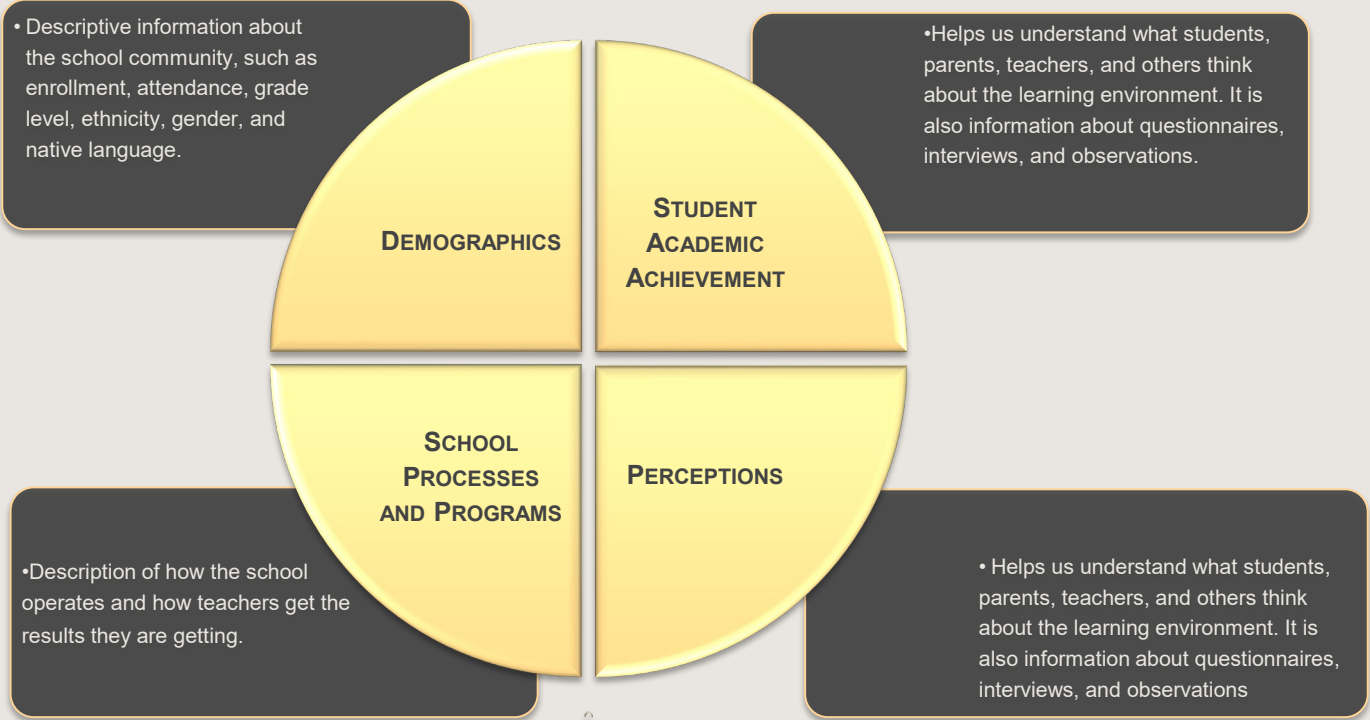
THE COMPREHENSIVE NEEDS ASSESSMENT

“...to examine multiple sources of data to identify the priority needs and direction for the school.”

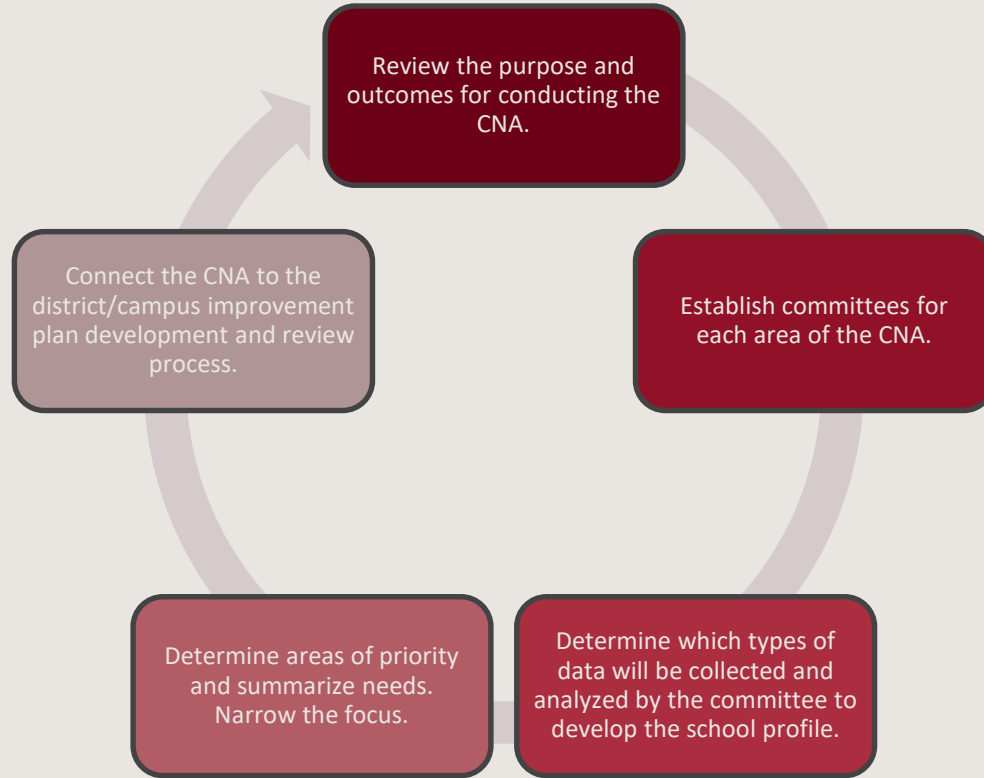
SOURCE: Texas Education Agency. (2015)



THE MULTIPLE MEASURES



ENGAGING IN THE PROCESS



CAMPUS IMPROVEMENT PLAN

Based on a “comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children....”

SOURCE: Texas Education Agency. (2015)



COMPONENTS

GOAL

- One Goal.
- One Mission
- One Garland Independent School District.

PERFORMANCE OBJECTIVE

- Focus on Academic Goals.
- Address priority needs based on School Board objectives.
- Individualized for each campus based on data analysis.

STRATEGIES

- Actions to meet the student, parent, families, and staff needs as identified within the CNA process.
- All federal and state allotment funding are reflected within the CIP per federal and state requirements.

CAMPUS FUNDING SOURCES REVIEWED

FUNDING SOURCE	CAMPUSES ELIGIBLE	AMOUNT
Magnet Program	20	Variable
State Allotments Programs (PIC 23, PIC 24, & PIC 25)	66	Variable
Title I, Part A Program	65	Variable
Title I, Part A Program, Parent and Family Engagement	65	\$2,015 Per Campus



QUICK REFERENCE SHEET

2021 - 2022 COMPREHENSIVE NEEDS ASSESSMENT AND CAMPUS IMPROVEMENT PLAN CHECKLIST

Title I, Part A program participating campuses will have until close of business on Friday, June 25, 2021 to submit a draft 2021 - 2022 CNA and CIP within the Plan4Learning software. The following is a checklist that campuses may find of value as you ensure that all components are addressed within your documents.

ITEM	DESCRIPTION	COMPLETED?
Comprehensive Needs Assessment		
1	Various sources of data were examined to identify and prioritize needs and the direction for the school in accordance with the Multiple Measures.	
	<i>The Four Multiple Measures are Demographics, Student Learning, District Processes and Programs, and Perceptions. Prioritized needs and strengths (3-5) are required for each area of the CNA.</i>	
2	Engage in the CNA Process which includes identifying campus strengths, prioritizing needs, developing problem statements, and identifying root causes based on data to guide the CNA work. Be prepared to submit Committee Membership List, meeting agendas, meeting minutes, and meeting sign in sheets within The Crate per submission guidelines.	
	<i>Resource: Garland ISD Comprehensive Needs Assessment Template.</i>	
Campus Improvement Plan		
3	All TEC and Federal roles are represented within the CIT roster and included within the CIP.	
4	All ESSA Elements are addressed within the Plan4Learning Software.	
5	Strategies that support the Musts from the <i>M & Ms of the ESSA</i> are included within the CIP. However, best practice would also include the Mays as applicable.	

UPDATED ON: June 1, 2021

The *Ten Components of a Title 1, Part A Schoolwide Program* were a requirement in developing "a comprehensive reform strategy designed to upgrade the entire educational program in a Title 1 campus". The primary goal was to "ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the annual Texas Standardized assessments" (*Designing Schoolwide Programs/USDE/Non-Regulatory Guidance, March 2006*). Under ESSA, these components have been reimagined into a combination of **Musts** and **Mays**. The **M** and **Ms** of ESSA under a Title 1, Part A Schoolwide Program are as follows:

THE M AND MS OF THE EVERY STUDENT SUCCEEDS ACT (ESSA)

MUSTS			
SECTION	LEVEL	AREA	STATUTE
1114(b)(6)	Campus	Comprehensive Needs Assessment	"is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are falling, or are at-risk of falling, to meet the challenging State academic standards and any other factors as determined by the local educational agency;"
1114(b)(7)(A)(i-iii)	Campus	Well Rounded Education	"provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education ; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards;"
1112(b)(2)	District	Teacher Quality	"how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers ;"
1114(b)(2), 1112(b)(7), & 1116(a)(2)(B)	Campus District	Parent and Family Engagement	"(2) is developed with the involvement of parents and other members of the community to be served." - "(7) the strategy the local educational agency will use to implement effective parent and family engagement under section "1115; - (B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;"
1112(b)(10)	District	Transition	"(10) how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education"



Updated On: June 4, 2017



(VIRTUAL) CNA AND CIP REVIEW

- Campus Principals , Executive Directors of Learning, Federal Programs Department, Student Services, and other district staff.
- Recommendations to enhance CNA, CIP, strategies, and resources.
- Support provided for the implementation of CIP .
- DATES: Weeks of September 13th and 20th .



Lauren A. McKinney

LAMcKinn@Garlandisd.net

Federal Programs Grant Manager



Samanda Miller

SAMiller@Garlandisd.net

Title I Coordinator



Kelly Cornelius

KCCornel@Garlandisd.net

Parent and Family Engagement



Valerie Serna

VSerna@Garlandisd.net

Federal Programs Secretary



Martha Rojas

MARojas@Garlandisd.net

Campus Liaison



Sue Patterson

LPatterson@Garlandisd.net

Campus Liaison



Katherine Waddington

KWaddington@Garlandisd.net

EDGAR Procurement Clerk & Campus Liaison





**Garland Independent School District
Board of Trustees**

Date of Meeting: October 26, 2021
Agenda Item: 2021-2022 District Improvement Plan
Agenda Section: Action Item
Administrator Responsible: Dr. Kimberly Caddell
Assistant Superintendent, Curriculum & Instruction

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE B: EARLY LITERACY (Writing)

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing.

OBJECTIVE C: ENGLISH LANGUAGE ACQUISITION

Percent of ELL students demonstrating English language acquisition, as measured by early progress indicator on the Texas English Language Proficiency Assessment System (TELPAS).

OBJECTIVE D: SCIENTIFIC UNDERSTANDING

Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science.

OBJECTIVE E: MATHEMATICAL PROFICIENCY

Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra I EOC.

OBJECTIVE F: POSTSECONDARY READINESS (SAT Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through 11th grade SAT School Day.

OBJECTIVE G: POSTSECONDARY READINESS (AP Exams)

Percent of students demonstrating postsecondary readiness exam success, as measured by AP exams with qualifying criterion scores.

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:**Superintendent Goal #1 – Student Results**

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Summary/Background Information:

The District Improvement Plan serves as an outline of focus on students and the need to provide them with an outstanding education through high expectations and a shared vision as outlined in GISD's One Goal One Focus. Guided by the district's vision, "Diverse Community, Shared Vision, Exceptional Education," the district improvement plan aligns to the single goal and corresponding performance objectives as the foundation for intentional focus, measurement, and monitoring during the 2021-2022 school year.

This item is being presented to the District Affairs Committee as an information item and will be presented to the GISD School Board for approval at a subsequent meeting.

Administrative Recommendations:

Administration recommends approval.

Memo

To: GISD School Board Trustees

From: Dr. Kimberly Caddell, Assistant Superintendent, Curriculum & Instruction

CC: Dr. Ricardo López, GISD Superintendent
Dr. Susanna Russell, Chief Leadership & Academics Officer

Date: October 14, 2021

Subject: 2021-2022 District Improvement Plan

This information was shared during the October District Affairs Committee meeting. This information is being shared with Trustees as an action item during the Tuesday, October 26, 2021, meeting of the Board of Trustees. The district improvement plan is a culmination of many hours of discussion, collaboration, and evaluation of the state of the district/campuses in order to align the work to GISD's One Goal One Focus. The DIP highlights the performance objectives and strategies that will be pursued in order to provide GISD students with an exceptional education based on high expectations and continuous improvement. In addition to performance objectives and strategies connected to the Board's One Goal One Focus, district leaders have added a tenth performance objective that highlights accountability supports, particularly for targeted campuses.

The following bullets represent DIP features:

- Vision, mission, and equity beliefs which form the foundation to the One Goal One Focus;
- Continued focus on meeting and exceeding expectations established in the Board Goal; and
- Flexibility within the plans to address state and federal requirements/guidelines.

In advance of the presentation, I've prepared the following documents for your review:

- Copy of the presentation provided to trustees on 10/12/2021, and
- Complete copy of 2021-2022 District Improvement Plan dated 10/14/2021, including all addendums, with the exception of the HB3 documents that will be added following Board approval.

I do need to make a correction to one bit of information provided in the previous meeting's agenda. The memo *incorrectly stated* that the 2022 district improvement plan performance objectives had remained the same as the previous year; this is incorrect. The 2021 targets were maintained from 2020, but the 2022 targets have been updated to reflect the annual targets that the Board has established. For Trustees review, I have attached a Board Goal Performance Matrix that provides a longitudinal look at annual Board Goal targets.

The DIP was reviewed by the Districtwide Educational Improvement Council during its September 15, 2021, meeting.

STUDENT ACHIEVEMENT GOAL

Garland ISD will ensure **ALL** students graduate prepared for college, careers and life by **increasing** student performance measures, postsecondary readiness, and graduation rates and **decreasing** student management incidences.

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		2021-22	2022-23	2023-24	2024-25	2025-26
A. Early Literacy (Reading)	ACTUAL	40.6	45.4	48.2	43.9	47.3	na	33.8	↓					
	TARGET				50.0	54.0	59.0	59.0		65.0	71.0	77.5	84.0	90.0
B. Early Literacy (Writing)	ACTUAL	28.6	38.0	37.3	39.2	33.9	na	21.4	↓					
	TARGET				39.0	42.0	45.0	45.0		50.0	55.0	61.0	65.0	70.0
C. English Language Acquisition	ACTUAL	54.0	55.0	56.0	na	37.5	na	na						
	TARGET				57.0	58.0	46.0*	46.0		52.0	58.0	64.0	70.0	76.0
D. Scientific Understanding	ACTUAL	32.1	40.2	43.8	46.3	50.8	na	33.6	↓					
	TARGET				44.0	47.0	51.0	51.0		56.0	62.0	68.0	74.0	80.0
E. Mathematical Proficiency	ACTUAL	42.6	44.4	52.8	64.2	70.4	na	30.4	↓					
	TARGET				54.0	65.0*	68.5	68.5		72.0	75.0	78.0	84.0	90.0
F1. Postsecondary Readiness (SAT Exams: EBRW)	ACTUAL	na	52.0	50.0	50.0	52.0	48.0	46.1	↓					
	TARGET					52.0	54.0	54.0		57.0	60.0	63.0	66.0	70.0
F2. Postsecondary Readiness (SAT Exams: Math)	ACTUAL	na	29.0	26.0	24.0	28.0	29.0	25.4	↓					
	TARGET					25.0	27.0	27.0		30.0	34.0	39.0	44.0	50.0
G. Postsecondary Readiness (AP Exams)	ACTUAL	36.7	27.8	28.1	34.8	38.6	43.9	28.6	↓					
	TARGET				29.0	35.0	36.5	36.5		38.0	39.5	41.0	43.0	45.0
H. Student Management	ACTUAL	53.7	51.6	51.9	47.2	44.1	na	40.1						
	TARGET				51.0	44.5	44.0	44.0		43.0	42.0	40.0	38.0	35.0
I1. Graduation Outcomes: Graduation Rate (PY)	ACTUAL	91.3	91.3	91.7	92.0	92.6	94.1	94.5	↑					
	TARGET				92.0	92.3	92.6	92.6		93.0	93.5	94.2	95.0	95.0
I2. Graduation Outcomes: CCMR Graduates (PY)	ACTUAL	na	na	42.2	48.5	59.1	70.9	68.8	↑					
	TARGET				68.0	49.0*	55.0	55.0		60.0	65.0	70.0	75.0	80.0

na = not available

↑ indicates that performance met/exceeded target
 ↓ indicates that performance did not meet target

*indicates that annual targets were adjusted due to prior year performance, changes in assessment design, or data calculation updates

2021-2022 District Educational Improvement Plan

Presentation to the Garland ISD Board of Trustees
District Affairs Committee
Tuesday, October 12, 2021



Vision Reaching the future by driving excellence, one student at a time. 	Mission The Garland Independent School District exists as a diverse community with a shared vision that serves to provide an exceptional education to all its students.			
V We believe every student can learn.	Value 1 We know every student deserves our best.	V We value and celebrate all cultures.	V We respect all students, families, staff and communities.	V We demonstrate ethical behavior.

Education transforms lives.

21-22 District Improvement Plan

The Process:

- Alignment to Board/District Goal
- Comprehensive Needs Assessment
- Performance Outcome Review
- Root Cause Analysis
- Priority Goal Determination
- Goal Setting & Action Planning
- Implementation Monitoring & Support
- Outcomes Analysis

21-22 District Improvement Plan

GOAL: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

PERFORMANCE OBJECTIVES:

- | | |
|------------------------------|-------------------------------|
| Early Literacy | Postsecondary Readiness - SAT |
| English Language Acquisition | Postsecondary Readiness - AP |
| Scientific Understanding | Student Management |
| Mathematical Proficiency | Graduation & CCMR Rates |
| | School Accountability |

21-22 District Improvement Plan

PRIORITY PROBLEM STATEMENTS

2020-2021 STAAR grade 3 **reading** student **performance** at Meets Grade Level (**34%**) was 13% lower than 2019 and did not meet the 2021 target of 64%.

2020-2021 MAP annual **reading** student **growth** (**41%**) was 11% lower than the previous school year, as measured by the percent of K-8 students meeting fall-to-fall growth expectations.

2020-2021 STAAR/EOC **Algebra I** student **performance** at Meets Grade Level (**30%**) was 30% lower than 2019 and did not meet the 2021 target of 72%.

2020-2021 MAP annual **mathematics** student **growth** (**32%**) was 19% lower than the previous school year, as measured by the percent of K-8 students meeting fall-to-fall growth expectations.

21-22 District Improvement Plan

ADDENDUMS: Additional information required by statute or as a support for the District Improvement Plan, such as ...

- Academic Acceleration Plan
- State and Federal Mandates
- Translation Procedures
- Title I and State Compensatory Education Funded Strategies
- Migrant Services Action Plan
- HB3 Early Childhood and CCMR plans *(to be added after BOT approval)*

2021-2022 District Educational Improvement Plan

Questions?

Garland Independent School District

District Improvement Plan

2021-2022



Mission Statement

The Garland Independent School District exists as a **Diverse Community** with a **Shared Vision** that serves to provide an **Exceptional Education** to **ALL** of its students.

Vision

Garland ISD will ensure **ALL** students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

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.

EDUCATION TRANSFORMS LIVES.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.	10
Addendums	27

Comprehensive Needs Assessment

Needs Assessment Overview

LONGITUDINAL STUDENT ACHIEVEMENT TRENDS

EARLY LITERACY: READING

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grade 3 STAAR Reading Meets Grade Level	45.4%	45.8%	45.7%	40.6%	45.4%	48.2%	43.9%	47.3%	n/a	33.8%

EARLY LITERACY: WRITING

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	2020-2021
Grade 4 STAAR Writing Meets Grade Level	35.7%	41.0%	38.6%	28.6%	38.0%	37.3%	39.2%	33.9%	n/a	21.4%

ENGLISH LANGUAGE ACQUISITION

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
TELPAS (K-12) Yearly Progress Indicator	66.0%	67.0%	51.0%	54.0%	55.0%	56.0%	n/a	37.5%	n/a	n/a

SCIENTIFIC UNDERSTANDING

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grade 8 STAAR Science Meets Grade Level	31.4%	40.1%	39.0%	32.1%	40.2%	43.8%	46.3%	50.8%	n/a	33.6%

MATHEMATICAL PROFICIENCY

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Algebra I STAAR EOC Meets Grade Level	37.4%	39.1%	41.8%	42.6%	44.4%	52.8%	64.2%	70.4%	n/a	30.4%

POSTSECONDARY READINESS (Gr 11 SAT SCHOOL DAY EXAMS)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
CR Benchmark: Evidence-Based Reading & Writing	52%	50%	50%	52%	48%	46%
CR Benchmark: Mathematic	29%	26%	24%	28%	29%	25%

POSTSECONDARY READINESS (AP EXAMS)

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Qualifying Exam Score (>3)	43.5%	42.4%	36.7%	27.8%	28.1%	34.8%	38.6%	43.9%	28.6%
# AP Exams Administered	3,388	3,979	5,920	10,583	10,722	9,641	9,338	7,886	7,603
# Students Participating in AP Exams	1,954	2,249	3,147	5,452	5,538	5,325	5,054	4,448	4,641

STUDENT MANAGEMENT

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
% of Incidents Resulting in Exclusionary Consequences	53.7%	51.6%	51.9%	47.2%	44.1%	n/a	40.1%
# of Exclusionary Consequences: Hispanic	8,299	10,091	10,455	10,004	9,700	n/a	1,164
# of Exclusionary Consequences: African American	7,115	8,230	7,000	7,065	6,460	n/a	922
# of Exclusionary Consequences: White	2,683	2,687	2,645	2,722	2,339	n/a	387
# of Exclusionary Consequences: Asian	260	310	351	335	280	n/a	55
# of Exclusionary Consequences: Other Ethnicities	496	629	617	578	562	n/a	73

GRADUATION OUTCOMES*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
4-year Graduation Rate	90.4%	89.8%	91.3%	91.3%	91.7%	92.0%	92.6%	94.1%	94.5%
CCR-CCMR^ Graduates	n/a	n/a	71.6%	65.9%	67.5%	48.5%^	59.1%	70.9%	68.8%

*graduate information is reported with a year delay

^definition of College, Career and Military Ready graduates changed with the Class of 2017, impacting outcomes for 17-18 and beyond

Priority Problem Statements

Problem Statement 1: 2020-2021 STAAR grade 3 reading student performance at Meets Grade Level (34%) was 13% lower than 2019 and did not meet the 2021 target of 64%.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2020-2021 MAP annual reading student growth (41%) was 11% lower than the previous school year, as measured by the percent of K-8 students meeting fall-to-fall growth expectations.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2020-2021 STAAR/EOC Algebra I student performance at Meets Grade Level (30%) was 30% lower than 2019 and did not meet the 2021 target of 72%.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 2020-2021 MAP annual mathematics student growth (32%) was 19% lower than the previous school year, as measured by the percent of K-8 students meeting fall-to-fall growth expectations.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.





Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 47.3% in 2019 to 90% by 2026. (SY2022 interim goal = 65.0 %)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop, deploy, monitor, evaluate and revise a comprehensive literacy plan aligned to 2019 ELAR/SLAR state standards that strengthens existing balanced literacy program.</p> <p>Strategy's Expected Result/Impact: The anticipated result is that students will receive a curriculum that is founded on integrated reading and writing instruction. Through a designated balanced literacy block and specific daily instruction, students will receive a strong foundation in early literacy skills and improve reading and writing performance.</p> <p>Staff Responsible for Monitoring: Teaching & Learning</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a comprehensive curriculum assessment plan for reading that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., weekly data meetings).</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student ELAR performance at the Meets/Masters performance level due to in-depth, skill based data analysis designed to inform instructional decisions to meet individual student needs.</p> <p>Staff Responsible for Monitoring: Teaching & Learning</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Weekly Data Meeting protocol district-wide to identify reading gaps in student learning by analyzing CBAs/CFAs, MAP, DOLs, and other student work samples.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student reading performance at the Meets/Masters performance level due to data-driven instructional decision-making to inform reteach/reassess plans.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership C&I Departments Special Education</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor and support implementation of daily learning objectives and demonstrations of learning for student success in reading.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student reading performance at the Meets/Masters performance level due to daily aligned instruction in every classroom.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership C&I Departments Special Educaiton</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide targeted reading instruction that addresses individual student needs (e.g., dyslexia, RtI, etc.).</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased reading performance due to students receiving targeted instruction designed to meet their individual needs.</p> <p>Staff Responsible for Monitoring: Teaching & Learning Special Education / Dyslexia</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement required HB3 Early Childhood Plan with an emphasis on literacy in grades PK-3 . [see HB3 Early Childhood Plan in addendums]</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased percentage of PK-3 students performing at/above grade level expectation in measurements of reading achievement (i.e., >=41st NPR).</p> <p>Staff Responsible for Monitoring: Division of Leadership & Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Implement Academic Acceleration Plan (adopted 05/11/2021) PK-8 literacy strategies, including teacher training, strategic student scheduling, aggressive academic performance monitoring and response, plan sustainability, and creative problem solving. [see Academic Acceleration Plan in addendums]</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased percentage of students meeting expected reading growth and increased percentage of students meet grade level performance expectations (i.e., >=41st NPR or STAAR Meets Grade Level).</p> <p>Staff Responsible for Monitoring: Division of Leadership & Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 2020-2021 STAAR grade 3 reading student performance at Meets Grade Level (34%) was 13% lower than 2019 and did not meet the 2021 target of 64%.</p> <p>Problem Statement 2: 2020-2021 MAP annual reading student growth (41%) was 11% lower than the previous school year, as measured by the percent of K-8 students meeting fall-to-fall growth expectations.</p>

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 37.5% in 2019 to 76% by 2026. (SY2022 interim goal = 52.0%)


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


Strategy 1 Details	Reviews			
<p>Strategy 1: Embed the English Language Proficiency Standards (ELPS) within the curriculum frameworks.</p> <p>Strategy's Expected Result/Impact: The anticipated result is teachers will have access to district resources that establish expectations for ELPS integration to support daily opportunities for students to practice Listening, Speaking, Reading, and Writing in all content areas.</p> <p>Staff Responsible for Monitoring: Teaching & Learning English Language Learners Executive Directors of Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide support to teachers to ensure integration of English Language Proficiency Standards (ELPS) in daily instruction, including student opportunities to practice listening, speaking, reading, and writing in academic setting.</p> <p>Strategy's Expected Result/Impact: The anticipated result is students will be provided daily opportunities to practice Listening, Speaking, Reading, and Writing in all content areas due to increase teacher capacity to support ELPS.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership English Language Learners Teaching & Learning</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Sheltered Instruction (i.e., linguistic accommodations for English-learners in a general education classroom setting) for English-learners (ELs) at all campuses to enhance student learning opportunities and academic content knowledge.</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy's Expected Result/Impact: The anticipated result is increased student ability to demonstrate Comprehensible Input and Academic Language Development across classrooms and content areas due to use of Sheltered Instruction strategies.

Staff Responsible for Monitoring: Executive Directors of Leadership
English Language Learners
Teaching & Learning

Title I Schoolwide Elements: 2.4, 2.5, 2.6

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 50.8% in 2019 to 80% by 2026. (SY2022 interim goal = 56.0%)

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a comprehensive curriculum assessment plan for science that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., weekly data meetings).</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student science performance at the Meets/Masters performance level due to in-depth, skill based data analysis designed to inform instructional decisions to meet individual student needs.</p> <p>Staff Responsible for Monitoring: Teaching & Learning</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and support implementation of daily learning objectives and demonstrations of learning for student success in science.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student science performance at the Meets/Masters performance level due to daily aligned instruction in every classroom.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership C&I Departments</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 70.4% in 2019 to 90% by 2026. (SY2022 interim goal = 72.0%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a comprehensive curriculum assessment plan for mathematics that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., weekly data meetings).</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student mathematics performance at the Meets/Masters performance level due to in-depth, skill based data analysis designed to inform instructional decisions to meet individual student needs.</p> <p>Staff Responsible for Monitoring: Teaching & Learning</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Weekly Data Meeting protocol district-wide to identify mathematics gaps in student learning by analyzing CBAs/CFAs, MAP, DOLs, and other student work samples.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student mathematics performance at the Meets/Masters performance level due to data-driven instructional decision-making to inform reteach/reassess plans.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership C&I Departments Special Education</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor and support implementation of daily learning objectives and demonstrations of learning for student success in mathematics.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student mathematics performance at the Meets/Masters performance level due to daily aligned instruction in every classroom.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership C&I Departments</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement required HB3 Early Childhood Plan with an emphasis on mathematics in grades PK-3 . [see HB3 Early Childhood Plan in addendums]</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased percentage of PK-3 students performing at/above grade level expectation in measurements of mathematics achievement (i.e., >=41st NPR).</p> <p>Staff Responsible for Monitoring: Division of Leadership & Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Academic Acceleration Plan (adopted 05/11/2021) PK-8 mathematics strategies, including teacher training, strategic student scheduling, aggressive academic performance monitoring and response, plan sustainability, and creative problem solving. [see Academic Acceleration Plan in addendums]</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased percentage of students meeting expected mathematics growth and increased percentage of students meet grade level performance expectations (i.e., >=41st NPR or STAAR Meets Grade Level).</p> <p>Staff Responsible for Monitoring: Division of Leadership & Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 3: 2020-2021 STAAR/EOC Algebra I student performance at Meets Grade Level (30%) was 30% lower than 2019 and did not meet the 2021 target of 72%.</p>
<p>Problem Statement 4: 2020-2021 MAP annual mathematics student growth (32%) was 19% lower than the previous school year, as measured by the percent of K-8 students meeting fall-to-fall growth expectations.</p>

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college-ready benchmarks through SAT School Day Evidence-based Reading & Writing will increase from 46% in 2021 to 70% by 2029 and SAT School Day Mathematics will increase from 25% in 2021 to 50% by 2026. (SY2022 EBRW interim goal = 54.0%; SY2022 math interim goal = 30.0%)

Evaluation Data Sources: College Board's SAT district summary report





Strategy 1 Details	Reviews			
<p>Strategy 1: Embed relevant and rigorous secondary ELAR and mathematics content and strategies into curriculum instructional frameworks.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased academic performance for all students due to increased rigor in district resources.</p> <p>Staff Responsible for Monitoring: Teaching & Learning Innovation/Advanced Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide direct support to ELAR and mathematics teachers to ensure classroom instruction meets instructional framework expectations for rigor.</p> <p>Strategy's Expected Result/Impact: The anticipated result is improved teacher practice and increased student performance due to increased rigor in daily instruction.</p> <p>Staff Responsible for Monitoring: Teaching & Learning Innovation/Advanced Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement campus action plans based on College Board instructional planning reports and question analysis reports.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased performance of students at the college-ready benchmarks due to focus on teacher practice and student outcomes at the campus level.</p> <p>Staff Responsible for Monitoring: Innovation/Advanced Academics CCMR cross-functional team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Promote college, career, and military culture through GISD Go Centers with CCMR resources, college-ready campaign (#GarlandUSACollegeBound), and partnerships with local businesses, colleges, businesses, military recruiters.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student attainment of CCMR indicator(s) due to priority attention given to increasing student awareness and access to opportunities to demonstrate CCMR.</p> <p>Staff Responsible for Monitoring: Innovation/Advanced Academics Guidance & Counseling CCMR cross-functional team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 6: Percent of students earning qualifying criterion score on AP exams will increase from 44% in 2020 to 45.0% by 2026 while maintaining high levels of student participation and the number of exams administered. (SY2021 interim goal = 38.0%)

Evaluation Data Sources: College Board's AP district summary report

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the rigor of AP instruction through a) professional development opportunities (e.g., APSI, NMSI summer institutes, two-day workshops, spring training), b) job-embedded instructional support, and c) collaborative vertical/horizontal AP teacher PLCs.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student performance at the AP criterion score due to daily rigorous instructional practices.</p> <p>Staff Responsible for Monitoring: Innovation/Advanced Academics Teaching & Learning</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide direct content mastery support to AP students through extended learning opportunities (e.g., NMSI study sessions, Intersession, AP review sessions).</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student performance at the AP criterion score due to student participation in extended learning opportunities.</p> <p>Staff Responsible for Monitoring: Innovation/Advanced Academics Teaching & Learning</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase student participation and performance in AP Portfolio through alignment of fine arts instruction.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student performance at the AP criterion score on AP portfolios due to increased student participation based on rigorous and aligned instruction.</p> <p>Staff Responsible for Monitoring: Fine Arts</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 7: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center (AEC)] will decrease from 44.1% in 2019 to 35% by 2026. (SY2022 interim goal = 43.0%)

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a continuation of Tier 1 to Tier 3 behavior supports through the multi-tiered systems of support (MTSS), which include the District's Student Management Framework and positive behavior interventions and support (PBIS) practices for all students.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student demonstration of expected behavior due to consistent use of behavior plans. A secondary anticipated result is reduction in disciplinary incidents and exclusionary consequences.</p> <p>Staff Responsible for Monitoring: Student Services Executive Directors of Leadership MTSS</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement, refine, and sustain comprehensive school counseling programs which include increased direct services to PK-12 students through appraisal and advisement in classroom, small group, and individual settings, and collaboration with families and community stakeholders.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student academic success, heightened awareness of student's abilities, values, and interests, and improved interpersonal skills.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Social Emotional Learning (SEL) instructional programs and curriculum PK-12 that include a) designing mindfulness/wellness rooms and b) campus-wide implementation of both integration of SEL skill building in instructional and discipline practices, as well as explicit instruction using a locally created curriculum.</p> <p>Strategy's Expected Result/Impact: The anticipated result is improved student-student and student-teacher relationship. A secondary anticipated result is reduction in disciplinary incidents.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling Student Services Teaching & Learning</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Facilitate Trauma Informed Care (TIC) strategies through campus protocols and required, state approved, two hour asynchronous training developed by the Texas Department of Family and Protective Services, and a supplemental synchronous training created by the Garland ISD Guidance and Counseling Department, that provides strategies to apply Grief Informed and Trauma Informed practices in the school setting.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased staff knowledge of mental health and improved skills in supporting students impacted by trauma.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Improve equity and access by ensuring a high quality curriculum and instructional supports to increase student engagement and decrease student discipline incidents.</p> <p>Strategy's Expected Result/Impact: The anticipated result is reduction in disproportional exclusionary discipline consequences due to increased student academic engagement in rigorous and challenging coursework.</p> <p>Staff Responsible for Monitoring: Teaching & Learning Innovation/Advanced Academics Guidance & Counseling Student Services</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Improve district climate by increasing opportunities for family and community engagement and actively recruiting participation.</p> <p>Strategy's Expected Result/Impact: The anticipated result is reduction in disproportionate exclusionary disciplinary consequences, and enhanced community relations.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling Student Services Family & Community Engagement Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.5, 3.1</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 7 Details	Reviews			
<p>Strategy 7: Increase the number of students participating in at least one extra-curricular activity at all secondary campuses through program advocacy to support school culture and foster student's sense of community.</p> <p>Strategy's Expected Result/Impact: The anticipated result is decreased student discipline incidents. A secondary anticipated result is increased student attendance rates, as well as decreased student grade failures due to student increase in sense of belonging to a community.</p> <p>Staff Responsible for Monitoring: Fine Arts Athletics Executive Directors of Leadership</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 8: Percent of students successfully completing graduation requirements will increase from a) 94.1% in 2020 to 95% by 2026 as measured by 4-year graduation rates and b) 70.9% in 2020 to 80% by 2026 as measured by the percentage of students meeting College, Career, and Military Ready standards. (SY2022 graduation rate interim goal = 93.0%; 2022 CCMR interim goal = 60.0%)

Evaluation Data Sources: TEA graduate reports (June); annual Texas Academic performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish rigorous district and campus College, Career & Military Readiness annual targets for each of the fourteen student groups included in the Closing the Gaps Domain of the school accountability system (see addendum: CCMR District Goal Worksheet x Student Groups 2021-2022).</p> <p>Strategy's Expected Result/Impact: The anticipated result is that all student groups will meet/exceed annual targets through 2025. A secondary anticipated result is increased percentage of students graduating with indicator of CCMR, as well as increase in percentage of graduating students meeting criteria for CCMR Outcomes Bonus.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling Career & Technical Education Special Education Innovation/Advanced Academics Teaching & Learning RAAD</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and expand College4All opportunities programs at each high school aligned to student and community need/interest.</p> <p>Strategy's Expected Result/Impact: The anticipated results are: a) increase the number of students receiving 15 or more transferable college hours before high school graduation, b) increase the percentage of students completing a post secondary degree after high school graduation, and c) improved partnerships.</p> <p>Staff Responsible for Monitoring: Innovation Career & Technical Education Guidance & Counseling Executive Directors of Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Maximize secondary (grades 6-12) student opportunities to obtain CCMR certifications and an associate's degree while in high school by a) aligning CTE Pathways and P-Tech partnerships and b) identifying pathways for SPED students to equal access CCMR classes.</p> <p>Strategy's Expected Result/Impact: The anticipated results are a) increase in graduation rate, and b) increase in students earning CCMR indicator(s) due to expanding opportunities and access to all students.</p> <p>Staff Responsible for Monitoring: Guidance & Counseling Career & Technical Education Special Education Innovation</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Maximize secondary (grades 6-12) student opportunities to be successful in advance coursework by a) aligning course sequences, b) expanding course access, and c) review programming/magnet implementation.</p> <p>Strategy's Expected Result/Impact: The anticipated results are a) increase in SAT college ready benchmark performance, and b) increase in AP students participation, exams administered and qualifying scores.</p> <p>Staff Responsible for Monitoring: Innovation/Advanced Academics Teaching & Learning</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Academic Acceleration Plan (adopted 05/11/2021) EOC Success and CCMR strategies, including teacher training, strategic student scheduling, aggressive academic performance monitoring and response, plan sustainability, and creative problem solving. [see Academic Acceleration Plan in addendums]</p> <p>Strategy's Expected Result/Impact: The anticipated results are: a) increased percentage of students earning one or more CCMR indicators, b) increased percentage of students eligible for CCMR Bonus Outcomes, c) increased percentage of students meeting with EOC success on first administration, and d) increased percentage of students graduating with 4-year cohort.</p> <p>Staff Responsible for Monitoring: Division of Leadership & Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 9: SCHOOL ACCOUNTABILITY: Number of campuses required to participate in the School Improvement Process using the Effective Schools Framework will decrease from 35 (51%) in 2019 to 0 in 2026. (SY2022 interim goal = fewer than 29 campuses) .

Evaluation Data Sources: School Accountability Domain Performance
Closing the Gaps Domain (D3) student group performance

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide prioritized hiring to high-need campuses through earlier timelines and access to indicators of teacher effectiveness, such as ACE teacher analytics and TIA designation scores.</p> <p>Strategy's Expected Result/Impact: The anticipated result is improved student outcomes.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership Human Resources RAAD</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted leadership training and additional coaching support (e.g., TK Consulting, Lead4ward, etc) for prioritized campuses with a focus on data practices, formative feedback protocols, building capacity of a strong team, and culturally responsive collaboration.</p> <p>Strategy's Expected Result/Impact: The anticipated result is improved school accountability ratings.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide intensive leadership training (e.g., Wallace Foundation, New York City Leadership Academy, Holdsworth, etc.) for Executive Directors of Leadership to work with other principal supervisors across the state to build capacity in addressing systemic inequities and creating conditions for all students to thrive.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increase Executive Director of Leadership toolkit for supporting campus principals, particularly at low-performing schools. A secondary anticipated result is increase capacity of principals to lead highly effective schools Increase principal retention.</p> <p>Staff Responsible for Monitoring: Chief Leadership Officer Executive Directors of Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Prioritize allocation of district instructional support staff, including Instructional Design Facilitators (IDFs), Sheltered Instruction Specialists, Early Literacy Support Teachers (EL-STs) and Instructional Support Teachers (ISTs) at high-need campuses to provide targeted coaching, modeling, and PLC support.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased academic performance of students, particularly in STAAR-tested grades and subjects. A secondary anticipated result is increased 2020 school accountability outcomes/ratings</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership Teaching & Learning English Language Learners</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Complete campus Risk Load Analysis (n=26 risks) to identify campuses with higher numbers of risk (beyond the traditionally considered Economically Disadvantaged indicator) and the intensity of the risk (relative to the district) in order to provide a more comprehensive evaluation and response to campus need.</p> <p>Strategy's Expected Result/Impact: The anticipated result is resource allocation based on campus Risk Load and academic outcomes. A secondary anticipated result is recognition of high performing high need campuses.</p> <p>Staff Responsible for Monitoring: RAAD Geographic Information Systems (GIS) Technology/Skyward Executive Directors of Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide data dashboards that includes tools for data monitoring and disaggregation of local, state, and national assessment programs.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increase transparency and accessibility of formative student data in order to provide appropriate response to achieve intended summative assessment outcomes.</p> <p>Staff Responsible for Monitoring: RAAD Technology</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Addendums



ACADEMIC ACCELERATION PLAN

As we complete the 2020-21 academic year and begin to prepare for the summer and for the 2021-2022 school year, it is important to reflect on the challenges and opportunities we have faced and lessons we have learned since March 2020. Throughout the pandemic GISD has continued to be a leader in educational excellence and has maintained the relentless pursuit of student academic success.

GISD's Academic Acceleration Plan was created to address student academic gaps as a result of COVID-19. This plan details our shared goals and expectations for teacher training, student scheduling, and aggressive academic performance monitoring and response to ensure that the entire system remains laser-focused on academics - this is our top priority. With any plan, success lies in the implementation and monitoring; it is imperative that the Academic Acceleration Plan is a cohesive district-wide initiative executed in all instructional settings.

As we have observed through other efforts, large-scale school improvement is only possible when the entire system is moving in the same direction. Therefore, the Academic Acceleration Plan was established by first establishing a framework for support followed by the articulation of non-negotiables and system beliefs. These elements were critical to ensuring alignment within the Academic Acceleration Plan, as well as helping to situate the Academic Acceleration Plan's relationship to other District operations.

The Academic Acceleration Plan emphasizes four key areas of focus:

- PK-8 Literacy
- PK-8 Mathematics
- EOC Success
- College, Career & Military Readiness (CCMR)

We are living in unprecedented times and must continue to be flexible and responsive. Part of our collective responsiveness is the understanding that our student academic success does not happen in a vacuum - we must continue to respond to the social and emotional needs of our students and staff in order to meet our goal of ensuring ALL students graduate prepared for college, careers and life, even when faced with unprecedented events.



Ricardo López, Ed.D.
Garland ISD Superintendent



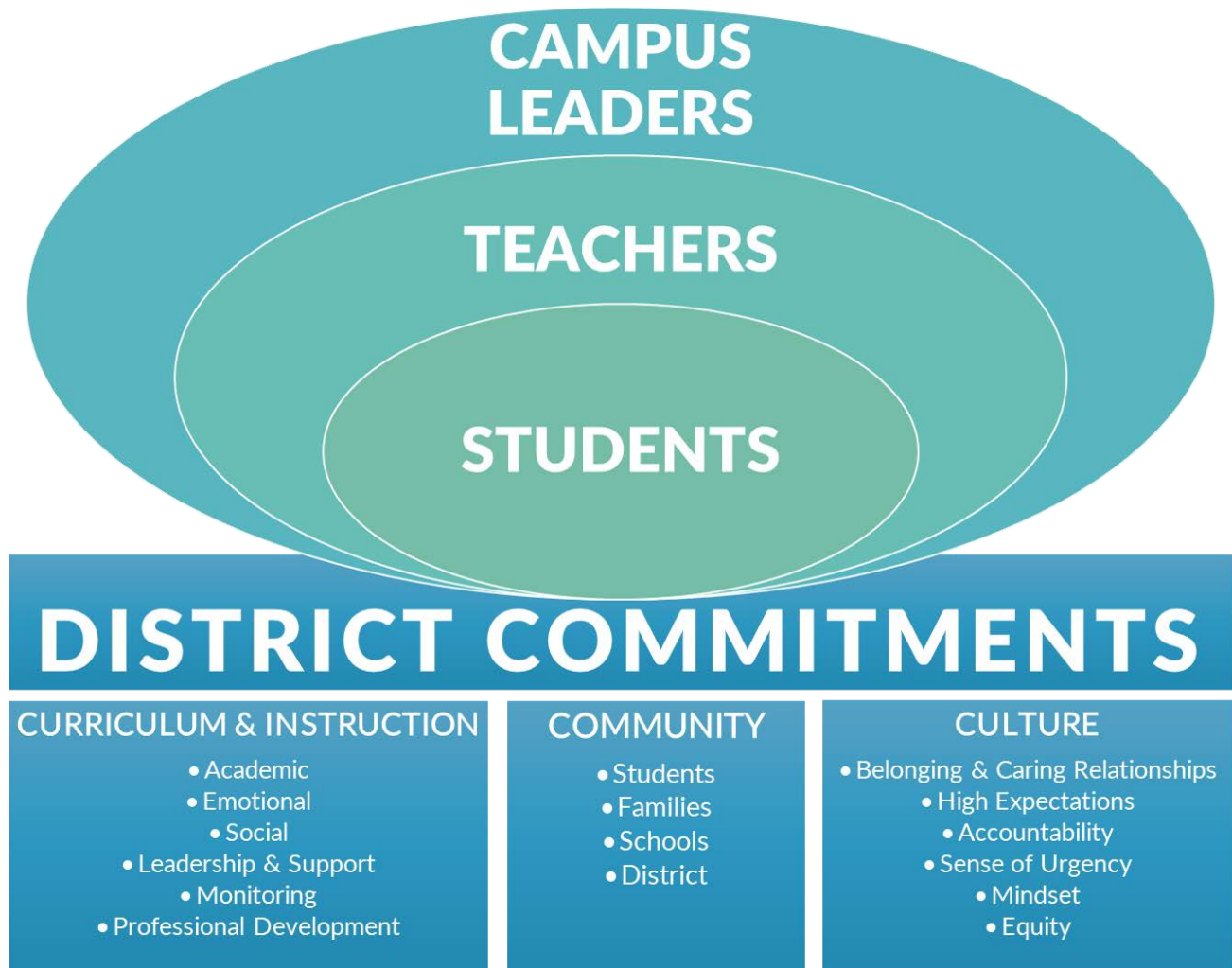
Jovan Wells, Ph.D.
Chief Academic Officer



Susanna Russell, Ed.D.
Chief Leadership Officer

Academic Acceleration Plan Framework

The Academic Acceleration Plan Framework provides a visual for the interaction between district and campus systems. As shown, students are at the heart of the Academic Acceleration Plan, supported by teachers and campus leaders.



To ensure that students, teachers and campus leaders across the district are supported through the implementation of the Academic Acceleration Plan, the District commitments provide the foundation, with a focus on curriculum and instruction, community, and culture.

Preface

Teaching and learning does not happen in a vacuum. The process is built on a foundation of relationships between teachers and students, students and other students, students and self, students and environment, as well as students and academic content. Each of these interactions is critically important to the academic success of students. However, a recovery/acceleration plan that includes all of these critical components can seem insurmountable. Therefore, GISD's Academic Acceleration Plan intentionally highlights strategies intended to directly support academic acceleration. This intentionality is not meant to negate or minimize the other critical aspects of the teaching and learning process, but rather establish the Academic Acceleration Plan as one component of the District's overall focus on ensuring the success of all students.

Non-Negotiables

Non-negotiables represent foundational elements that must be present in order to achieve planned student outcomes. With regard to the Academic Acceleration Plan, these non-negotiables include:

- Accountability
- Clear Communication
- Data Decision-Making
- Equity
- Instruction
- Systems & Processes
- Teacher & Community Involvement
- Whole Child Focus

Beliefs

Belief statements represent the convictions of truth held across the District. In order to realize the full potential of our Academic Acceleration Plan, every employee must manifest these shared beliefs:

1. **GISD demonstrates** that teachers are the number one determinant of students' success and will ensure teachers provide effective Tier I instruction by supporting them with relevant resources, ongoing professional development, and coaching while being held accountable for student growth and achievement.
2. **GISD demonstrates** that all students can learn and will be held to high expectations while being supported through rigorous curriculum and instruction tailored to their needs.
3. **GISD engages** families as an added value and extension to learning and **committed** to and **focused** on building authentic relationships to support student learning while being culturally responsive to the needs of our community.
4. **GISD bridges** barriers to ensure a positive impact on student achievement.
5. **GISD commits** to incorporating a growth mindset, being willing to initiate change and adapt to new innovative ideas and experiences.
6. **GISD embraces** a high sense of urgency that yields transformational results in an ever-changing environment.
7. **GISD demonstrates** an equitable and inclusive environment focused on building a culture that cultivates positive student outcomes.

PK-8 Literacy



Data-Demonstrated Need

Fall MAP: Percentage of K-8 Students Meeting Projected FA-FA Reading Growth

	18-19	19-20	20-21
ALL	53	52	41
Hispanic	52	52	39
Asian	60	59	49
Black/Af Amer	51	49	41
White	55	53	44
ECDIS	52	51	39

Winter MAP: Percentage of K-8 Students Meeting Projected FA-WI Reading Growth

	18-19	19-20	20-21
ALL	50	49	48
Hispanic	48	47	48
Asian	55	53	49
Black/Af Amer	48	48	43
White	53	52	52
ECDIS	50	48	46

Key 2020-2021 Strategies

- ★ Adjust 1-8 ELAR/SLAR curriculum pacing calendars for the first grading cycle to include spiraling of prior year content in order to ensure student mastery of prior year content to support a foundation for current year content.
- ★ Redesign school calendar to include fall, spring and summer Intersession, with an emphasis on providing targeted reading supports to struggling students (expand to include winter intersession in 21-22).
- ★ Develop and deploy fall & spring intersession courses, with an emphasis on supporting PK-8 reading academic skill gaps.
- ★ Develop and deploy summer intersession boost camps targeting transitional grade levels (e.g., grade 2-3, 3-4, 5-6, 8-9) focused on review of previous grade high leverage reading TEKS and introduction to upcoming grade high leverage TEKS.

Key 2021-2022 Strategies

- ★ Prioritize campus development of re-entry and reculture plans, including teacher reflection and planning, student orientation, campus-wide culture, clear systems and expectations for student behavior and management, emphasis on high levels of student engagement in literacy goal setting and attainment, and class/campus celebrations of literacy success
- Deliver, monitor & support state-required HB3 Reading Academies for teachers in grades K-6 in order to ensure teacher foundational understanding of instructional expectations within the elementary literacy classroom and align to state expectations.
- ★ Redefine Responsive Literacy teacher training implementation plan and expand teacher training to include grade 6-8 literacy teachers in order to ensure teacher foundational understanding of instructional expectations within the middle school literacy classroom.
- Integrate sheltered instruction methodology within approaches to literacy acceleration efforts to ensure ELs have full opportunity to

demonstrate mastery in grade-level content learning while simultaneously acquiring English proficiency.

- ★ Assign teachers in grades 1-8 strategically to ensure that students with greatest academic needs are paired with highly effective reading educators.
- Ensure that PK-5 elementary schedules include at least the required 120 daily minutes of reading instruction to meet the requirements of Structured Literacy instructional block.
- ★ Employ 6-8 schedules to maximize instructional time and staff allocations to support reading, with an emphasis on ensuring that middle school students performing at STAAR Reading Does Not Meet performance level participate in a year-long Literacy Enrichment course focused on data-driven small group reading instruction and personalized learning intervention.
- Increase number and percent of underrepresented students (i.e., African American, Hispanic, and economically disadvantaged) enrolling in and successfully completing credit-bearing high school language courses during middle school.
- ★ Establish targeted district-level PLC timelines and processes to aggressively analyze, monitor and respond to PK-8 campus reading performance trends based on monitoring data checkpoints and determine next steps for designing, delivering and assessing personalized just-in-time data-driven support.
- Employ targeted campus-driven PLC processes focused on literacy instruction, data analysis, and action response in order to ensure all students are achieving academically.
- Engage district and campus leadership to ensure district curriculum use and focus on data-driven instructional practices, formative feedback protocols, building team capacity, and culturally responsive collaboration in order to create and support strategic planning for targeted and personalized instruction.
- Utilize Multi-Tiered Systems of Support (MTSS) and RTI problem solving framework to ensure data-driven student literacy support for

development of personalized learning paths and progress monitoring so that students are able to access on-grade level instruction while closing skill gaps.

- Improve literacy teaching and learning by leveraging digital tools to create, adapt and personalize student learning (Canvas, Seesaw, Eduphoria, district online instructional resources, and educational software).
- ★ Recruit and hire middle school teachers with Science of Teaching Reading and/or Reading Specialist certification in order to ensure middle school teacher foundational literacy instruction proficiency and increase campus ability to implement and sustain the district's middle school literacy initiative and focus.

Training Timeline

	Content	Target Audience
Summer 2021	Literacy Kick Off Training	K-8th Literacy Teachers
2021-22 School Year	Reading Academies	All K-1 Teacher, elementary administrators, Intermediate Support Teachers, Elementary Special Ed
2022-23 School Year	Reading Academies	All 2nd-4th Teachers, Librarians, Secondary Inst. Coaches, MS admins
2023-24 School Year	Reading Academies	All 5th-6th Teachers, Designated 7th-8th Teachers, MS Admins

Methods of Monitoring

1. Classroom-based assessments of learning, including student work samples and exemplars
2. Responsive Literacy Collaborative Walks K-8
3. 3rd-8th: Curriculum Based Assessment data administered twice each grading cycle
4. K-8 MAP assessment data (Fall, Winter, Spring)
5. K-2 M-class data (Fall, Winter, Spring)
6. Curriculum-embedded formative assessment data K-8 (i.e., checks for understanding)

7. STAAR Interim assessment data (Fall + Spring)
8. Administrative classroom walkthrough

Anticipated Student Outcomes

By focusing on PK-8 literacy, Garland ISD will increase the percentage of students in grades PK-8 that are a) meeting their expected reading/language arts academic growth, and b) demonstrating on-grade level reading/language arts performance levels.

PK-8 Mathematics



Data-Demonstrated Need

Fall MAP: Percentage of K-8 Students Meeting Projected FA-FA Mathematics Growth

	18-19	19-20	20-21
ALL	51	51	32
Hispanic	50	49	31
Asian	60	60	42
Black/Af Amer	49	52	33
White	53	51	31
ECDIS	49	49	32

Winter MAP: Percentage of K-8 Students Meeting Projected FA-WI Mathematics Growth

	18-19	19-20	20-21
ALL	49	48	44
Hispanic	48	47	43
Asian	55	55	47
Black/Af Amer	45	45	39
White	51	49	50
ECDIS	49	47	43

Key 2020–2021 Strategies

- ★ Adjust 1-8 mathematics curriculum pacing calendars for the first grading cycle to include spiraling of prior year content in order to ensure student mastery of prior year content to support a foundation for current year content.
- ★ Redesign school calendar to include fall, spring and summer Intersession, with an emphasis on providing targeted mathematics support to struggling students (expand to include winter intersession in 21-22).
- ★ Develop and deploy fall & spring intersession courses, with an emphasis on supporting PK-8 mathematics academic skill gaps.
- ★ Develop and deploy summer intersession boost camps targeting transitional grade levels (e.g., grade 2-3, 3-4, 5-6, 8-9) focused on review of previous grade high leverage reading TEKS and introduction to upcoming grade high leverage TEKS.

Key 2021–2022 Strategies

- ★ Prioritize campus development of re-entry and reculture plans, including teacher reflection and planning, student orientation, campus-wide culture, clear systems and expectations for student behavior and management, emphasis on high levels of student engagement in mathematics goal setting and attainment, and class/campus celebrations of mathematics success
- ★ PK-8 math teachers will attend 30 hours of annual district-led math training focused on improving student outcomes in order to ensure teacher foundational understanding of instructional expectations within the mathematics classroom.
- Integrate sheltered instruction methodology within approaches to numeracy acceleration efforts to ensure ELs have full opportunity to demonstrate mastery in grade-level content learning while simultaneously acquiring English proficiency.
- ★ Assign teachers in grades 1-8 strategically to ensure that students with greatest academic

needs are paired with highly effective mathematics educators.

- ★ Ensure that K-5 elementary schedules include at least the required 120 daily minutes of math instruction to meet the requirements of Structured Mathematics instructional block, to include small-group guided math instruction.
- Employ 6-8 schedules to maximize instructional time and staff allocations to support mathematics, with an emphasis on ensuring that middle school students performing at STAAR Mathematics Does Not Meet performance level participate in Math Lab courses focused on small group mathematics instruction and intervention.
- Increase number and percent of underrepresented students (i.e., African American, Hispanic, and economically disadvantaged) enrolling in and successfully completing credit-bearing high school mathematics courses during middle school.
- ★ Establish targeted district-level PLC timelines and processes to aggressively analyze, monitor and respond to K-8 campus mathematics performance trends based on monitoring data checkpoints and determine next steps for designing, delivering and assessing personalized just-in-time data-driven support.
- Employ targeted campus-driven PLC processes focused on mathematics instruction, data analysis, and action response in order to ensure all students are achieving academically.
- Engage campus and district leadership to ensure district curriculum use and focus on data-driven instructional practices, formative feedback protocols, building team capacity, and culturally responsive collaboration in order to create and support strategic planning for targeted and personalized instruction.
- Utilize Multi-Tiered Systems of Support (MTSS) and RTI problem solving framework to ensure data-driven student mathematics support for development of personalized learning paths and progress monitoring so that students are able to access on-grade level instruction while closing skill gaps.
- Improve mathematics teaching and learning by leveraging digital tools to create, adapt and

personalize student learning (Canvas, Seesaw, Eduphoria, district online instructional resources and educational software).

Training Timeline

Content		Target Audience
Summer 2021		K-8th Math Teachers
2021-22 School Year	Math Academy	4th , 5th , 6th Teachers, Campus Admins
2022-23 School Year	Math Academy	K-1st, 7th-8th Teachers
2023-24 School Year	Math Academy	2nd, 3rd Teachers

Methods of Monitoring

1. Classroom-based assessments of learning, including student work samples and exemplars
2. 3rd-8th: Curriculum based assessment data administered twice each grading cycle
3. K-8 MAP assessment data
4. Curriculum-embedded formative assessment data (i.e., checks for understanding)
5. STAAR Interim assessment data (Fall + Spring)
6. Administrative classroom walkthrough

Anticipated Student Outcomes

By focusing on K-8 mathematics, Garland ISD will increase the percentage of students in grades K-8 that are a) meeting their expected mathematics academic growth, and b) demonstrating on-grade level mathematics performance levels.

EOC Success



Data-Demonstrated Need

Fall EOC: Percentage of STAAR EOC Students Performing at Approaches Grade Level (retesters only)

	18-19	19-20	20-21*
Algebra I	36	37	18
Biology	38	34	32
English I	20	24	24
English II	17	23	26
US History	30	32	67

Spring EOC: Percentage of STAAR EOC Students Performing at Approaches Grade Level (first time testers | retesters)

	18-19	19-20	20-21
Algebra I	90 39	na	tba
Biology	90 37	na	tba
English I	75 22	na	tba
English II	77 23	na	tba
US History	94 55	na	tba

Summer EOC: Percentage of STAAR EOC Students Performing at Approaches Grade Level (retesters only)

	18-19	19-20	20-21
Algebra I	39	na	tba
Biology	25	na	tba
English I	15	na	tba
English II	25	na	tba
US History	34	na	tba

*first time testers in 2020 received a n EOC waiver, reducing number students participating in fall as a retest opportunity

Key 2020-2021 Strategies

- ★ Redesign school calendar to include fall, spring and summer Intersession, with an emphasis on providing targeted reading support to struggling students (expand to include winter intersession in 21-22).
- Develop and deploy fall (Dec testing), spring (Apr/May testing) and summer (June testing) intersession courses, with an emphasis on supporting high school cycle/credit recovery and EOC success.
- Encourage struggling virtual students to return to F2F instruction to promote higher levels of student engagement.

Key 2021-2022 Strategies

- ★ Prioritize campus development of re-entry and reculture plans, including teacher reflection and planning, student orientation, campus-wide culture, clear systems and expectations for student behavior and management, emphasis on high levels of student engagement in EOC goal setting and attainment, and class/campus celebrations of EOC success.
- Analyze historical data to identify and place students in EOC specific intervention classes to ensure at-risk student groups are provided appropriate instructional supports to support individual needs for academic success.
- ★ Maximize high school student-teacher ratios to ensure class size balance .
- ★ Implement strategic assignment of teachers such that most effective teachers provide instruction to intervention students most in need.
- Utilize double-block scheduling, differentiated job-embedded teacher support, and cohesive intervention curriculum to support high quality instruction.
- Integrate sheltered instruction methodology within approaches to EOC instructional delivery to ensure ELs have full opportunity to demonstrate mastery in course-specific content learning while simultaneously acquiring English proficiency.

- Create and implement campus-specific EOC Intervention Plans that delineate campus-wide systems and structures to support student EOC success (e.g., incorporate unique pacing calendars for re-testers and first time testers, take advantage of small group instruction, include bootcamps and/or Super Saturday sessions, etc.).
- ★ Require EOC teachers to collaboratively develop within subject area test preparation activities including the implementation of calculators, reference charts, and content-specific testing strategies.
- Employ targeted campus-driven PLC processes focused on core content area instruction, data analysis, and action response in order to ensure all students are meeting EOC success, particularly at Meets and Masters performance levels in order to demonstrate preparedness for postsecondary success.
- Engage campus and district leadership to ensure district curriculum use and focus on data-driven instructional practices, formative feedback protocols, building team capacity, and culturally responsive collaboration in order to create and support strategic planning for targeted and personalized instruction.
- Refine and reinforce Multi-Tiered Systems of Support (MTSS) to ensure data-driven EOC support so that students are able to meet graduation and assessment requirements in order to graduate with their 4-year cohort.
- Improve content-specific EOC teaching and learning by leveraging digital tools to create, adapt and personalize student learning (Canvas, Eduphoria, district online instructional resources and educational software).
- Audit alignment between taught curriculum and student identities to ensure that curriculum is relevant and able to support high levels of student engagement and connectedness, particularly for historically underserved student groups such as, African Americans, Hispanics, and economically disadvantaged.

Methods of Monitoring

1. Campus-based EOC success data tracking (e.g., TestHound reporting)
2. Course failure and student attendance records
3. Classroom-based assessments of learning, including student work samples and exemplars
4. Curriculum Based Assessment data administered twice each grading cycle
5. EOC curriculum-embedded formative assessment data (i.e., checks for understanding)
6. STAAR Interim Assessment data (Fall + Spring)
7. Administrative classroom walkthrough

Anticipated Student Outcomes

By focusing on EOC success, Garland ISD will a) increase percentages of students meeting with success on their first EOC administration in each tested content area, b) increase percentages of students demonstrating content area performance at Meets & Masters performance levels, and c) decrease percentages of EOC retesting students.

CCMR Outcomes



Data-Demonstrated Need

CCMR Graduates: Percentage of Graduates Identified as College, Career & Military Ready

	2018	2019	2020*
ALL	59	71	69
Hispanic	57	70	66
Asian	80	86	83
Black/Af Amer	47	59	60
White	64	76	78
ECDIS	55	68	65

CCMR Bonus Outcomes: Percentage of Graduates Meeting CCMR Bonus Outcomes criteria

	2018	2019	2020*
ECDIS	22	26	tba
Non-ECDIS	37	48	tba
SPED	3	4	tba

**anticipated outcomes; awaiting TEA data finalization (will not include CTE Coherent Sequence graduates)*

Key 2020–2021 Strategies

- Aggressively pursue [HB3 CCMR goals](#) for all graduates and disaggregated student groups.
- Develop process for monitoring student completion of requirements for CCMR Outcomes Bonus, including:
 - TSI-met and Associate Degree in HS or enrolled in college in fall following HS graduation
 - TSI-met and earned industry-based certification

Key 2021–2022 Strategies

- ★ Prioritize campus development of re-entry and reculture plans, including teacher reflection and planning, student orientation, campus-wide culture, clear systems and expectations for student behavior and management, emphasis on high levels of student engagement in CCMR goal setting and attainment, and class/campus celebrations of CCMR success.
- Enhance current RLA and math middle school and high school course curriculum to include PSAT/SAT/TSI-A components and test preparation activities so that students are prepared to meet grade/college ready benchmarks.
- Vertically align grade 6-11 honors and AP coursework to support student needs in order to increase preparedness to meet rigorous expectations of qualifying AP scores.
- Expand PSAT/SAT/TSI-A test prep opportunities to eliminate possible barriers to postsecondary readiness.
- Grow College For All initiative to promote access to rigorous coursework, particularly for underrepresented student groups.
- Expand Dual Credit opportunities within various content areas to connect collegiate experiences to student interests and eliminate participation barriers for underrepresented student groups.
- Coordinate programs of study that align Industry-Based Certifications in Career and

Technical Education courses throughout the district that are accessible to all students.

- Increase number and percent of underrepresented students (i.e., African American, Hispanic, and economically disadvantaged) enrolling in and successfully completing AP, dual credit, and other higher level advanced coursework, including College for ALL programs.
- Expand EL and SPED support to increase postsecondary awareness, student participation and success in CCMR opportunities for historically under-represented populations.
- Employ targeted district and campus-driven PLC processes focused on CCMR, data analysis, and action response in order to ensure all students are prepared for post-secondary success.
- ★ Expand district and campus PLC processes to include monitoring of and response to anticipated CCMR outcomes bonus for the purpose of increasing the percentage of students meeting dual CCMR criteria.
- Engage campus and district leadership to ensure CCMR goals are met through the focus on data-driven decision-making, formative feedback protocols, building team capacity, and culturally responsive collaboration.
- ★ Activate a student recruit campaign aimed at increasing student participation and success in summer dual credit courses.

Methods of Monitoring

1. Internal CCMR tracking tools, such as using OnDataSuite and locally-developed student progress reports
2. Campus CCMR tracking document to note any discrepancies between campus and district data reporting
3. Bi-monthly meetings with campus CCMR administrators
4. Monthly meetings with campus CCMR counselors
5. Monthly CCMR district committee meetings

6. Targeted departmental check-ins specific to current focus (i.e. CTE about certification testing opportunities)

Anticipated Student Outcomes

By focusing on CCMR, Garland ISD will increase the percentage of students demonstrating college, career and military readiness (as defined by TEA), as well as increase percentages of students qualifying for CCMR outcomes bonus.

As previously stated, the success of any plan lies in the consistent implementation and monitoring of the plan across the organization. Thus, active engagement in the GISD Academic Acceleration Plan is mandatory for all staff, campuses, departments, and divisions that are the foundation to student academic success.

Design Team

- Area Directors
- Career & Technical Education
- Communications & Public Relations
- Curriculum & Instruction
- English Language Learners
- Guidance & Counseling
- Human Resources
- Intervention
- Special Education
- Research, Assessment & Accountability
- Student Services
- Teaching & Learning Development

Special Thanks

The Academic Acceleration Plan design team would like to recognize the teachers, campus administrators, parents and community members that participated in a review of the plan and provide feedback. Your insights were useful for refinement and clarification.

TASK NUMBER: 2		TASK NAME: INTERCESSION AND SUMMER PROGRAMS	
PRIORITIZED NEED(S): 1. Students demonstrating Meets Grade Level performance was below 34% on the 2021 STAAR assessments in the areas of 3rd grade Reading (33%), 4th grade Writing (20%), 8th grade Science (33%), and 5th grade Math (33%).		DATA: * 2021 STAAR (Math, Reading, Science, and Writing)	
PERFORMANCE OBJECTIVE(S): 1. Provide enrichment opportunities to help reduce learning gap and increase test scores.			
STRATEGY	FUNDING SOURCE	STAFF RESPONSIBLE FOR MONITORING	EVIDENCE OF DEMONSTRATED SUCCESS
1. Teachers will provide targeted instruction to students who are required to participate in the STAAR/EOC retest in order to be promoted/graduated.	Federal: Title I, Part A Program (211) Task: 2.1	* Academic Success Team * Campus Administrator	* 60% of students will meet the STAAR Meets Grade Level standard.
2. Students who are credit deficient will participate in online course work in order to gain necessary credits toward graduation.	Federal: Title I, Part A Program (211) Task: 2.1	* Academic Success Team * Campus Administrator	* 80% of students enrolled in online course work will earn the required credits in order to graduate.
3. Provide enrichment opportunities for students participating in the Title I, Part A Program in order to prevent and/or close learning gaps.	Federal: Title I, Part A Program (211) Task: 2.1	* Academic Success Team * Campus Administrator	* Reduction in learning loss as evidenced by achievement data.
4. District and campuses will offer transition programs to incoming Kinder, 6th, and 9th grade students.	Federal: Title I, Part A Program (211) Task: 2.1	* Academic Success Team	* Decreased discipline referrals. * Increased student achievement. * Enrollment in the P-Tech and ECHS programs.
5. Provide opportunities to high school students to prepare for the college admissions process.	Federal: Title I, Part A Program (211) Task: 2.1	* Academic Success Team * Campus Administrator	* Completed Apply Texas applications.

TASK NUMBER: 5		TASK NAME: INSTRUCTIONAL PROGRAMS (INTERVENTION)	
PRIORITIZED NEED(S): 1. Per Garland ISD PEIMS data, there were 1,050 Tier III students identified in the 2020 - 2021 school year.		DATA: * District PEIMS data.	
PERFORMANCE OBJECTIVE(S): 1. Garland ISD will provide a Response to Intervention model for early instructional intervention support to accelerate student learning of students performing below grade level and will decrease the number of identified Tier III students by 3% during the 2022 - 2023 school year.			
STRATEGY	FUNDING SOURCE	STAFF RESPONSIBLE FOR MONITORING	EVIDENCE OF DEMONSTRATED SUCCESS
1. Provide training for intervention specialists on effective teaching strategies or best practices to implement effective and timely assistance to students experiencing difficulty in the classroom.	Federal: Title I, Part A Program (211) Task: 5.1	* Assistant Director of Multi-Tiered Systems of Support * Title I, Part A Program Intervention Trainers	* Improved scores on state assessments.
2. Assistant Director of Multi-Tiered Systems of Support will provide support and training to campus intervention staff.	Federal: Title I, Part A Program (211) Task: 5.1	* Assistant Director of Multi-Tiered Systems of Support	* Training provided for campus staff.
3. Teachers will provide small group intervention and/or computer based intervention to students in need of additional assistance.	Federal: Title I, Part A Program (211) Task: 5.1	* Assistant Director of Multi-Tiered Systems of Support * Title I, Part A Program Intervention Trainers	* Intervention documentation. * Teacher lesson plans.

TASK NUMBER: 6		TASK NAME: COLLEGE, CAREER, AND MILITARY READINESS	
PRIORITIZED NEED(S): 1. College, Career, and Military Readiness accounts for 40% of the Student Achievement domain for high schools in the TEA accountability system and is also measured in the Closing the Gaps domain.			DATA: * TEA Accountability System
PERFORMANCE OBJECTIVE(S): 1. All GISD high schools will earn an A rating for CCMR for 2021-2022 graduates.			
STRATEGY	FUNDING SOURCE	STAFF RESPONSIBLE FOR MONITORING	EVIDENCE OF DEMONSTRATED SUCCESS
1. Develop and implement CCR Curriculum for GISD middle schools to increase student exposure to GISD and post-secondary CCR resources and programs.	Federal: Title I, Part A Program (211) Task:6.1	* Middle School Administrators * Advanced Academics Department * AVID Department	* Class walk through data. * Canvas course usage statistics.
2. Students will utilize Shmoop test prep products for college entrance exam test prep and to prepare for the SAT Suite of Assessments administered in GISD.	Federal: Title I, Part A Program (211) Task:6.1	* Advanced Academics Department	* Shmoop usage data. * Student performance on college entrance exams and SAT Suite of Assessments.
3. Students and staff will utilize materials to assist students with preparing for the P/SAT through the P/SAT Boot Camps and Scholars Academy	Federal: Title I, Part A Program (211) Task:6.1	* Advanced Academics Department	* Practice test data. * Student performance on college entrance exams and the SAT Suite of Assessments.
4. High school campuses will proctor TSIA2 exams to increase the percentage of GISD students that have met TSI requirements.	Federal: Title I, Part A Program (211) Task:6.1	* High School Administrators * Advanced Academics Department * RAAD Department	* TSIA score report data. * Percentage of students passing TSIA2 Math and TSIA2 ELAR. * CCMR Outcomes Bonus.
5. Professional Development opportunities for CCR instructional resources, lesson planning, and strategies for Advanced Academics hosted programs.	Federal: Title I, Part A Program (211) Task:6.2	* Advanced Academics Administration * Program Advisors/Administrators	* PD attendance and products (lessons). * Program student participation and performance.

TASK NUMBER: 7		TASK NAME: HOMELESS AND FOSTER CARE	
PRIORITIZED NEED(S): 1. Garland ISD had 827 students identified as currently experiencing homelessness and 78 students receiving foster care services as of May 2021. 2. Due to COVID-19 there has been an under identification and decreased educational engagement of students.		DATA SOURCE: * 2021 - 2022 PEIMS * 2021 - 2022 ESSA Data * 2021 - 2022 Local Assessment Data.	
PERFORMANCE OBJECTIVE(S): 1. Provide supplemental resources to students identified as currently experiencing homelessness and/or receiving foster care services.			
STRATEGY	FUNDING SOURCE	STAFF RESPONSIBLE FOR MONITORING	EVIDENCE OF DEMONSTRATED SUCCESS
1. Provide resources to students experiencing homelessness such as hygienic products, uniforms, school supplies, transportation, etc.	Federal: Title I, Part A Program (211) Task:7.1	* Student Services Administrator * McKinney-Vento Homeless Contact * Foster Care Contact	* Students improve attendance and scores in state assessments.
2. Students experiencing homelessness and receiving foster care services will have the opportunity to participate in social and emotional learning and support.	Federal: Title I, Part A Program (211) Task:7.1	* Student Services Administrator * McKinney-Vento Homeless Contact * Foster Care Contact	* Students improve their scores in state assessments. * 85% of students experiencing homelessness and receiving foster care services will participate.
3. Students receiving foster care services will have transportation options provided for them.	Federal: Title I, Part A Program (211) Task:7.1	* Student Services Administrator * McKinney-Vento Homeless Contact * Foster Care Contact	* Students improve attendance and scores in state assessments.

TASK NUMBER: 8		TASK NAME: PRIVATE NON-PROFIT SCHOOLS (PNP)	
PRIORITIZED NEED(S): 1. To serve eligible Garland ISD students attending Private Nonprofit schools in the GISD service area.		DATA SOURCE: * 2021 - 2022 ESSA Application. * 2021 - 2022 PNP Data	
PERFORMANCE OBJECTIVE(S): 1. Provide equitable services for all eligible students, as requested.			
STRATEGY	FUNDING SOURCE	STAFF RESPONSIBLE FOR MONITORING	EVIDENCE OF DEMONSTRATED SUCCESS
1. Provide the Region 10 Education Service Center with funding for membership Cooperative fees for membership.	Federal: Title I, Part A Program (211) Task: 8.1	* Federal Programs Grant Manager	* 100% Federal Programmatic Compliance.
2. Provide the Region 10 Education Service Center payment for eligible Private Non-profit student services.	Federal: Title I, Part A Program (211) Task: 8.1	* Federal Programs Grant Manager	* 100% Federal Programmatic Compliance.

TASK NUMBER: 9.9	TASK NAME: BEHAVIOR PROGRAM SUPPORT
-------------------------	--

PRIORITIZED NEED(S): 1. Decrease the percent of exclusionary consequences during the 2021 - 2022 school year.	DATA: * 29% 2020 - 2021 local exclusionary data.
---	--

PERFORMANCE OBJECTIVE(S): 1. Decrease the percent of exclusionary consequences during the 2021 - 2022 school year through the continued professional development of Title I, Part A School wide campus personnel.

STRATEGY	FUNDING SOURCE	STAFF RESPONSIBLE FOR MONITORING	EVIDENCE OF DEMONSTRATED SUCCESS
1. 100% of campus administrators and staff will be provided professional development in effective school wide and classroom Positive Behavioral Interventions and Supports (PBIS) strategies and behavior interventions for students.	Federal: Title I, Part A Program (211) Task: 9.9	* Executive Director of Student Services * Assistant Director of Student Services	* Decreased referrals and suspensions of students.
2. 100% of campus administrators and staff will be provided professional development in effective alternatives to giving exclusionary consequences for specific infractions.	Federal: Title I, Part A Program (211) Task: 9.9	* Executive Director of Student Services * Assistant Director of Student Services	* Decreased referrals and suspensions of students.
3. 85% of campus administrators and staff trained will implement school wide and classroom Positive Behavioral Interventions and Supports (PBIS) strategies, behavior interventions, and alternatives to giving exclusionary consequences for specific infractions.	Federal: Title I, Part A Program (211) Task: 9.9	* Executive Director of Student Services * Assistant Director of Student Services	* 85% campus administrative and staff trained.

TASK NUMBER: 10		TASK NAME: DISTRICTWIDE PROFESSIONAL DEVELOPMENT	
PRIORITIZED NEED(S): 1. 95% of teachers engage in the professional development support needed to teach in remote and hybrid environments, per BrightBytes survey data.		DATA: * BrightBytes Survey Data	
PERFORMANCE OBJECTIVE(S): 1. Provide districtwide training for teachers to address the learning styles of diverse learners in technology-rich environments and to increase implementation of digital learning strategies in secondary classrooms.			
STRATEGY	FUNDING SOURCE	STAFF RESPONSIBLE FOR MONITORING	EVIDENCE OF DEMONSTRATED SUCCESS
1. Provide training for campus administrators and staff in effective school wide and classroom PBIS strategies and behavior interventions for students.	Federal: Title I, Part A Program (211) Task: 10.1	* Digital Learning Coordinator	* Students are working collaboratively with peers, teachers, and experts in their communities and around the world and able to share their experience.
2. Provide training for campus administrators and staff in effective alternatives to giving exclusionary consequences for specific infractions.	Federal: Title I, Part A Program (211) Task: 10.2	* Digital Learning Coordinator	* Teachers will incorporate strategies into lesson plans.

TASK NUMBER: 14		TASK NAME: PARENT AND FAMILY ENGAGEMENT	
PRIORITIZED NEED(S): 1. Parent and Family Engagement campus and district level engagement decreased during the 2020 - 2021 school year.		DATA: * District Parent and Family Engagement Survey	
PERFORMANCE OBJECTIVE(S): 1. Increase parent and family engagement through parent and family education classes, translation services, and staff training.			
STRATEGY	FUNDING SOURCE	STAFF RESPONSIBLE FOR MONITORING	EVIDENCE OF DEMONSTRATED SUCCESS
1. Provide parents and families with information regarding ways to partner with school and support child's social, emotional, and academic growth in an understandable language and format, as appropriate.	Federal: Title I, Part A Program (211) Task: 14.1	* Title I, Parent and Family Engagement Facilitator	* 100% of campuses have Parent and Family Engagement Policy discussed and agreed upon by campus committee representatives, parents, and families. * 100% of campuses have School-Parent Compacts developed with and signed by Parents and Families. * Increased number of parents attending parent meetings, parent-teacher conferences, parent and family trainings, etc. as compared with previous school year.
2. Attend local, state, and national conferences to learn effective strategies for engaging and supporting families.	Federal: Title I, Part A Program (211) Task: 14.1	* Title I, Parent and Family Engagement Facilitator	* Staff evaluations
3. Establish partnership schools to improve school-family partnerships that focus on prioritizing and developing strategies to address campus parent and family engagement needs such as Ready Rosie, Welcoming Walk Throughs, Little Learners, GISD Littles, campus based Parent Contacts, etc.	Federal: Title I, Part A Program (211) Task: 14.1, 14.2, & 14.3	* Title I, Parent and Family Engagement Facilitator	* Staff evaluations * Parent and Family Engagement Surveys * Design Team notes * Professional Development feedback * Attendance

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Discipline Management Programs

Provide discipline Management Programs including prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying or bully-like behavior in school, on school grounds and in school vehicles. [TEC 11.252]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Review discipline data to determine trends and develop appropriate training	1	Principal	Training provided based on campus need
2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyber-bullying.	2.5	Principal	Decrease in cyberbullying incidents
3. School counselors will increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities through classroom instruction.	2.5	School Counselor	Decrease in bullying incidents
4. Encourage students, parents or guardians to report acts of bullying. A student may submit an anonymous report. Parents or students may speak privately to any staff member to report an incident.	2.6	Principal	Information regarding reporting procedures distributed to parents
5. Teachers and staff members are trained in the GISD bullying reporting protocol.	2.6	Principal	Teachers attend training and are familiar with procedures
6. GISD staff conducts anti-bullying workshops for parents and students to increase awareness and prevention of bullying and cyberbullying.	3.2	Guidance and Counseling Department and School Counselor	Bullying workshops are attended and lead to decrease in bullying incidents

Sexual Abuse, Mistreatment of Children. Mental Health Intervention and Suicide Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Increase staff awareness and recognition of issues of maltreatment and sexual abuse of children through training that covers prevention techniques and options for affected students.	2.6	Guidance & Counseling and School Counselor	Staff is aware of child abuse recognition and reporting requirements
2. Provide training on methods for addressing the needs of students including suicide prevention programs and early mental health intervention.	2.6	Guidance & Counseling and School Counselor	Staff is aware of methods for addressing mental health issues including suicide prevention
3. Provide age appropriate classroom instruction in an order to educate students on suicide prevention including warning signs and anonymous reporting procedures.	2.5	Guidance & Counseling and School Counselor	Student awareness is increased

Methods for addressing needs of students for special programs

- a. early mental health intervention and suicide prevention (District only - HB 1386)
- b. conflict resolution programs [TEC 11.252(3)(B)]
- c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
- d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
- e. pregnancy-related services (TEA Addendum)
- f. provisions to improve services to gifted/talented (G/T) students (TEC 11.251-11.253)
- g. supplemental services to homeless students [20 USC 6313(c)(3)]
- h. transportation to foster students [ESSA 1112 (c)(5)(B)(i)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Community Liaisons will provide leadership for school improvement in the areas of climate, discipline management, drug/alcohol prevention, and safety	2.5	Community Liaisons	
2. Prepare age appropriate instruction, counseling, and/or student assemblies in conjunction with drug awareness education classes conducted by the School Resource Officers.	2.5	Guidance & Counseling, School Counselors, SROs	Student awareness is increased
3. Coordinate with the Garland, Rowlett and Sachse Police Departments and other various local organizations to host a community drug and alcohol awareness event at the Curtis Culwell Center.	3.2	Guidance & Counseling, SROs	Coordination between organizations leads to increased awareness
4. The Guidance and Counseling department utilizes character education in elementary schools as an avenue for providing instruction to students in the areas including, but not limited to the following: motivation to achieve, decision-making, interpersonal skills, cross-culture effectiveness, and responsible behavior.	2.5	Guidance & Counseling and School Counselor	Character Education programs are implemented on campuses
5. Highly trained dyslexia therapists provide dyslexia therapy/instruction to students identified with dyslexia in K-12. Identified students will receive an appropriate dyslexia program, utilizing curriculum based on student needs and delivered using multisensory methods that are systematic and sequential and meets the criteria of the Texas Dyslexia Handbook, 2018. The program used is implemented with fidelity as required by the curriculum and is provided four days/week for 60 minutes or five days/week for 45 minutes.	2.6	Asst Director Special Education	Dyslexia programs provide appropriate services to identified students
6. Provide pregnant or parenting students access to parenting skills classes as well as career training and job acquisition skills through a wide variety of Career and Technical classes offered in GISD.	2.6	CTE	Pregnant or parenting students are able to access necessary support services
7. Provide a child care center specifically designed to care for the newborn infants until they are old enough to move to a regular child care setting.	2.6	CTE	Parenting students are able to return to school
8. Ensure that teachers of record for identified gifted/talented (G/T) students meet state-mandated training requirements and	2.4	Principal, G/T Department	Documentation in lesson plans, classroom walkthroughs

differentiate instruction to meet student needs as per the District's G/T service design.			
9. Provide homeless students with supplemental materials and services; school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	2.6	District Homeless Liaison, Student Services Dept	Students are provided supplemental materials and services
10. Provide transportation services to students in foster care.	2.6	District Foster Care Liaison	Students are provided transportation services

Harassment and dating violence [TEC 37.001]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide instruction on healthy relationships to all middle and high school students in an effort to engage, educate, and empower students to prevent unhealthy relationships and decrease teen dating violence.	2.6	School Counselors	Student and Staff awareness is increased
2. Counselors will provide counseling and/or refer students to local community agencies when the need arises.	2.6	Guidance & Counseling Department and School Counselor	Information is distributed to parents
3. Increase staff awareness and recognition of issues regarding teen dating violence abuse of children through training that covers prevention techniques and options for affected students.	2.6	Guidance & Counseling Department and School Counselor	Staff is aware of child abuse recognition and reporting requirements

Highly Effective Teachers

Recruit and retain highly effective teachers and ensure that instruction will be provided by certified teachers, per district standards.

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	1	HR	Pools of candidates are created
2. Increase minority candidates for positions which more adequately reflects the student population.	1	HR and Principal	The number of minority candidates interviewed and hired increases
3. Provide on-going training and development for mentors (current Project GOAL program).	2.4	HR	Training is provided for mentors
4. Principals assign a veteran teacher on the campus to "mentor" the first-time teachers. There are also additional mentor resources available at the district level.	2.4	Principal	First-time teachers are provided with an adequate level of campus and district support
5. During the school year, there are regular staff development activities scheduled for both first-year and veteran staff members.	2.4	HR/Principal	Staff development activities are held throughout the school year
6. Opportunities are provided for promotion within the district. The district actively encourages campus internships for teachers	1	HR	The district promotes internal candidates

working on advanced degrees that require an internship as part of their coursework and for teachers who have been identified as leaders by their supervisors.			
---	--	--	--

Texas Behavior Support Initiative

Training for Texas Behavior Support Initiative (TBSI) relating to the instruction of students with disabilities and designed for educators who work primarily outside the area of special education.

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Each campus has several members serving on a CORE Team (an administrator, a general education teacher, and a special education teacher are required).	2.6	Principal Special Education Department	Each campus has a full CORE team
2. CORE Team members must attend the Nonviolent Crisis Intervention (NVC) training and complete the Texas Behavior Support Initiative (TBSI) modules.	2.6	Principal Special Education Department	CORE team members attend training
3. CORE Teams will observe and provide support in a crisis situation.	2.6	Principal Special Education Department	CORE team members are able to provide appropriate support

Post-Secondary Readiness

Strategies for providing to students, teachers, counselors, and parents information about: 1. Higher education admissions and financial aid opportunities, 2. TEXAS grant program, 3. Teach for Texas grant programs, 4. The need for students to make informed curriculum choices to be prepared for success beyond high school, 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. GISD Ready website provides information about college and career planning, financial aid opportunities, career exploration and other helpful information related to college and career.	2.5	Advanced Academics and Guidance & Counseling Department	Ready website is kept current and updated
2. Provide FAFSA workshops to assist students and parents complete the application for financial aid.	3.2	Guidance & Counseling Department and School Counselor	Students and parents complete the FAFSA
3. Scholarship announcements are made through the campus Go Centers and guidance office as they become available during the school year.	2.6	Guidance & Counseling Department and School Counselor	Students are made aware of scholarships
4. Provide an opportunity for high school juniors, seniors and their parents to meet with representatives from more than 120 participating colleges and the military.	3.2	Guidance and Counseling Department	College fair is provided for students and parents

Title I, Part C, Migrant Education Program

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
GISD will provide identified migrant students with instructional support services such as tutoring, summer school, intervention and/or credit recovery.	2.5 2.6	FACE/Student Services Region 10	Migrant students are provided with educational services
GISD staff will ensure that migrant students and parents receive timely information about graduation requirements and post high school opportunities.	3.2	FACE/Student Services Region 10	Migrant students and parents are aware of graduation requirements and post high school opportunities
Improve communication with parents of migrant students, informing families of resources and services available to meet the educational, health, and emotional needs of students.	3.2	FACE/Student Services Region 10	Migrant students and parents are referred to resources for services to help meet their needs

Drop Out Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide comprehensive staff development for school personnel so that they may recognize environmental, familial, economic, social, developmental, and psychosocial factors which may contribute to a student's failure to complete high school.	2.6	Student Services	Training provided
2. Provide appropriate in-school curricular and non-curricular programs and services to identified at-risk students and students who manifest recognized dropout predictors or characteristics.	2.6	Campus Staff	At risk students are members of in-school curricular and non-curricular programs
3. Access available community media outlets to conduct an awareness campaign to publicize the dropout problem and describe effective preventive techniques, programs, and services that are available.	2.6	Student Services	Media assists in awareness
4. Solicit the support and encourage involvement of the community's diverse groups and organizations. Develop a centralized system for collection, organization, maintenance, and dissemination of at-risk student data.	2.6	Student Services	Centralized system is created and utilized for dissemination of at-risk student data
5. Provide students with academic alternatives to dropping out through grade recovery, cycle recovery, credit recovery, online courses, summer school, and non-traditional options.	2.6	Special Programs	Students who experience failure complete recovery efforts

Coordinated School Health

Include any coordinated school health activities and their evaluation in the campus improvement plan as well as methods to ensure that students participate in the required physical activity and any other activity recommended by the School Health Advisory Council. [TEC 11.253(d3)(10)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Qualified teachers use best practices when teaching physical activity. Structured physical activity is provided at least 135 minutes weekly for elementary students. Middle school students complete a minimum of 225 minutes of physical activity every two weeks for 4 semesters.	2.5	Principal	Structured activity is in the elementary master schedules for the required weekly minutes. Middle school students are enrolled in at least 4 semesters of physical education (or equivalent substitute)
2. Health services are provided for students by qualified professionals such as physicians, nurses, dentists and other allied health personnel from within the school and from the community to assess, protect and promote health.	2.6	Nurse	Health services are provided by Clinic Services
3. School Nutrition Services offer students a variety of nutritious and appealing meals that accommodate the health and dietary needs of all students.	2.6	Student Nutrition Services	Students are served nutritious meals
4. Counselors provide services to students to improve mental, emotional and social health and include individual and group assessments, interventions, and referrals.	2.5	Guidance & Counseling Department and School Counselor	Students are provided appropriate counseling services or are given referrals to services
5. Each elementary and middle school campus wellness team (physical education teacher, school nurse, administrator, cafeteria representative) creates a calendar detailing all of the coordinated school health activities during the school year.	2.6	Principal District Health/Physical Education Coordinator	Campus CSH calendars are turned into the Health/Physical Education Coordinator before the end of the first six weeks. A re-cap of activities is submitted during the last six weeks of each school year.
6. Incorporate staff wellness on campus and promote District employee wellness activities throughout the year.	1	Principal Employee Wellness Campus Wellness Teams	Employee Wellness implements the District Health Improvement Plan which includes activities and initiatives for employees throughout the year. Yearly evaluation and tracking.



2021 - 2022 GARLAND INDEPENDENT SCHOOL DISTRICT TRANSLATION PROCEDURES

As required under the Every Student Succeeds Act, each District and Campus Improvement Plan, Parent and Family Engagement Policy, and School-Parent Compact must be in an understandable and uniform format, written in a language parents can understand, and made available to the public. For the 2021 – 2022 school year, the Garland Independent School District will translate the District and Campus Improvement Plan, Parent and Family Engagement Policy, and School-Parent Compact in English and Spanish and make accessible to parents and the community. Each campus will provide oral translation of documents, in other languages, as requested by parents or public.

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: Garland ISD
Region: Region 10

Priority for Service (PFS) Action Plan

Filled Out By: Jesús Navarrete
Date: September 2021 - August 2022

School Year: 2021 - 2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s):</p> <p>To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.</p> <p>To ensure that Priority for Services (PFS) students are being served first and foremost in addressing their individualized academic needs.</p>	<p>Objective(s):</p> <p>To advance student success the following will be implemented:</p> <ol style="list-style-type: none"> 1. The progress of the student will be monitored by the ESC MEP in coordination with appropriate school district personnel who have Priority for Service students. Since progress will be determined by the grading system of the school district, it will be monitored using the Priority for Service (PFS) Student Progress Review forms. Academic goals will be revised according to the academic success of the students as outlined in their respective PFS Progress Review Sheets. 2. The progress and determined needs of the PFS will be communicated to appropriate personnel identified in the Action Plan in order to support academic success. 3. The services and/or resources provided in the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the rigorous curricula implemented in the state of Texas. (See Migrant Education Program PFS/Migrant Plan of Action-SDP)
--	--

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September 1 – August 31 of the program year.	NGS Specialist	PFS Report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Beginning of each academic school year.	District Migrant Education Program (MEP) Contact Regional ESC MEP Staff	Completed PFS Action Plan Quarterly Priority for Service (PFS) Student Progress Review forms
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Quarterly or at the end of each grading term	District Staff	PAC Meeting documentation, phone and emails, home visit logs
<ul style="list-style-type: none"> During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Telephone and mail logs, parent signatures of home visits
Additional Activities			
<ul style="list-style-type: none"> 			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms, agendas, sign-in sheets, telephone and mail logs, A Bright Beginnings Documentation
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing	District MEP Contact Regional ESC MEP Staff	Priority for Service (PFS) Student Progress Review forms
Additional Activities			
<ul style="list-style-type: none"> 			

Erica Carbajal

LEA Signature

Date Completed



ESC Signature

Date Received











PFS Action Plan 2021-2022

Final Audit Report

2021-09-17

Created:	2021-09-16
By:	Jesus Navarrete (jesus.navarrete@region10.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAjMYHbuLawqDp52br7zCsVWSJki2XiNwP

"PFS Action Plan 2021-2022" History

-  Document created by Jesus Navarrete (jesus.navarrete@region10.org)
2021-09-16 - 1:59:30 PM GMT- IP address: 209.152.4.58
-  Document emailed to Maria Ortiz (mortiz@garlandisd.net) for signature
2021-09-16 - 1:59:33 PM GMT
-  Email viewed by Maria Ortiz (mortiz@garlandisd.net)
2021-09-16 - 1:59:57 PM GMT- IP address: 104.47.55.126
-  Jesus Navarrete (jesus.navarrete@region10.org) replaced signer Maria Ortiz (mortiz@garlandisd.net) with Erica Carbajal (ECarbajal@garlandisd.net)
2021-09-16 - 2:20:46 PM GMT- IP address: 209.152.4.58
-  Document emailed to Erica Carbajal (ECarbajal@garlandisd.net) for signature
2021-09-16 - 2:20:46 PM GMT
-  Email viewed by Erica Carbajal (ECarbajal@garlandisd.net)
2021-09-16 - 2:39:59 PM GMT- IP address: 207.235.146.90
-  Document e-signed by Erica Carbajal (ECarbajal@garlandisd.net)
Signature Date: 2021-09-16 - 8:04:52 PM GMT - Time Source: server- IP address: 207.235.146.90
-  Document emailed to Jesus Navarrete (jesus.navarrete@region10.org) for signature
2021-09-16 - 8:04:53 PM GMT
-  Document e-signed by Jesus Navarrete (jesus.navarrete@region10.org)
Signature Date: 2021-09-17 - 2:20:21 PM GMT - Time Source: server- IP address: 209.152.4.60
-  Agreement completed.
2021-09-17 - 2:20:21 PM GMT



Garland Independent School District Board of Trustees

Date of Meeting: October 26, 2021

Agenda Item: HB3 Academic Growth Plans and Goals: Early Childhood Literacy & Math Proficiency and CCMR

Agenda Section: Action Item

Administrator Responsible: Veronica Salgado Joyner, Director of Research, Assessment and Accountability
Megan Frankenberg, Administrator, Early Learning Program
Traci Vickery, Coordinator, Elementary Math
Kevin Massey, Administrator, Advance Academics

Board Goal Objective:

OBJECTIVE A: EARLY LITERACY (Reading)

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading.

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Summary/Background Information:

House Bill 3 (HB 3) amends Texas Education Code (TEC) to add Sec. 11.185 and 11.186 to include plans that target early childhood (EC) literacy and math proficiency and college, career, and military readiness (CCMR). The purpose of this agenda item is to provide an annual review of the goals, set forth by the Board of Trustees. The presentation materials include the annual goals, annual targets for students in each group evaluated under Domain 3 – Closing the Gaps, of the accountability system, as well as the action plans for each area.

Administrative Recommendations:

Administration recommends approval.

Memo

To: GISD School Board Trustees

From: Veronica Salgado Joyner, Director of Research, Assessment & Accountability
Megan Frankenberg, Administrator, Early Learning Program
Traci Vickery, Coordinator, Elementary Math
Kevin Massey, Administrator, Advance Academics

CC: Dr. Ricardo López, GISD Superintendent
Dr. Susanna Russel, Chief Leadership & Academics Officer

Date: October 19, 2021

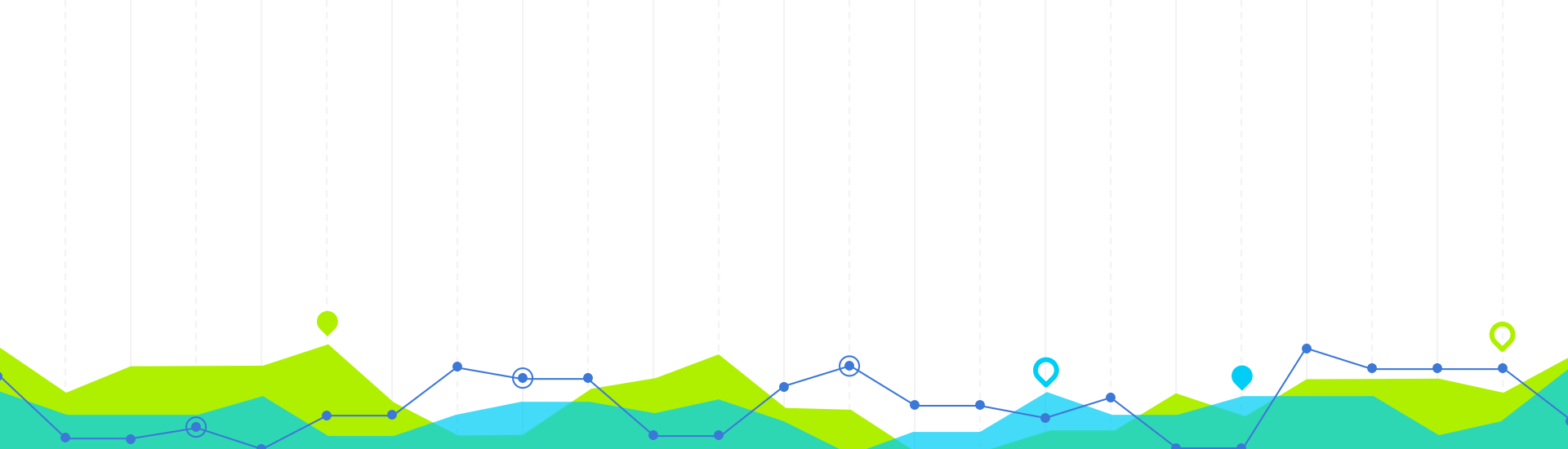
Subject: HB3 Improvement Plans: Early Childhood Literacy & Math Proficiency and CCMR

During the upcoming School Board Meeting, scheduled for October 26, 2021, we will be sharing an Action Item regarding the 2021 Academic Growth Plans for Early Childhood Literacy & Math, as well as College, Career, Military Readiness (CCMR). This is in accordance with the requirements of House Bill 3 passed by the 86th Texas Legislature in 2019 and legal policy EA – Instructional Goals and Objectives. The goal of this presentation provide an overview of the goals and growth plans for each area. There are not any changes to the presentation or materials, as they were presented on October 12, 2021, during the District Affairs Committee meeting.

In anticipation of the District Affairs Committee, we have prepared the following documents:

- A draft of the presentation to be shared during the meeting;
- A TEA one-page summary of House Bill 3 (2019);
- A goal report for literacy;
- A goal report for mathematics;
- A goal report for CCMR; and
- A monthly CCMR target report

We look forward to sharing this information with you and responding to any questions you may have.



HOUSE BILL 3: BOARD ADOPTED GOALS AND PL

Legal Policy EA Instructional Goals and Objectives

Board of Trustees Meeting October 26, 2021

House Bill 3: Board Adopted Goals

Statute requires school boards to adopt detailed plans developed by their management teams that contain specific, quantifiable goals in three areas:

1

Early childhood literacy proficiency

- The percentage of students in grade 3 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase from 48.2% in 2017 to 90% by 2026.

2

Early childhood math proficiency

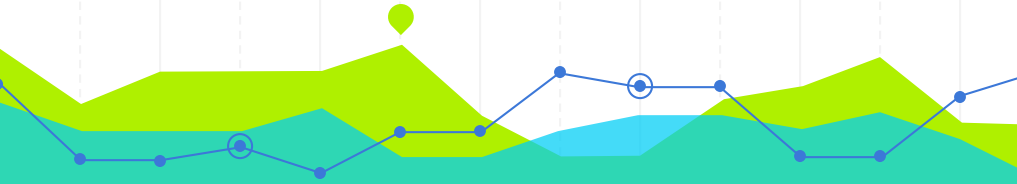
- The percentage of students in grade 3 demonstrating early mathematics, as measured by Meets Grade Level performance on STAAR Mathematics, will increase from 50.5% in 2017 to 90% by 2026.

3

College, career, and military readiness

- The percentage of graduates that meet the criteria for CCMR will increase from 59.1% in August 2019 (Class of 2018) to at least 80% by August 2025 (Class of 2024).

READING



CAMPUS INFORMATION

DISTRICT NAME	GARLAND INDEPENDENT SCHOOL DISTRICT	CAMPUS NAME	--
DISTRICT NUMBER	057909	CAMPUS NUMBER	057909
SUPERINTENDENT	DR RICARDO LOPEZ	PRINCIPAL	--

GISD Board Goal: Early Childhood Literacy Outcome

The percentage of students in grade 3 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase from 48.2% in 2017 to 90% by 2026.

GISD Board Goal Yearly Targets: All Grade 3 Students

	2020 & 2021	2022	2023	2024	2025	2026
TEXAS	44%	44%	44%	52%	52%	52%
GARLAND ISD	59%	65%	71%	78%	84%	90%

Closing the Gaps Grade 3 Student Group Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
TX TARGETS (thru 2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
2017 (actual)	49%	39%	44%	62%	na	68%	na	68%	42%	44%	28%	na	na	na
2018 (actual)	45%	33%	42%	58%	na	58%	na	48%	38%	41%	26%	36%	45%	43%
2019 (actual)	48%	37%	45%	56%	na	67%	na	60%	43%	48%	26%	36%	48%	46%
2020 & 2021	57%	55%	57%	58%	.	74%	.	64%	56%	57%	54%	55%	57%	57%
2022	64%	63%	64%	64%	.	78%	.	65%	64%	64%	63%	63%	64%	64%
TX TARGETS (thru 2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	39%	31%	31%	54%	50%
2023	70%	70%	70%	70%	.	81%	.	70%	70%	70%	70%	70%	70%	70%
2024	76%	76%	76%	76%	.	85%	.	77%	76%	76%	76%	76%	76%	76%
2025	83%	83%	83%	83%	.	88%	.	83%	83%	83%	83%	83%	83%	83%
2026	89%	89%	89%	89%	.	90%	.	89%	89%	89%	89%	89%	89%	89%

bold font = goals
italics font = projected performance
 non-bold font = actual performance

Early Childhood Action Plan: Literacy

Increased & Adjusted Instructional Minutes

- PreK Expansion
- 150 minutes of Literacy & Social Studies Integration
- Aligned Structured Literacy Framework with emphasis on Foundational Skills
- Personalized Small group Instruction

Reading Academy

- Science of Reading
- Systematic Implementation model
- Early Literacy Support Teachers provide job embedded coaching
- PreK Coaching & weekly PLC

Sheltered Instruction

- Embedded instructional strategies to increase language acquisition, ie: BeGLAD

Early Literacy Support Teachers have been placed at every elementary campus to provide coaching, modeling, and training to ensure best practices in literacy instruction.

Accountability will be measured by student growth in CIRCLE, mCLASS, MAP, CBAs & STAAR.

CAMPUS INFORMATION			
DISTRICT NAME	GARLAND INDEPENDENT SCHOOL DISTRICT	CAMPUS NAME	--
DISTRICT NUMBER	057909	CAMPUS NUMBER	057309
SUPERINTENDENT	DR RICARDO LOPEZ	PRINCIPAL	--

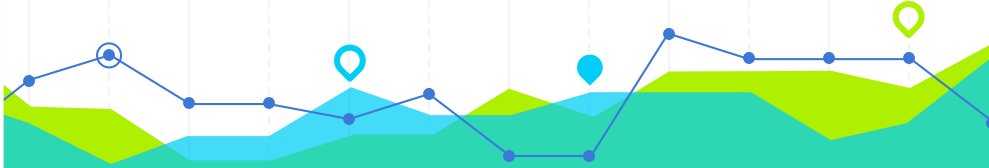
GISD Board Goal: Early Childhood Mathematics Outcome
 The percentage of students in grade 3 demonstrating early mathematics, as measured by Meets Grade Level performance on STAAR Mathematics, will increase from 50.5% in 2017 to 90% by 2026.

GISD Board Goal Yearly Targets: All Grade 3 Students						
	2020 & 2021	2022	2023	2024	2025	2026
TEXAS	46%	46%	46%	54%	54%	54%
GARLAND ISD	59%	65%	71%	78%	84%	90%

Closing the Gaps Grade 3 Student Group Yearly Targets														
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
TX TARGETS (thru 2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
2017 (actual)	51%	39%	48%	62%	na	77%	na	52%	45%	51%	33%	na	na	na
2018 (actual)	49%	36%	47%	58%	na	69%	na	51%	44%	49%	29%	46%	50%	42%
2019 (actual)	53%	40%	51%	62%	na	79%	na	53%	47%	56%	32%	54%	54%	47%
2020 & 2021	58%	56%	58%	66%	.	83%	.	58%	57%	58%	55%	58%	58%	57%
2022	64%	64%	64%	69%	.	86%	.	64%	64%	64%	63%	64%	64%	64%
TX TARGETS (thru 2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	49%	34%	44%	55%	53%
2023	70%	70%	70%	71%	.	90%	.	70%	70%	70%	70%	70%	70%	70%
2024	76%	76%	76%	76%	.	93%	.	76%	76%	76%	76%	76%	76%	76%
2025	83%	83%	83%	83%	.	97%	.	83%	83%	83%	83%	83%	83%	83%
2026	89%	89%	89%	89%	.	95%	.	89%	89%	89%	89%	89%	89%	89%

bold font = goals italics font = projected performance non-bold font = actual performance
 (omit goals = 80%) (omit goals = 80%) (omit goals = 80%)

5050	80%	80%	80%	80%	.	80%	.	80%	80%	80%	80%	80%	80%	80%
5052	83%	83%	83%	83%	.	83%	.	83%	83%	83%	83%	83%	83%	83%
5054	30%	30%	30%	30%	.	30%	.	30%	30%	30%	30%	30%	30%	30%
5053	30%	30%	30%	30%	.	30%	.	30%	30%	30%	30%	30%	30%	30%
5055	80%	80%	80%	80%	.	80%	.	80%	80%	80%	80%	80%	80%	80%
5056	80%	80%	80%	80%	.	80%	.	80%	80%	80%	80%	80%	80%	80%



MATHEMATICS

Early Childhood Action Plan: Math

Increased & Adjusted Instructional Minutes

- PreK Expansion
- 120 minutes of Structured Math Block
- Personalized Small group Instruction & Guided Math
- Imagine Math and ST Math

Math Academy

- Guided Math Book Study
- Productive Math Struggle Book Study
- Instructional Support teachers provide job embedded coaching

Sheltered Instruction

- Embedded instructional strategies to increase language acquisition
- Learning Bridge Lessons
- TELPAS Speaking Activities

18 Instructional Support Teachers have been placed at 27 elementary campuses to provide coaching, modeling, and training to ensure best practices in math instruction.

Accountability will be measured by student growth in CIRCLE, MAP, CBAs & STAAR.



GISD CCMR Plan 2021-2022



Reminder- A Call to Action

- Texas Higher Education Coordinating Board launched the 60x30TX plan in 2015.
- GISD Class of 2008, 2009, & 2010 only 44% of GISD graduates during those years had earned an industry certification and/or college degree within 6 years of high school graduation.
- In 2018, the GISD Board of Trustees set an ambitious goal to exceed state CCMR expectations by establishing a goal of 80% of GISD graduates demonstrating College, Career and Military Readiness.

CCMR Indicators

- TSI Criteria in ELA & Math (TSI-A, SAT, ACT, College Prep)
- AP/IB exam criterion score (AP score ≥ 3 , IB score ≥ 4)
- DC credits (3 hours in Math OR ELA, OR ≥ 9 hours any subject)
- Enlist in the Armed Forces
- Earn an Industry-Based Certification
- Earn an Associate Degree
- Graduate with completed IEP and Workforce Readiness
- Complete an OnRamps Dual Enrollment Course (Qualify for College Credit)
- Graduate under an Advanced Degree Plan as Current Special Ed Student
- Earn a Level I or Level II Certificate
- *New* Complete a Program of Study in CTE

GISD Actions for CCMR Success



CTE

Matched CTE programs to DC and IBC
Programs of Study
Innovative certification testing
Budget prioritization for CCMR



College for All

AP, IB, Dual Credit, & OnRamps
Texas College Bridge
PSAT θ , PSAT/NMSQT
SAT School Day & ACT District Testing



TSI

TSIA Success Coaches
P/SAT Boot Camp Coaches
Shmoopstest prep
All HS are TSIA2 testing institutions



SPED & Military

CCMR coding and ARDs
Military recruitment interest forms



Goal Setting & Progress Tracking

Individualized student CCMR Plans
OnDataSuite(ODS) Early Warning System
Campus CCMR Teams
District CCMR Team



Recognition

CCMR Bulletin Boards
College Board Recognition Programs (African American, Hispanic, and Indigenous Scholars)
AP Scholars Certificates & Medals
CCMR Graduation Medals

GISD CCMR Achievements

Students

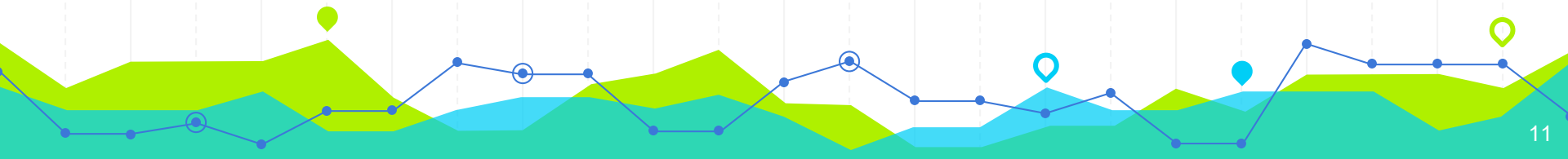
81.3% of graduating Class of 2021 met at least one CCMR indicator

“A” District

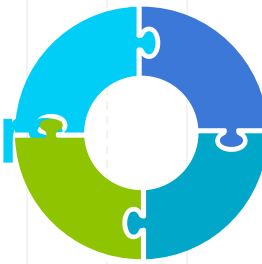
All GISD HS campuses have achieved “A” ratings in CCMR

Outcomes Bonus Funding

Millions of dollars received from the TEA for CCMR performance



CCMR Difference Makers



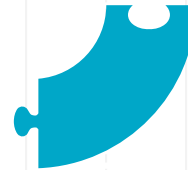
GISD Students & Parents

CCMR Student Ambassadors



GISD Teachers

All teachers
All subjects
CCMR Ambassadors



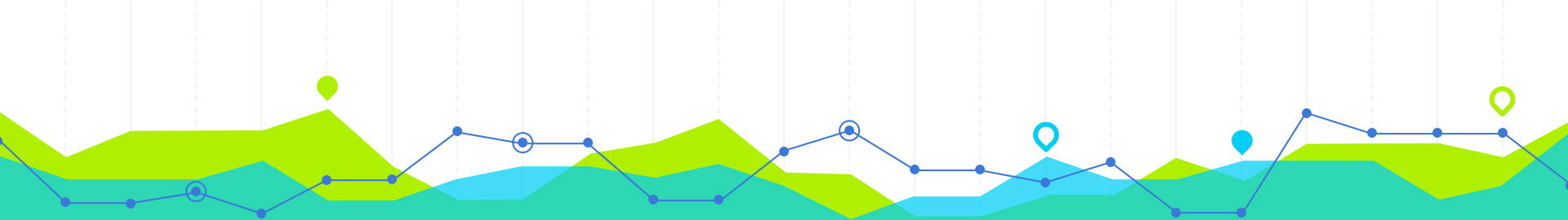
GISD Campus & District Leadership

Principals
Assistant Principals
CCMR Campus Teams
Counselors
RTI Facilitators
Magnet Advisors



GISD Board of Trustees

College for All Commitment
HS Magnets
All students means ALL!
AP/IB Exams
SAT/ACT/TSIA2 Exams



Questions?

House Bill 3

86th Texas Legislature



HB 3 Bill Summary

House Bill 3 (HB 3), a sweeping and historic school finance bill, was passed by the 86th Texas Legislature in 2019 and signed by Governor Greg Abbott. The bill can be broken down into four major policy areas:



Supports Teachers and Rewards Teacher Excellence



Increases Funding and Equity



Focuses on Learning and Improving Student Outcomes



Reduces and Reforms Property Taxes and Recapture



SUPPORTS TEACHERS AND REWARDS TEACHER EXCELLENCE

- **Basic Allotment (BA) is increased from \$5,140 to \$6,160, which increases the minimum salary schedule (MSS) between \$5,500 - \$9,000 per creditable year of service (CYS) (HB 3 Section 1.021, 1A.005)**
- **Any year the BA is increased, districts must allocate 30% of their year-over-year budget increase toward full-time employee compensation increases - 75% for teachers, counselors, nurses, and librarians (1.021, 1A.005)**
 - ▶ Districts must report to the Legislature on salary and wage increases for the 2019-2020 school year (5.008) **by December 1, 2020**
- **The increased MSS means the state will pay more for Teachers Retirement System (TRS) contributions for teachers, so districts pay less out of their own budgets**
 - ▶ Amends language to specifically require Districts of Innovation (DOI) and charters to pay the TRS state contribution on the amount above MSS (1.062)
- **Establishes a Teacher Incentive Allotment with a stated goal of a six-figure salary for teachers and to prioritize high needs areas and rural district campuses (1.031)**
 - ▶ Districts designate Master, Exemplary, or Recognized teachers for a five- year period if they meet established criteria (2.008)
 - Designations based on T-TESS or alternative local appraisal, given standards adopted by TEA and overseen by Texas Tech University (2.008, 2.007)
 - Automatic designation as Recognized if a teacher is Nationally Board Certified. (2.008)

Unless otherwise noted, everything applies for the '19-20 school year



SUPPORTS TEACHERS AND REWARDS TEACHER EXCELLENCE

- ▶ Master Teacher = \$12,000 to \$32,000; Exemplary Teacher = \$6,000 to \$18,000; and, Recognized Teacher = \$3K to \$9K, based on teacher's placement in a campus that is rural or that has a higher compensatory education weight. [\(1.031\)](#)
 - Prior Master Teacher certificates have been repealed [\(2.006; 4.001\)](#)
- **Establishes a Teacher Mentorship program to fund stipends to mentors and other costs associated with mentoring teachers in their first two years [\(1.031\)](#)**
 - ▶ Districts must meet certain quality requirements when implementing their mentoring programs, including training mentors, and the areas of focus for the mentor/mentees including data driven instruction (DDI) practices. [\(2.009\)](#)
- **Further protects students and the integrity of the teaching profession by creating a Do-Not-Hire Registry that ensures non-certified personnel will not work at schools if they have abused a child or had an inappropriate relationship with a minor. This applies to districts, charters, and DOIs [\(2.001; Article 2A\)](#)**



FOCUSES ON LEARNING AND IMPROVING STUDENT OUTCOMES

Prioritizing Early Literacy, Including Pre-K

- **Requires Boards of Trustees to develop and post early childhood literacy and mathematics proficiency plans that set specific annual goals [\(2.003, 2.035\)](#)**
- **Requires full day Pre-K for 4-year-olds and the programs to comply with High-Quality measures in statute, with waivers allowed and new reporting requirements [\(2.019 - 2.030, 4.001\)](#)**
 - ▶ Requires districts to consider partnerships with high-quality providers prior to building or leasing new facilities for Pre-K [\(2.019, 2.029\)](#)
 - ▶ Requires TEA to make available up to two diagnostic tools to determine early literacy readiness at the beginning of Kindergarten, and allow optional diagnostic of mathematics and other school readiness domains. TEA must also publish Kindergarten readiness data in new ways [\(2.012\) 2020–2021 School Year](#)
- **Establishes an Early Education Allotment for students in grades K-3 who are educationally disadvantaged (i.e. eligible for free and reduced lunch) or limited English proficiency funded at 0.1 per Average Daily Attendance (ADA). [\(1.031\)](#)**
 - ▶ Eligible uses of funds include programs and services designed to improve performance in Pre-K through 3rd grade reading and math [\(1.031\)](#)
- **Establishes a new Dyslexia Allotment of 0.1 per ADA [\(1.027\)](#)**
- **Adds an extra 0.05 weight for dual language immersion/one-way or two-way programs for non-English speakers (0.05 for an English speaker in a two-way) [\(1.030\)](#)**
 - ▶ Requires TEA to develop tools to assist districts and charters in bilingual education [\(2.016\)](#)



FOCUSES ON LEARNING AND IMPROVING STUDENT OUTCOMES

- **Requires several reading practice improvements (2.013)**
 - ▶ Requires all districts and charters provide for the use of a phonics curriculum that uses systematic direct instruction in K-3 (2.013)
 - ▶ Requires all K-3 teachers and principals to go through reading academies (ESCs offer this training) (2.013)
 - ▶ Requires districts to prioritize the placement of highly effective teachers in K-2 (2.013)
 - ▶ Requires districts to integrate reading diagnostics in Pre-K-3 (2.013)
 - ▶ Requires Commissioner to create an early reading advisory committee (2.013)
- **Requires State Board for Educator Certification to adopt rules that require all new Pre-K-6 teachers to pass a science of teaching reading exam (2.005) January 1, 2021**

Improving College, Career, and Military Readiness

- **Requires Boards of Trustees to develop and post CCMR plans that set specific annual goals (2.003, 2.035)**
- **Establishes a CCMR Outcomes Bonus with funding paid for each annual graduate above a certain threshold percentage. (1.031) The amounts and likely threshold percentages are:**
 - ▶ Educationally disadvantaged - \$5,000 each above the first 13% of CCMR graduates
 - ▶ Non-educationally disadvantaged - \$3,000 each above the first 25% of CCMR graduates
 - ▶ Special Education - \$2,000 for each CCMR graduate
 - ▶ Commissioner shall conduct a study on alternative career readiness measures for small and rural districts for the bonus (1.031)
- **Reimburses districts to ensure students are given at least one college preparation assessment (TSIA, SAT, ACT) and at least one industry certification exam by graduation (1.035, 1.036, 2.031; 2.034)**
- **Expands CTE funding from grades 9-12 to grades 7-12 and adds technology application courses (like computer science) for funding (1.030)**
- **Districts receive an extra \$50 per student in P-TECH and New Tech High School models (1.030)**
- **Requires completion of a FAFSA prior to graduation (2.014, 2.015) 2021–2022 School Year**
 - ▶ Allows for a parental, counselor or self (over 18) opt out (2.015)
 - ▶ Commissioner must establish an advisory committee (2.015)
- **The High School Allotment has been repealed, with funding available for these other CCMR investments (4.001)**



FOCUSES ON LEARNING AND IMPROVING STUDENT OUTCOMES

Increasing Support for Special Education

- Increases Mainstream Special Education weight from 1.1 to 1.15 *(1.025)*
- Requires the Commissioner to establish the Special Education Allotment Advisory Committee and provide a report with assistance from the Legislative Budget Board, Governor's Office, and the Legislature *(1.026)* By May 2020
- Encourages districts and charters to provide an incentive for teachers who complete training on Autism provided by a regional Education Service Center *(2.010)*

Expanding Learning Opportunities

- Establishes an extended-year incentive for districts that provides funding on a half-day basis for up to 30 additional instructional days over 180 days in grades PK-5 *(1.014, 1.003)* 2020–2021 School Year
 - ▶ Optional for districts and students; Requires TEA to provide technical assistance *(2.011)*
- Allows the Commissioner to establish a grant program with a private entity for summer programs offering CTE courses *(2.032)*
- Establishes a blended learning grant program, including through Math Innovation Zones, with priority for a program for high populations of educationally disadvantaged students *(2.033)*
- Sets up a high school equivalency reimbursement program in coordination with the Texas Workforce Commission *(1.046)*



INCREASES FUNDING AND EQUITY

- Increases compensatory education weight from 0.2 to one of five values from 0.225 - 0.275 based upon the census tier for educationally disadvantaged students *(1.028)*
 - ▶ Students' census block groups are determined from their home address. Census block groups are put into one of 5 tiers based on the severity of poverty using four factors: poverty measured by median household income, average educational attainment of population, percentage of single parent households, and the rate of homeownership
 - ▶ These same census tiers are used for the Teacher Incentive Allotment
 - ▶ Requires Commissioner to establish an advisory committee on compensatory education *(1.029)*
- Adds a new allotment of \$275 per student in ADA in a Residential Placement Facility or Dropout Recovery School *(1.034)*
- Eliminates the Cost of Education Index, so districts no longer receive funding based on a decades-old metric *(4.001)*, with funding redirected to the basic allotment
 - ▶ Requires TEA to study geographic variations in resource costs and costs of education including transportation *(1.019)*



INCREASES FUNDING AND EQUITY

- **Amends statute from previous year to current year property values (1.040), with funding redirected to the basic allotment**
 - ▶ This has the effect of funding all districts in Tier One the same based on formulas regardless of property wealth
- **Gifted & Talented (GT) funding is no longer provided based on identification, and instead all districts receive this funding through the basic allotment (2.017, 2.018)**
 - ▶ Requires each district to adopt a policy regarding use of funds for GT programs & certify compliance (2.017, 2.018)
 - ▶ Requires Commissioner to reduce funds to any district in non-compliance by an amount equal to the prior GT allotment (2.018)
- **Transportation Allotment is now given to all districts (including recapture ISDs)**
 - ▶ Funding is provided as a per-mile reimbursement rather than a linear density calculation as well as funding for transit to colleges for dual credit and workplaces for work-based learning (1.033)
- **The Available School Fund now equally funds all schools (including non-recapture ISDs) (1.041)**
- **Establishes the Fast Growth Schools Allotment for districts in the top 25% of enrollment growth at a 0.04 weight per ADA (1.031)**
- **Increases the cap allowed annually for New Instructional Facility Allotment (NIFA) from \$25M to \$100M (1.033)**
- **1992/93 Hold Harmless provision is phased out 20% per year over five years (Equalized Wealth Transition Grants) (1.043)**
- **Amends statute so that disaster aid, when appropriated, applies equally to recapture and non-recapture districts. (Recapture offset is no longer a funding source) (1.015, 1.042, 4.001)**
 - ▶ Disaster aid for facility repair now includes vehicles and computer equipment (1.042)
- **The Small District Allotment factor increase for sub-300 square mile districts was accelerated to take effect immediately (1.024; 4.001)**
- **A new Small District Allotment factor for districts which are the only district in a county and have fewer than 300 students is created (1.024)**
- **The Small/Mid-Sized District Allotment has been amended so that it doesn't multiply other student factors, except for special education (1.024; 1.025; 4.001)**
- **Charter schools are now funded on a weighted average funding amount for the Small and Mid-sized Allotment, as opposed to a simple state average (1.002)**
- **Recapture calculations have been amended to ensure no district has funds recaptured below their formula entitlement (1.041, 1.018, 1.049)**
 - ▶ Early Agreement Credit was repealed (4.001), with funding redirected to the basic allotment



INCREASES FUNDING AND EQUITY

- Staffing Allotment has been repealed (4.001), with funding redirected to the basic allotment
- A transition provision to the new HB 3 formulas ensures that all districts get at least 3% more funding than they would have under prior law, or for those districts who had been funded way above average, they remain funded at least at 128% of state average per ADA (1.043)



REDUCES AND REFORMS PROPERTY TAXES AND RECAPTURE

- Converts first two Copper Pennies to Golden Pennies, meaning there will be eight Golden Pennies and nine Copper Pennies, and “re-orders” pennies so that Tier One is used first, then Golden Pennies, then Copper Pennies (1.009; 1.038)
- Shifts one penny of taxation below the Tax Ratification Elections (TRE) limit, allowing boards to access up to five Golden Pennies without a TRE (1.063)
 - ▶ Requires unanimous board consent for M&O tax hike in 2021 (1.063)
- Sets the Golden Penny yield at 160% of the basic allotment, with a floor of the 96th percentile of wealth, as opposed to Austin ISD’s wealth level (1.038)
- Increases the Copper Penny yield by almost half, and as a result, cuts the number of Copper Pennies districts already accessed by roughly half (1.038)
- Compresses Tier One tax rates, multiplying by a factor of 93% (1.040; 1.063; 5.002)
Tax Year 2019
 - ▶ Requires home mortgage escrow accounts to be adjusted to account for the lower tax rate (1.064)
- Limits the amount of increased property tax collections to 2.5% per year, by automatically lowering M&O Tier One tax rates statewide for all districts given statewide property value growth above 2.5%, and locally for each district given local value growth above 2.5% (Article 1A) Tax Year 2020
 - ▶ No district Tier One M&O can be compressed more than 10% lower than the highest Tier One M&O rate (1A.007) Tax Year 2020
 - ▶ Requires LBB to study this 2.5% property tax growth limitation (1A.007) Tax Year 2020
 - ▶ Sets up a mechanism to allow higher rates of local taxation in the event the basic allotment is reduced (1A.007) Tax Year 2020
- Prohibits districts from raising Maintenance and Operation (M&O) taxes for tax year 2019 unless already planning to do so by January 1, 2019 or are under \$0.93 for Tier One. (1.008)
- Requires TREs to be conducted on uniform election dates (1.063)



REDUCES AND REFORMS PROPERTY TAXES AND RECAPTURE

- Requires Boards of Trustees to conduct an efficiency audit prior to going out for a TRE (1.001) January 1, 2020
- Adds ballot language stating “THIS IS A PROPERTY TAX INCREASE” for bond elections (1.008)
- Reinforces prior law so that M&O / Interest & Sinking (I&S) tax swaps are illegal (1.006; 1.007)
- Reimburses districts the interest included on a refund for FY 2018 and FY 2019 (1.042)
- Creates Tax Reduction & Excellence in Education Fund for certain dedicated state funding sources, including Wayfair sales tax collections (1.010) January 1, 2020
- Eliminates M&O hold harmless for the 2015 homestead exemption (4.001)



OTHER CHANGES

- Requires the Commissioner to enter into an MOU with an institution of higher education to conduct a study on the state assessment to determine whether reading passages are at the appropriate reading level (2.036) By December 1, 2019
- Applies whistleblower protections at charter schools (2.004)
- Standardizes allotment spending requirements for Special Education, Compensatory Education, Bilingual, CTE, and CCMR Outcomes at 55% of funding from the allotment, with certain reporting requirements established (1.025, 1.028, 1.030, 1.031)
- Requires tracking of pregnancy as a reason for drop-out (1.017)
- Commissioner may modify entitlement amounts and/or dates for tax rates with Legislative Budget Board and the Governor’s Office approval to implement HB 3 (1.019)
- The Commissioner continues to have waiver authority when necessary to support districts with respect to requirements to maintain minimum minutes of instruction (1.013)
- Clarifies Commissioner data sharing authority (2.002)
- Makes a number of conforming changes (Article 3, and list below), including moving chapter 41 & 42 to 48 and 49, and certain specific changes supporting transfer students, annexation/consolidation, and Texas School for the Blind and Visually Impaired/Texas School for the Deaf (TSBVI/TSD) (1.003, 1.005, 1.022, 1.035, 1.050 - 1.056, 1A.001, 1A.002)
 - ▶ (1.011, 1.012, 1.016, 1.020, 1.023, 1.032, 1.037, 1.039, 1.044, 1.045, 1.047, 1.048, 1.057 - 1.060, 1.065)

CAMPUS INFORMATION

DISTRICT NAME	GARLAND INDEPENDENT SCHOOL DISTRICT	CAMPUS NAME	--
DISTRICT NUMBER	057909	CAMPUS NUMBER	057909
SUPERINTENDENT	DR RICARDO LOPEZ	PRINCIPAL	--

GISD Board Goal: Early Childhood Literacy Outcome

The percentage of students in grade 3 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase from 48.2% in 2017 to 90% by 2026.

GISD Board Goal Yearly Targets: All Grade 3 Students

	2020 & 2021	2022	2023	2024	2025	2026
TEXAS	44%	44%	44%	52%	52%	52%
GARLAND ISD	59%	65%	71%	78%	84%	90%

Closing the Gaps Grade 3 Student Group Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
TX TARGETS (thru 2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
2017 (actual)	49%	39%	44%	62%	<i>na</i>	68%	<i>na</i>	53%	42%	44%	28%	<i>na</i>	<i>na</i>	<i>na</i>
2018 (actual)	45%	33%	42%	58%	<i>na</i>	58%	<i>na</i>	48%	38%	41%	26%	36%	45%	43%
2019 (actual)	48%	37%	45%	56%	<i>na</i>	67%	<i>na</i>	60%	43%	48%	26%	36%	48%	46%
2020 & 2021	57%	55%	57%	58%	<i>.</i>	74%	<i>.</i>	64%	56%	57%	54%	55%	57%	57%
2022	64%	63%	64%	64%	<i>.</i>	78%	<i>.</i>	65%	64%	64%	63%	63%	64%	64%
TX TARGETS (thru 2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	39%	31%		54%	50%
2023	70%	70%	70%	70%	<i>.</i>	81%	<i>.</i>	70%	70%	70%	70%	70%	70%	70%
2024	76%	76%	76%	76%	<i>.</i>	85%	<i>.</i>	77%	76%	76%	76%	76%	76%	76%
2025	83%	83%	83%	83%	<i>.</i>	88%	<i>.</i>	83%	83%	83%	83%	83%	83%	83%
2026	89%	89%	89%	89%	<i>.</i>	90%	<i>.</i>	89%	89%	89%	89%	89%	89%	89%

bold font = goals italics font = projected performance non-bold font = actual performance

EARLY CHILDHOOD LITERACY GAP TO GOALS

Closing the Gaps Grade 3 Student Group Data

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
2017 ACCOUNTABILITY via INDEX 1														
# Students Met GL	2,037	267	1,023	441	8	233	1	64	1,206	780	99	0	0	0
Total Students	4,177	683	2,306	711	13	343	1	120	2,889	1,783	359	0	0	0
% Met GL	49%	39%	44%	62%	<i>na</i>	68%	<i>na</i>	53%	42%	44%	28%	<i>na</i>	<i>na</i>	<i>na</i>
If TX Target NOT met, # Met GL students needed	--	--	--	--	--	21	--	3	--	--	--	--	--	--
2018 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	1,746	215	901	388	8	186	0	48	1,021	697	90	26	1,414	332
Total Students	3,918	651	2,166	665	14	323	0	99	2,669	1,701	347	73	3,146	772
% Met GL	45%	33%	42%	58%	<i>na</i>	58%	<i>na</i>	48%	38%	41%	26%	36%	45%	43%
If TX Target NOT met, # Met GL students needed	--	--	--	11	--	53	--	7	--	--	--	--	33	--
If GISD Target (50%) NOT met, # Met GL students needed	213	111	182	11	--	53	--	7	314	154	84	11	159	54
2019 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	1,778	235	917	342	6	214	2	62	1,086	779	91	25	1,464	314
Total Students	3,712	628	2,035	610	14	319	2	104	2,535	1,618	353	69	3,028	684
% Met GL	48%	37%	45%	56%	<i>na</i>	67%	<i>na</i>	60%	43%	48%	26%	36%	48%	46%
If TX Target NOT met, # Met GL students needed	--	--	--	24	--	22	--	--	--	--	--	--	--	--
If GISD Target (54%) NOT met, # Met GL students needed	226	104	182	24	--	22	--	--	283	95	100	12	171	55
2020 & 2021 ACCOUNTABILITY (duplicated due to COVID and STAAR waiver in 2020); PREDICTED PERFORMANCE BASED ON GRADE 3 FALL 2020 MAP														
# Students Met GL	1,143	209	331	329	2	210	0	62	573	295	80	0	0	0
Total Students	2,715	639	1,005	579	7	372	0	113	1,743	717	350	0	0	0
% Met GL	42%	33%	33%	57%	<i>na</i>	56%	<i>na</i>	55%	33%	41%	23%	<i>na</i>	<i>na</i>	<i>na</i>
If Target NOT met, # Met GL students needed	52	--	41	18	--	65	--	1	--	--	--	--	--	--
If GISD Target NOT met, # Met GL students needed	459	168	262	18	--	65	--	5	455	128	127	--	--	--
If Campus Target NOT met, # Met GL students needed	405	142	242	18	--	65	--	10	403	114	109	--	--	--

CAMPUS INFORMATION

DISTRICT NAME	GARLAND INDEPENDENT SCHOOL DISTRICT	CAMPUS NAME	--
DISTRICT NUMBER	057909	CAMPUS NUMBER	057909
SUPERINTENDENT	DR RICARDO LOPEZ	PRINCIPAL	--

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
2021 ACCOUNTABILITY via DOMAIN I														
# Students Met GL	1,192	142	527	293	2	182	1	45	671	470	86	23	1,014	178
Total Students	3,455	590	1,853	530	9	361	7	105	2,459	1,578	415	64	2,853	602
% Met GL	35%	24%	28%	55%	na	50%	na	43%	27%	30%	21%	36%	36%	30%
If Target NOT met, # Met GL students needed	328	47	159	25	--	85	--	14	140	--	--	--	298	75
If GISD Target NOT met, # Met GL students needed	846	206	566	25	--	85	--	17	780	461	159	15	669	177
If Campus Target NOT met, # Met GL students needed	777	183	529	25	--	85	--	22	706	429	138	12	612	165

2022 ACCOUNTABILITY; PREDICTED PERFORMANCE BASED ON GRADE 3 FALL 2021 MAP														
# Students Met GL	557	108	218	122	2	75	0	32	321	151	44	0	0	0
Total Students	2,697	660	1,050	534	13	330	0	110	1,723	748	330	0	0	0
% Met GL	21%	16%	21%	23%	na	23%	na	29%	19%	20%	13%	na	na	na
If Target NOT met, # Met GL students needed	630	103	171	198	--	169	--	30	248	66	19	--	--	--
If GISD Target NOT met, # Met GL students needed	1,196	321	465	225	--	169	--	40	799	335	171	--	--	--
If Campus Target NOT met, # Met GL students needed	1,169	308	454	220	--	181	--	39	782	328	164	--	--	--

EARLY CHILDHOOD LITERACY ACTION PLAN

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Increased & Adjusted Instructional Minutes					
The expansion of PreK to serve over 2100 students, provides early literacy experiences for our students, creating a greater indicator of subsequent academic success.	August 2020, Full day PreK expanded to both PreK Centers and to 29 satellite campuses offering either half day or full day August 2021, full day PreK expanded to all locations August 2022 & beyond, continue to promote PreK enrollment and offer more sections and programming	<ul style="list-style-type: none"> Frogstreet adoption PreK manipulatives, materials, furniture, FTEs for newly formed sections Ongoing professional development for teachers, as indicated in plan below 	<ul style="list-style-type: none"> Executive Directors of Leadership Campus Administrators Early Learning Program Administrator Early Literacy Support Teachers at PreK satellite campuses Early Childhood Coordinator Classroom Teacher Paraprofessionals in each classroom 	<ul style="list-style-type: none"> Beginning of the year to End of the year growth as measured by CIRCLE data Evidence of Kindergarten readiness as measured by mCLASS Increased performance on standardized tests including MAP and STAAR 	
Ensure that students in PreK will engage in at least 120 minutes of daily literacy instruction which includes the following: <ul style="list-style-type: none"> Morning Message (Phonological Awareness, Alphabet Knowledge) Read Alouds Small Group Reading Practice Centers School-Home- Literacy Connection 	June 2021 Professional Development July 2021 Professional Development August 2021 Professional Development Ongoing throughout the 2021-2022 school year to support the adoption of the new Frogstreet curriculum	<ul style="list-style-type: none"> Frogstreet Imagine Language and Literacy MyOn CIRCLE assessment 	<ul style="list-style-type: none"> Executive Directors of Leadership Campus Administrators Early Literacy Support Teachers at PreK satellite campuses Early Childhood Coordinator Bilingual/SLAR Coordinator Classroom Teachers Paraprofessionals in each classroom 	<ul style="list-style-type: none"> Improved alignment of structured literacy instruction as measured by CIRCLE data. Increased student literacy achievement on state and local assessments (NWEA MAP, mClass, Curriculum Based Assessments, Cumulative Formative Assessments, ISIP) 	
Ensure that K-3 schedules include the increased instructional 150 minutes of Structured Literacy daily with integrated Social Studies instruction to increase content knowledge. <ul style="list-style-type: none"> Phonological Awareness Phonics Vocabulary Fluency Comprehension Composition Grammar 	June 2021 Professional Development July 2021 Professional Development Early Literacy Support Teachers reinforce daily through planning & implementation of curriculum plans	<ul style="list-style-type: none"> mClass Houghton Mifflin Harcourt - Into Reading Houghton Mifflin Harcourt - Arriba la Lectura Imagine Language and Literacy Istation MyOn 	<ul style="list-style-type: none"> Executive Directors of Leadership Campus Administrators Early Literacy Support Teachers Classroom Teacher 	<ul style="list-style-type: none"> Improved alignment of structured literacy instruction across all grade levels K-3 as measured by student growth on state and local assessments Improved language acquisition through TELPAS ratings 	
Deliver explicit and systematic Instruction in grades PK-3 in each of the components of literacy through a Structured Literacy Framework	July 2021 and ongoing ELST reinforces through coaching, modeling and co-teaching as needed	<ul style="list-style-type: none"> mClass HMH Resources: online & printed materials Sheltered instruction training guides Frogstreet Resource Dual Language training materials Online access to progress monitoring programs 	<ul style="list-style-type: none"> Early Learning Program Administrator Early Literacy Coordinator Bilingual/SLAR Coordinator Campus Administrators Early Literacy Support Teachers Classroom Teacher 	<ul style="list-style-type: none"> Improved language acquisition through TELPAS ratings Increased student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments, ISIP) 	

CAMPUS INFORMATION

DISTRICT NAME	GARLAND INDEPENDENT SCHOOL DISTRICT	CAMPUS NAME	--
DISTRICT NUMBER	057909	CAMPUS NUMBER	057909
SUPERINTENDENT	DR RICARDO LOPEZ	PRINCIPAL	--

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Increased & Adjusted Instructional Minutes					
Students in grades PK-3 will receive personalized literacy experiences during Small Group literacy instruction	Spring 2020, July 2021 & ongoing Professional Development for Small Group Instruction • PreA Reader • Decodable Reader • Small Group Instruction Decision Making Chart	• PreA-Reader Protocol • Decodable Reader Protocol • Small Group Literacy Instruction Decision Making Chart • Early Literacy Support Teachers	• Early Learning Program Administrator • Early Literacy Coordinator • Bilingual/SLAR Coordinator • Campus Administrators • Early Literacy Support Teachers • Classroom Teacher	• Increased student performance on the individual measures of mCLASS Texas Edition and CIRCLE • Increased student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments, ISIP)	
Design and implement a guaranteed and viable PK-3 ELAR/SLAR core curriculum and assessments aligned to state standards and resources with designated supports, including Tier 2 and 3 intervention lessons	May-July 2021 initial design Refinements ongoing	• Curriculum writing personnel • Curriculum writing workshops • Texas Gateway access • Curriculum resources- HMH Into Reading/ Arriba La Lectura; Units of Study writing units / HMH Writing Workshop	• Early Learning Program Administrator • Early Literacy Coordinator • Bilingual/SLAR Coordinator • Early Childhood Coordinator • Curriculum writers	• Curriculum survey feedback • Assessment survey feedback • Assessment analytics through Eduphoria	
Engage in responsive collaborative literacy walks to calibrate on best practices in literacy instruction and evaluate the use of curriculum resources.	October 2021 and beyond, quarterly	Literacy Walkthrough tool created by the Early Childhood & Literacy teams	• Early Learning Program Administrator • Early Literacy Coordinator • Bilingual/SLAR Coordinator • Early Childhood Coordinator	Increased alignment to curriculum pacing guides and grade level standards as evidenced by walk-through forms	
Members of the Early Literacy team engage in monthly administrator information sessions to grow instructional leaders in the best practices in early childhood by frontloading curriculum, providing training and collaboration.	Beginning June 2020, ongoing monthly	Virtual Meeting platform: GoogleMeet	• Early Learning Program Administrator • Early Literacy Coordinator • Bilingual/SLAR Coordinator • Early Childhood Coordinator	Regular administrator attendance at meetings	
Reading Academy					
Implement Reading Academies for teachers in grades K-3, district leadership, support teachers, interventionists, and dyslexia teachers to improve knowledge and instructional practices aligned to the Science of Reading with job embedded professional development and application of learning Implement PreK small group literacy skills instruction	2020-2021 Early Literacy Support Teachers, Dyslexia Therapists, Interventionists, 1 elementary administrator from each campus, district literacy leaders 2021-2022 All Kindergarten, 1st grade and Special Education Resource Teachers, 1 elementary administrator from each campus, additional district leadership + any new staff from the 2020-2021 trained list 2022-2023 All 2nd and 3rd grade teachers, Intermediate Support Teachers, and any new staff from the 2020-2022 trained list Anticipated Reading Academy training for PreK teachers when made available by TEA	• TEA Reading Academies Canvas Course • TEA Reading Academies manuals • Use of online curriculum with an emphasis on Phonological Awareness, Alphabet Knowledge, and Vocabulary Development	• Director of Teaching and Learning Development • Early Learning Program Administrator • Early Literacy Coordinator • Bilingual/SLAR Coordinator • Campus Administrators • Early Literacy Support Teachers • Classroom Teachers	• Improved alignment of structured literacy instruction across all grade levels K-3, resulting in increased student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments, ISIP) • Increased student growth on CIRCLE	
Provide LETRS training for PK-3 teachers to equip literacy teachers with the research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of GISD students. Reinforces and cements the learning from the Reading Academy	Beginning fall 2022 *dependent on ESSR funding	Early Literacy Support Teachers Structured Literacy Curriculum Funds for substitutes	• Director of Teaching and Learning Development • Early Learning Program Administrator • Early Literacy Coordinator • Bilingual/SLAR Coordinator • Campus Administrators • Early Literacy Support Teachers • Classroom Teachers	Increased percentage of teachers with foundational literacy training as measured by student achievement on CIRCLE and mCLASS	
Assign Highly Qualified Teachers in grades Pre-K-3	August 2022 and ongoing	• Reading Academy cohort leader support and assurance of completion • ELST ongoing coaching and collaboration • Targeted professional development in the areas included in the Early Childhood Literacy Action Plan	• Director of Teaching and Learning Development • Executive Directors of Leadership • Early Learning Program Administrator • Human Resources • Campus Administrators	• Percentage of Reading Academy graduates • T-TESS ratings	
Deploy Early Literacy Support Teachers to every elementary school campus to focus on coaching teachers on best practices in early literacy instruction.	July 2020 and ongoing July 2021-2023 Support the implementation of the Reading Academy through the PLC playbook	• Ongoing training for ELSTs • Local and state funds	• Director of Teaching and Learning Development • Early Learning Program Administrator • Early Literacy Coordinator • Bilingual/SLAR Coordinator • Campus Administrators • Early Literacy Support Teachers • Classroom Teachers	Increased student literacy achievement on state and local assessments (NWEA MAP, mClass, Curriculum Based Assessments, Cumulative & Formative	

CAMPUS INFORMATION

DISTRICT NAME	GARLAND INDEPENDENT SCHOOL DISTRICT	CAMPUS NAME	--
DISTRICT NUMBER	057909	CAMPUS NUMBER	057909
SUPERINTENDENT	DR RICARDO LOPEZ	PRINCIPAL	--

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Reading Academy					
Teachers receive ongoing PreK instructional support	<ul style="list-style-type: none"> Weekly PLCs hosted by the PreK Centers Satellite campuses attend virtually 	<ul style="list-style-type: none"> Online Curriculum Conscious Discipline 	<ul style="list-style-type: none"> Campus Administrators Early Learning Program Administrator Early Literacy Support Teachers at PreK satellite campuses Early Childhood Coordinator PreK Centers Classroom Teacher Paraprofessionals in each classroom GISD Coordinators and 	<ul style="list-style-type: none"> Increased teacher proficiency with new online curriculum Increased teacher proficiency with classroom instruction and management 	
Adopted a K-2 Screener aligned to the Science of Reading Utilize results from mCLASS Texas Edition (Dibels 8 & IDEL) to inform personalized literacy instruction	July 2021 and ongoing	<ul style="list-style-type: none"> mClass access Funds to support ongoing mCLASS professional development and training 	<ul style="list-style-type: none"> Director of Teaching and Learning Development Early Learning Program Administrator Early Literacy Coordinator Bilingual/SLAR Coordinator Campus Administrators Early Literacy Support Teachers Classroom Teachers 	Increased student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments, ISIP)	
Utilize CIRCLE data in PreK to inform small group instruction	September 2021 <ul style="list-style-type: none"> Professional Development focused on reading & analyzing CIRCLE Reports Teachers adjust small groups based on data 	<ul style="list-style-type: none"> Online curriculum CLiEngage targeted lessons 	<ul style="list-style-type: none"> Director of Teaching and Learning Development Executive Directors of Leadership Campus Administrators Early Learning Program Administrator Early Literacy Support Teachers at PreK satellite campuses Early Childhood Coordinator Bilingual/SLAR Coordinator Classroom Teacher Paraprofessionals in each classroom 	<ul style="list-style-type: none"> Improved student growth as measured by CIRCLE data Increased number of students that demonstrate Kindergarten readiness as indicated by mCLASS measures 	
Acquire PreK ESGI-Easy Progress Monitoring	August 2022 *dependent upon ESSR funding	<ul style="list-style-type: none"> Online assessment program Ongoing progress monitoring digital assessment tool Assessment tool focuses on SEL, Fine and Gross motor, Kindergarten-readiness skills 	<ul style="list-style-type: none"> Early Learning Program Administrator Early Childhood Coordinator Bilingual/SLAR Coordinator Classroom Teachers Paraprofessionals in each classroom 	Improved student growth as measured by CIRCLE data Increased number of students that demonstrate Kindergarten readiness as indicated by mCLASS measures	
Sheltered Instruction					
Teachers will use sheltered instruction strategies during all content based instruction.	Ongoing	<ul style="list-style-type: none"> Manipulatives Printed Visuals Ongoing PD in sheltered instruction strategies through TLCs, PLCs, walkthroughs and coaching 	<ul style="list-style-type: none"> Director of English Language Learners Sheltered Instruction Facilitator/Specialist Bilingual/SLAR Coordinator Early Literacy Support Teachers Classroom Teachers 	Increased student literacy achievement on state and local assessments (NWEA MAP, Curriculum Based Assessments, Cumulative Formative Assessments, ISIP)	
Design and implement the use of GLAD instructional strategies to increase language acquisition within the GISD Online Curriculum	Ongoing	<ul style="list-style-type: none"> GLAD training Strategies embedded in the Online Curriculum 	<ul style="list-style-type: none"> Director of English Language Learners Early Learning Program Administrator Early Literacy Support Teachers at PreK satellite campuses Early Childhood Coordinator PreK Centers Bilingual/SLAR Coordinator Classroom Teacher Paraprofessionals in each classroom GISD GLAD Trainers 	<ul style="list-style-type: none"> Increased language proficiency Improved performance on the CIRCLE assessment 	
Teachers receive ongoing training and support to implement the district Dual Language model with fidelity.	<ul style="list-style-type: none"> PLCs prior to each new module Teacher Leader Corp meetings quarterly Provide ongoing professional development for Early Literacy Support Teachers 	<ul style="list-style-type: none"> HMH Resources: printed & online Teaching for Biliteracy training and materials 	<ul style="list-style-type: none"> Bilingual/SLAR Coordinator ELL Elementary Coordinator Early Literacy Support Teachers Classroom Teachers 	<ul style="list-style-type: none"> Improved alignment of dual language literacy instruction across all grade levels K-3 Improved language acquisition through TELPAS ratings Increased student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments, ISIP) 	
Imagine Learning & Literacy	Students work 3-5 times a week on English Language Development time	<ul style="list-style-type: none"> Student devices District technology 	<ul style="list-style-type: none"> Elementary Coordinator (ELL) Bilingual Instructional Specialists (ELL) Bilingual/SLAR Coordinator Campus administrators Early Literacy Support Teachers Classroom Teachers 	Increased language development as evidenced by ILL scores and TELPAS scores.	

CAMPUS INFORMATION

DISTRICT NAME	GARLAND INDEPENDENT SCHOOL DISTRICT	CAMPUS NAME	--
DISTRICT NUMBER	057909	CAMPUS NUMBER	057909
SUPERINTENDENT	DR RICARDO LOPEZ	PRINCIPAL	--

GISD Board Goal: Early Childhood Mathematics Outcome

The percentage of students in grade 3 demonstrating early mathematics , as measured by Meets Grade Level performance on STAAR Mathematics, will increase from 50.5% in 2017 to 90% by 2026.

GISD Board Goal Yearly Targets: All Grade 3 Students

	2020 & 2021	2022	2023	2024	2025	2026
TEXAS	46%	46%	46%	54%	54%	54%
GARLAND ISD	59%	65%	71%	78%	84%	90%

Closing the Gaps Grade 3 Student Group Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
TX TARGETS (thru 2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
2017 (actual)	51%	39%	48%	62%	<i>na</i>	77%	<i>na</i>	52%	45%	51%	33%	<i>na</i>	<i>na</i>	<i>na</i>
2018 (actual)	49%	36%	47%	58%	<i>na</i>	69%	<i>na</i>	51%	44%	49%	29%	46%	50%	42%
2019 (actual)	53%	40%	51%	62%	<i>na</i>	79%	<i>na</i>	53%	47%	56%	32%	54%	54%	47%
2020 & 2021	58%	56%	58%	66%	.	83%	.	58%	57%	58%	55%	58%	58%	57%
2022	64%	64%	64%	69%	.	86%	.	64%	64%	64%	63%	64%	64%	64%
TX TARGETS (thru 2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	49%	34%		55%	53%
2023	70%	70%	70%	71%	.	90%	.	70%	70%	70%	70%	70%	70%	70%
2024	76%	76%	76%	76%	.	93%	.	76%	76%	76%	76%	76%	76%	76%
2025	83%	83%	83%	83%	.	97%	.	83%	83%	83%	83%	83%	83%	83%
2026	89%	89%	89%	89%	.	95%	.	89%	89%	89%	89%	89%	89%	89%

bold font = goals italics font = projected performance non-bold font = actual performance

EARLY CHILDHOOD MATHEMATICS GAP TO GOALS

Closing the Gaps Grade 3 Student Group Data

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
2017 ACCOUNTABILITY via INDEX 1														
# Students Met GL	2,140	266	1,103	441	5	263	0	62	1,296	905	120	0	0	0
Total Students	4,180	683	2,308	712	13	343	1	120	2,891	1,784	360	0	0	0
% Met GL	51%	39%	48%	62%	<i>na</i>	77%	<i>na</i>	52%	45%	51%	33%	<i>na</i>	<i>na</i>	<i>na</i>
If TX Target NOT met, # Met GL students needed	--	--	--	--	--	18	--	3	--	--	--	--	--	--
2018 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	1,930	238	1,018	392	6	225	0	51	1,173	843	104	34	1,599	331
Total Students	3,947	654	2,182	671	14	326	0	100	2,690	1,719	358	74	3,168	779
% Met GL	49%	36%	47%	58%	<i>na</i>	69%	<i>na</i>	51%	44%	49%	29%	46%	50%	42%
If TX Target NOT met, # Met GL students needed	--	--	--	4	--	42	--	3	--	--	--	--	--	20
If GISD Target (50%) NOT met, # Met GL students needed	44	89	73	4	--	42	--	3	172	17	75	3	--	59
2019 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	1,969	249	1,029	378	5	251	2	55	1,192	910	113	37	1,650	319
Total Students	3,716	630	2,036	611	14	319	2	104	2,538	1,619	354	69	3,030	686
% Met GL	53%	40%	51%	62%	<i>na</i>	79%	<i>na</i>	53%	47%	56%	32%	54%	54%	47%
If TX Target NOT met, # Met GL students needed	--	--	--	--	--	11	--	1	--	--	--	--	--	--
If GISD Target (54%) NOT met, # Met GL students needed	38	91	70	--	--	11	--	1	179	--	78	--	--	51
2020 & 2021 ACCOUNTABILITY (duplicated due to COVID and STAAR waiver in 2020); PREDICTED PERFORMANCE BASED ON GRADE 3 FALL 2020 MAP														
# Students Met GL	909	106	366	223	0	177	0	31	498	396	53	0	0	0
Total Students	3,655	655	1,929	581	8	370	0	112	2,585	1,636	415	0	0	0
% Met GL	25%	16%	19%	38%	<i>na</i>	48%	<i>na</i>	28%	19%	24%	13%	<i>na</i>	<i>na</i>	<i>na</i>
If Target NOT met, # Met GL students needed	772	97	406	120	--	126	--	29	433	258	42	--	--	--
If GISD Target NOT met, # Met GL students needed	1,247	280	772	120	--	126	--	35	1,027	569	192	--	--	--
If Campus Target NOT met, # Met GL students needed	1,211	261	753	158	--	128	--	34	975	553	175	--	--	--

CAMPUS INFORMATION

DISTRICT NAME	GARLAND INDEPENDENT SCHOOL DISTRICT	CAMPUS NAME	--
DISTRICT NUMBER	057909	CAMPUS NUMBER	057909
SUPERINTENDENT	DR RICARDO LOPEZ	PRINCIPAL	--

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
2021 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	876	71	390	206	2	176	0	28	483	398	75	28	758	118
Total Students	3,438	578	1,857	523	9	360	0	104	2,449	1,579	416	64	2,844	594
% Met GL	25%	12%	21%	39%	na	49%	na	27%	20%	25%	18%	44%	27%	20%
If Target NOT met, # Met GL students needed	705	108	353	103	--	119	--	28	399	234	21	--	579	149
If GISD Target NOT met, # Met GL students needed	1,152	270	706	103	--	119	--	33	962	534	170	10	920	232
If Campus Target NOT met, # Met GL students needed	1,118	253	687	137	--	121	--	32	913	518	154	9	892	221
2022 ACCOUNTABILITY; PREDICTED PERFORMANCE BASED ON GRADE 3 FALL 2021 MAP														
# Students Met GL	604	81	305	128	4	67	0	19	362	257	32	0	0	0
Total Students	3,524	662	1,868	540	14	331	0	109	2,414	1,554	394	0	0	0
% Met GL	17%	12%	16%	24%	na	20%	na	17%	15%	17%	8%	na	na	na
If Target NOT met, # Met GL students needed	1,017	124	442	191	--	204	--	40	507	365	59	--	--	--
If GISD Target NOT met, # Met GL students needed	1,687	349	909	223	--	204	--	52	1,207	753	224	--	--	--
If Campus Target NOT met, # Met GL students needed	1,651	343	891	245	--	218	--	51	1,183	738	216	--	--	--

EARLY CHILDHOOD MATHEMATICS ACTION PLAN

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Increased Instructional Minutes					
The expansion of PreK to serve over 2100 students, provides early math experiences for our students, creating a greater indicator of subsequent academic success.	<p>August 2020, Full day PreK expanded to both PreK Centers and to 29 satellite campuses offering either half day or full day</p> <p>August 2021, full day PreK expanded to all locations</p> <p>August 2022 & beyond, continue to promote PreK enrollment and offer more sections and programming</p>	<ul style="list-style-type: none"> Frogstreet adoption PreK manipulatives, materials, furniture, FTEs for newly formed sections Ongoing professional development for teachers, as indicated in plan below 	<ul style="list-style-type: none"> Executive Directors of Leadership Campus Administrators Early Learning Program Administrator Math Coordinator Early Childhood Coordinator Classroom Teacher Paraprofessionals in each classroom 	<ul style="list-style-type: none"> Beginning of the year to End of the year growth as measured by CIRCLE data Evidence of Kindergarten readiness as measured by mCLASS Increased performance on standardized tests including MAP and STAAR 	
Ensure that students in PreK will engage in at least 55 minutes of daily math instruction which includes the following: <ul style="list-style-type: none"> Small group instruction Practice Centers 	<p>June 2021 Professional Development</p> <p>July 2021 Professional Development</p> <p>August 2021 Professional Development</p>	<ul style="list-style-type: none"> Frogstreet Imagine Math CIRCLE assessment Local and Federal Funds 	<ul style="list-style-type: none"> Executive Directors of Leadership Campus Administrators Early Learning Program Administrator Math Coordinator Early Childhood Coordinator Classroom Teacher Paraprofessionals in each classroom 	<ul style="list-style-type: none"> Improved alignment of structured math instruction as measured by CIRCLE data. Increased student math achievement on state and local assessments (NWEA MAP, mClass, Curriculum Based Assessments, Cumulative Formative Assessments, ISIP) 	
Ensure that K-3 schedules include the increased instructional 120 minutes of Structured Math daily with small group instruction to increase content knowledge. <ul style="list-style-type: none"> Spiral Review Whole Group Instruction Math Stations Exit Ticket 	<p>June 2021 Professional Development</p> <p>July 2021 Professional Development</p> <p>ISTs reinforce daily through planning & implementation of curriculum plans</p>	<ul style="list-style-type: none"> enVisionMATH 2.0 Imagine Math Imagine Math Facts ST Math Local and Federal Funds 	<ul style="list-style-type: none"> Executive Directors of Leadership Campus Administrators Instructional Support Teachers Classroom Teacher 	<p>Improved alignment of structured math instruction across all grade levels K-3 as measured by student growth on state and local assessments</p>	
Deliver Explicit Instruction in grades K-3 in each of the components of the structured math block. <ul style="list-style-type: none"> Spiral Review Whole Group Instruction Math Stations Exit Ticket 	<p>July 2021 and ongoing</p> <p>IST reinforces through coaching, modeling and co-teaching as needed for 3rd grade</p>	<ul style="list-style-type: none"> enVisionMATH 2.0 Imagine Math Imagine Math Facts ST Math Local and Federal Funds 	<ul style="list-style-type: none"> Campus Administrators Instructional Support Teachers Classroom Teacher 	<p>Increased student math achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments, ISIP)</p>	

CAMPUS INFORMATION

DISTRICT NAME **GARLAND INDEPENDENT SCHOOL DISTRICT**
 DISTRICT NUMBER **057909**
 SUPERINTENDENT **DR RICARDO LOPEZ**

CAMPUS NAME --
 CAMPUS NUMBER **057909**
 PRINCIPAL --

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Increased Instructional Minutes					
Students in grades K-3 will receive personalized numeracy experiences during Small Group math instruction	June 2021 & ongoing Professional Development for Small Group Instruction BRITE stations to be used in the classroom. B - basic fact fluency R - review I - Instruction with Teacher T - technology E - estimation and problem solving	<ul style="list-style-type: none"> Small Group Resources document Instructional Support Teachers 	<ul style="list-style-type: none"> Executive Directors of Leadership Campus Administrators Instructional Support Teachers Classroom Teacher 	Increased student mathematics achievement on state and local assessments (NWEA MAP data, Curriculum Based Assessments, Cumulative Formative Assessments)	
Members of the Math Teacher Leader Corp receive district updates and information to share with their campus.	Meeting once every grading cycle.	Virtual Meeting platform: GoogleMeet	<ul style="list-style-type: none"> Campus Math TLC representative Elementary Math Coordinator 	Regular administrator attendance at meetingsImproved alignment of structured math instruction across all grade levels K-3 resulting in increased student mathematics achievement on state and local assessments	
Instructional Unit Planning Sessions including analyzing data for high leverage TEKS, creating Know and Show Charts, and practicing instructional strategies.	Provided for every unit from July 2021 until June 2022	Virtual Unit Study videos provided on Canvas	<ul style="list-style-type: none"> Elementary Math Coordinator Instructional Support Teachers Campus Administrators Classroom Teachers 	<ul style="list-style-type: none"> Improved alignment of structured math instruction across all grade levels K-3 resulting in increased student mathematics achievement on state and local assessments Increased student mathematics achievement on state and local assessments (NWEA MAP data, Curriculum Based Assessments, Cumulative Formative Assessments) 	
Imagine Math and ST Math	Students work in Imagine Math 3 times per week for 15 minutes per day Students work in ST Math 2 times per week for 15 minutes per day	<ul style="list-style-type: none"> Student devices District technology 	<ul style="list-style-type: none"> Elementary Math Coordinator Elementary Math Instructional Design Facilitators Instructional Support Teachers Campus Administrators Classroom Teachers 	Increased numeracy development as evidenced by benchmarks in the programs.	
Design and implement a guaranteed and viable K-3 Math core curriculum and assessments aligned to state standards and resources with designated supports, including Tier 2 and 3 intervention lessons	May-July 2021 initial design Refinements ongoing	Curriculum writing personnel Curriculum writing workshops Curriculum resources- enVisionMATH 2.0	<ul style="list-style-type: none"> Elementary Math Coordinator Elementary Math Instructional Design Facilitators Curriculum Writers 	<ul style="list-style-type: none"> Curriculum survey feedback Assessment survey feedback Assessment analytics through Eduphoria 	
Utilize assessment data (CIRCLE and MAP) to inform small group instruction	September 2021 PD on CIRCLE Reports Teachers adjust small groups based on data January 2022 PD on MAP Reports Teachers adjust small groups based on data	District provided curriculum resources	<ul style="list-style-type: none"> Director of Teaching and Learning Development Executive Directors of Leadership Campus Administrators Classroom Teacher GISD Coordinators and departments 	Improved student growth as measured by CIRCLE or MAP data.	
Engage in responsive collaborative mathematical walks to calibrate on best practices in structured math instruction and evaluate the use of the curriculum resources.	September 2021 and beyond, quarterly	Structured Math Walkthrough tool created by the Elementary Math Team	<ul style="list-style-type: none"> Executive Directors of Leadership Campus Administrators Elementary Math Coordinator Elementary Math Instructional Design Facilitators 	Increased alignment to curriculum pacing guides and grade level standards as evidenced by walk-through forms	
Monthly administrator information sessions to grow instructional leaders in early childhood best practices by frontloading curriculum, providing training, and collaboration.	Beginning June 2020, ongoing monthly	Virtual Meeting platform: GoogleMeet	<ul style="list-style-type: none"> Executive Directors of Leadership Campus Administrators Elementary Math Coordinator 	Regular administrator attendance at meetings	

CAMPUS INFORMATION

DISTRICT NAME **GARLAND INDEPENDENT SCHOOL DISTRICT**
 DISTRICT NUMBER **057909**
 SUPERINTENDENT **DR RICARDO LOPEZ**

CAMPUS NAME --
 CAMPUS NUMBER **057909**
 PRINCIPAL --

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Math Academy					
Implement Math Academy for teachers in grades K-8, district leadership, support teachers, interventionists, and special education teachers to improve their knowledge and instructional practices.	2021-2022 • Guided Math Book Study for 4th, 5th, & 6th grade teachers • Productive Math Struggle Book Study for 2nd & 3rd grade teachers. 2022-2023 • Guided Math Book Study for Kindergarten & 1st grade teachers • Productive Math Struggle Book Study for 5th grade teachers. 2023-2024 • Guided Math Book Study for 2nd & 3rd grade teachers • Productive Math Struggle Book Study for Kindergarten, 1st, and 4th grade teachers. 2024-2025 • Guided Math Book Study for any new teachers and special education. • Guided Math Conferences Book Study grades K-5.	• GISD Canvas Course for Productive Math Struggle Book Study • Guided Math Book Study both face to face and virtual through Canvas Course.	• Elementary Math Coordinator • Elementary Math Instructional Design Facilitators • Instructional Support Teachers • Classroom Teachers	Improved alignment of structured math instruction across all grade levels K-3 resulting in increased student mathematics achievement on state and local assessments (NWEA MAP data, Curriculum Based Assessments, Cumulative Formative Assessments)	
Assign Highly Qualified Teachers in grades Pre-K-3	August 2022 and ongoing	• Math Academy participation • IST ongoing coaching and collaboration • Targeted professional development in the areas included in the Early Childhood Math Action Plan	• Director of Teaching and Learning Development • Executive Directors of Leadership • Campus Administrators • Elementary Math Coordinator	• Math Academy completion • T-TESS ratings	
Deploy 18 Instructional Support Teachers to 27 elementary school campuses to focus on coaching teachers on best practices in mathematics instruction. In the future the T-class grant will allow us to deploy an Instructional Support Teacher for Math on every campus for grades K-5.	July 2021 - support teachers with implementing the new Structured Math Block	• Ongoing training for ISTs • Local and state funds	• Director of Teaching and Learning Development • Elementary Math Coordinator • Campus Administrators • Instructional Design Facilitators	• Improved alignment of structured math instruction across all grade levels K-5 • Increased student mathematics achievement on state and local assessments (NWEA MAP data, Curriculum Based Assessments, Cumulative Formative Assessments)	
Sheltered Instruction					
Teachers will use sheltered instruction strategies during all content based instruction.	Ongoing	• Manipulatives • Printed Visuals • Ongoing PD in sheltered instruction strategies through TLCs, PLCs, walkthroughs and coaching	• Director of English Language Learners • Sheltered Instruction Facilitator/Specialist • Elementary Math Coordinator • Instructional Support Teachers • Classroom Teachers	Increased student mathematics achievement on state and local assessments (NWEA MAP, Curriculum Based Assessments, Cumulative Formative Assessments, ISIP)	
Design and implement the use of GLAD instructional strategies to increase language acquisition within the GISD Online Curriculum	Ongoing	• GLAD training • Strategies embedded in the Online Curriculum	• Executive Directors of Leadership • Campus Administrators • Director of English Language Learners • Sheltered Instruction Facilitator/Specialist • Elementary Math Coordinator • Classroom Teacher	• Increased language proficiency for math • Improved performance on the curriculum based assessments	

CAMPUS INFORMATION

DISTRICT NAME	GARLAND INDEPENDENT SCHOOL DISTRICT	CAMPUS NAME	--
DISTRICT NUMBER	057909	CAMPUS NUMBER	057909
SUPERINTENDENT	DR RICARDO LOPEZ	PRINCIPAL	--

GISD Board Goal: CCMR Outcome

The percentage of graduates that meet the criteria for CCMR will increase from **59.1% in August 2019 (Class of 2018) to at least 80% by August 2025 (Class of 2024).**

GISD Board Goal Yearly Targets: All Graduating Students

	2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)	2025 (Class of 2024)
TEXAS	47%	47%	47%	55%	55%	55%
GARLAND ISD	55%	60%	65%	70%	75%	80%

Closing the Gaps Student Group Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
TX TARGETS (thru 2022)	47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%
2017 (2016 seniors)	42%	31%	42%	52%	12%	64%	<i>na</i>	43%	37%	24%	26%	20%	45%	34%
2018 (2017 seniors)	48%	38%	42%	58%	<i>na</i>	72%	<i>na</i>	48%	43%	26%	29%	21%	51%	28%
2019 (2018 seniors)	57%	45%	55%	62%	<i>na</i>	79%	<i>na</i>	61%	53%	47%	53%	33%	61%	39%
2020 (2019 seniors)	71%	59%	70%	76%	<i>na</i>	86%	<i>na</i>	78%	68%	63%	71%	54%	74%	56%
2021 (2020 seniors)	71%	59%	70%	76%	<i>na</i>	86%	<i>na</i>	78%	68%	63%	71%	54%	74%	56%
2022 (2021 seniors)	75%	62%	74%	80%	.	90%	.	82%	72%	67%	75%	60%	78%	61%
TX TARGETS (thru 2027)	55%	41%	51%	68%	52%	86%	49%	63%	37%	49%	40%	53%	60%	41%
2023 (2022 seniors)	78%	66%	77%	83%	.	93%	.	85%	75%	70%	78%	65%	81%	65%
2024 (2023 seniors)	82%	71%	81%	87%	.	95%	.	89%	79%	74%	82%	70%	85%	70%
2025 (2024 seniors)	85%	76%	84%	90%	.	95%	.	92%	82%	77%	85%	75%	88%	75%
2026 (2025 seniors)	89%	80%	88%	94%	.	95%	.	96%	86%	80%	89%	79%	92%	79%

bold font = goals italics font = projected performance non-bold font = actual performance

CCMR GAP TO GOALS

Closing the Gaps Student Group Data

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
2017 (Class of 2016)														
Total Students	4082	782	1686	933	81	385	3	67	2079	340	339	45	3486	481
# Students Met CCMR	1720.0	242.5	706.5	484.0	9.5	247.0	2.0	28.5	770.0	82.0	89.0	9.0	1555.0	165.0
% Met CCMR	42%	31%	42%	52%	12%	64%	<i>na</i>	43%	37%	24%	26%	20%	45%	34%
If TX Target NOT met, # CCMR students needed	199	--	--	57	25	46	--	8	--	51	13	10	188	--
If GISD Target NOT met, # CCMR students needed	280	141	120	57	31	46	--	8	249	85	77	13	188	71
2018 (Class of 2017)														
Total Students	4,222	781	1,991	954	23	389	7	77	2,159	360	397	57	3,533	689
# Students Met CCMR	2,008.0	293.0	832.0	549.0	12.0	281.0	5.0	37.0	923.0	94.0	117.0	12.0	1,818.0	190.0
% Met CCMR	48%	38%	42%	58%	<i>na</i>	72%	<i>na</i>	48%	43%	26%	29%	21%	51%	28%
If TX Target NOT met, # CCMR students needed	--	--	--	--	--	15	--	4	--	46	2	13	--	24
If GISD Target NOT met, # CCMR students needed	61	90	144	--	--	15	--	4	135	82	78	16	--	148
2019 (Class of 2018)														
Total Students	4,217	765	2,029	869	23	455	5	71	2,039	549	329	54	3,543	674
# Students Met CCMR	2,407.0	343.0	1,106.0	540.5	61.0	358.0	2.5	43.0	1,075.5	260.5	175.5	18.0	2,145.5	261.5
% Met CCMR	57%	45%	55%	62%	<i>na</i>	79%	<i>na</i>	61%	53%	47%	53%	33%	61%	39%
If TX Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	5	--	--
If GISD Target NOT met, # CCMR students needed	--	32	--	--	--	--	--	--	--	9	--	8	--	69
2020 (Class of 2019)														
Total Students	4,125	755	2,054	831	20	390	1	74	2,296	581	232	86	3,495	630
# Students Met CCMR	2,924.0	445.0	1,442.5	629.5	13.0	336.0	0.5	57.5	1,562.5	368.0	164.0	46.5	2,571.0	353.0
% Met CCMR	71%	59%	70%	76%	<i>na</i>	86%	<i>na</i>	78%	68%	63%	71%	54%	74%	56%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	1	--	--

**GARLAND INDEPENDENT SCHOOL DISTRICT (057909)
COLLEGE, CAREER, and MILITARY READINESS DATA TABLE**

CLASS OF 2021

(as projected for 2022 school accountability using OnDataSuite data download 09/09/2021)

		GISD 000	GHS 002	SGHS 003	NGHS 004	LCHS 005	NFHS 008	RHS 009	SHS 010
Total									
Total Graduates: CLASS OF 2021		3,970	524	435	646	599	513	600	653
Total Graduates Meeting CCMR Criteria: CLASS OF 2021	N	3,226	476	285	557	406	352	547	490
Student Achievement Domain CCMR Score (%)		81.3%	90.8%	65.5%	86.2%	67.8%	68.6%	91.2%	75.0%
Student Achievement Domain CCMR Scale Score		95	98	91	96	92	92	98	94
Student Achievement Domain CCMR Rating		A	A	A	A	A	A	A	A
Texas Success Initiative (TSI) Criteria									
Met TSI criteria in both ELA/Reading and Mathematics	N	1,485	202	91	299	216	176	161	340
	%	37%	39%	21%	46%	36%	34%	27%	52%
AP/IB Examination									
Met criterion score on an AP/IB exam in any subject	N	995	171	45	243	138	80	136	182
	%	25%	33%	10%	38%	23%	16%	23%	28%
Dual Course Credits									
Earned credit in ELA/Math (3 hrs) or any subject (9 hrs)	N	1,194	114	45	237	289	167	162	180
	%	30%	22%	10%	37%	48%	33%	27%	28%
Complete OnRamps Course	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Industry-Based Certifications									
Earned an industry-based certification from approved list	N	1,753	270	160	270	166	192	455	240
	%	44%	52%	37%	42%	28%	37%	76%	37%
Level I or II Certification	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Associate's Degree									
Earned an associate's degree while in high school	N	139	0	0	0	139	0	0	0
	%	4%	0%	0%	0%	23%	0%	0%	0%
Graduate with Completed IEP and Workforce Readiness									
Anticipated/earned graduation type code of 04, 05, 54, or 55	N	218	31	33	31	28	23	38	34
	%	6%	6%	8%	5%	5%	5%	6%	5%
Graduate on Advance Graduation Plan									
Anticipated/earned SPED graduating on RHSP/DAP	N	87	18	9	9	3	17	14	17
	%	2%	3%	2%	1%	1%	3%	2%	3%
U. S. Armed Forces									
Anticipated/earned enlistment in the U. S. Armed Forces	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
College Readiness Composite Indicators (tbd)									
Meets standards on indicators indicating college readiness	N	0							
	%	0%	0%	0%	0%	0%	0%	0%	0%
Met Non-CTE Criteria									
Met at least one criteria above (includes students marked with an "S" in ODS)	N	3,226	506	302	567	420	361	566	504
	%	81%	97%	69%	88%	70%	70%	94%	77%
CTE Coherent Sequence Coursework Aligned to Certification List									
CTE coherent sequence graduate with at least one CTE course aligned to industry-based certification and not met any other criteria (1/2 credit)	N								
	%								

not available for this graduating class

CTE coherent sequence coursework is being phased out of CCMR credit

		GISD	GHS	SGHS	NGHS	LCHS	NFHS	RHS	SHS
		000	002	003	004	005	008	009	010
All Students (Grads + Gr 12) Closing the Gaps CCMR Target		47%	47%	47%	47%	47%	47%	47%	47%
All Students % Met CCMR Rate	%	76%	90%	64%	84%	66%	65%	89%	73%
All Students Met Target		Y	Y	Y	Y	Y	Y	Y	Y
All Students N Met CCMR	n	3,226	506	302	567	420	361	566	504
All Students Total Students	N	4,222	564	472	679	632	552	634	689
African American (Grads + Gr 12) Closing the Gaps CCMR Target		31%	31%	31%	31%	31%	31%	31%	31%
African American % Met CCMR Rate	%	70%	74%	53%	74%	60%	67%	85%	71%
African American Met Target		Y	Y	Y	Y	Y	Y	Y	Y
African American N Met CCMR	n	533	56	31	58	108	74	121	85
African American Total Students	N	766	76	59	78	181	110	143	119
Hispanic (Grads + Gr 12) Closing the Gaps CCMR Target		41%	41%	41%	41%	41%	41%	41%	41%
Hispanic % Met CCMR Rate	%	74%	91%	65%	80%	66%	58%	91%	65%
Hispanic Met Target		Y	Y	Y	Y	Y	Y	Y	Y
Hispanic N Met CCMR	n	1,628	322	247	315	201	155	241	147
Hispanic Total Students	N	2,189	354	380	394	306	266	264	225
White (Grads + Gr 12) Closing the Gaps CCMR Target		58%	58%	58%	58%	58%	58%	58%	58%
White % Met CCMR Rate	%	81%	93%	-	89%	74%	70%	89%	77%
White Met Target		Y	Y		Y	Y	Y	Y	Y
White N Met CCMR	n	586	63	13	50	64	45	160	191
White Total Students	N	721	68	18	56	87	64	180	248
American Indian (Grads + Gr 12) Closing the Gaps CCMR Target		42%	42%	42%	42%	42%	42%	42%	42%
American Indian % Met CCMR Rate	%	81%	-	-	-	-	-	-	-
American Indian Met Target		Y							
American Indian N Met CCMR	n	17	3	3	2	3	1	3	2
American Indian Total Students	N	21	3	3	2	3	3	4	3
Asian (Grads + Gr 12) Closing the Gaps CCMR Target		76%	76%	76%	76%	76%	76%	76%	76%
Asian % Met CCMR Rate	%	91%	98%	-	96%	84%	83%	97%	89%
Asian Met Target		Y	Y		Y	Y	Y	Y	Y
Asian N Met CCMR	n	394	48	7	137	32	74	28	68
Asian Total Students	N	434	49	11	142	38	89	29	76
Pacific Islander (Grads + Gr 12) Closing the Gaps CCMR Target		39%	39%	39%	39%	39%	39%	39%	39%
Pacific Islander % Met CCMR Rate	%	-	-	-	-	-	-	-	-
Pacific Islander Met Target									
Pacific Islander N Met CCMR	n	2	1	0	0	0	0	0	1
Pacific Islander Total Students	N	4	1	0	0	1	0	0	2
Two or More Races (Grads + Gr 12) Closing the Gaps CCMR Target		53%	53%	53%	53%	53%	53%	53%	53%
Two or More Races % Met CCMR Rate	%	76%	-	-	-	-	-	-	-
Two or More Races Met Target		Y							
Two or More Races N Met CCMR	n	66	13	1	5	12	12	13	10
Two or More Races Total Students	N	87	13	1	7	16	20	14	16
Special Education (Grads + Gr 12) Closing the Gaps CCMR Target		27%	27%	27%	27%	27%	27%	27%	27%
Special Education % Met CCMR Rate	%	84%	96%	91%	73%	78%	81%	83%	81%
Special Education Met Target		Y	Y	Y	Y	Y	Y	Y	Y
Special Education N Met CCMR	n	290	53	42	32	31	38	48	46
Special Education Total Students	N	347	55	46	44	40	47	58	57
Economically Disadvantaged (Grads + Gr 12) Closing the Gaps CCMR Target		39%	39%	39%	39%	39%	39%	39%	39%
Economically Disadvantaged % Met CCMR Rate	%	73%	89%	65%	82%	61%	65%	88%	63%
Economically Disadvantaged Met Target		Y	Y	Y	Y	Y	Y	Y	Y
Economically Disadvantaged N Met CCMR	n	1,919	330	249	384	252	240	294	170
Economically Disadvantaged Total Students	N	2,611	370	385	469	410	372	333	272
ELL (C+M) (Grads + Gr 12) Closing the Gaps CCMR Target		30%	30%	30%	30%	30%	30%	30%	30%
ELL (C+M) % Met CCMR Rate	%	75%	91%	66%	80%	68%	62%	91%	66%
ELL (C+M) Met Target		Y	Y	Y	Y	Y	Y	Y	Y
ELL (C+M) N Met CCMR	n	1,229	247	197	285	123	149	136	92
ELL (C+M) Total Students	N	1,634	272	299	355	181	239	149	139
Formerly Special Education (Grads + Gr 12) Closing the Gaps CCMR Target		43%	43%	43%	43%	43%	43%	43%	43%
Formerly Special Education % Met CCMR Rate	%	68%	-	-	-	-	-	-	-
Formerly Special Education Met Target		Y							
Formerly Special Education N Met CCMR	n	45	4	8	12	2	4	11	4
Formerly Special Education Total Students	N	66	5	15	18	4	7	11	6
Continuously Enrolled (Grads + Gr 12) Closing the Gaps CCMR Target		50%	50%	50%	50%	50%	50%	50%	50%
Continuously Enrolled % Met CCMR Rate	%	80%	94%	70%	85%	71%	71%	92%	77%
Continuously Enrolled Met Target		Y	Y	Y	Y	Y	Y	Y	Y
Continuously Enrolled N Met CCMR	n	2,803	440	256	505	378	296	470	458
Continuously Enrolled Total Students	N	3,488	470	364	594	536	419	511	594
Noncontinuously Enrolled (Grads + Gr 12) Closing the Gaps CCMR Target		31%	31%	31%	31%	31%	31%	31%	31%
Noncontinuously Enrolled % Met CCMR Rate	%	64%	67%	41%	100%	44%	60%	87%	54%
Noncontinuously Enrolled Met Target		Y	Y	Y	Y	Y	Y	Y	Y
Noncontinuously Enrolled N Met CCMR	n	310	36	29	52	28	56	77	32
Noncontinuously Enrolled Total Students	N	482	54	71	52	63	94	89	59

GARLAND INDEPENDENT SCHOOL DISTRICT (057909)
COLLEGE, CAREER, and MILITARY READINESS DATA TABLE

CLASS OF 2022 | 2020-2021 12th GRADE STUDENTS

(as projected for 2023 school accountability using OnDataSuite data download 09/08/2021)

		GISD 000	GHS 002	SGHS 003	NGHS 004	LCHS 005	NFHS 008	RHS 009	SHS 010
Total									
Total Grade Enrollment		3,864	568	460	612	574	459	563	628
Total credit for CCMR criteria	N	2,100	263	197	324	323	219	415	359
Student Achievement Domain CCMR Score (%)		54.3%	46.3%	42.8%	52.9%	56.3%	47.7%	73.7%	57.2%
Student Achievement Domain CCMR Scale Score		81	78	74	84	87	80	93	87
Student Achievement Domain CCMR Rating		B	C	C	B	B	B	A	B
Texas Success Initiative (TSI) Criteria									
Met TSI criteria in both ELA/Reading and Mathematics	N	895	147	11	207	148	70	115	197
	%	23%	26%	2%	34%	26%	15%	20%	31%
AP/IB Examination									
Met criterion score on an AP/IB exam in any subject	N	685	139	27	177	84	38	75	145
	%	18%	25%	6%	29%	15%	8%	13%	23%
Dual Course Credits									
Earned credit in ELA/Math (3 hrs) or any subject (9 hrs)	N	881	62	19	170	229	107	138	156
	%	23%	11%	4%	28%	40%	23%	25%	25%
Complete OnRamps Course	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Industry-Based Certifications									
Earned an industry-based certification from approved list	N	1,075	70	146	102	128	140	341	148
	%	28%	12%	32%	17%	22%	31%	61%	24%
Level I or II Certification	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Associate's Degree									
Earned an associate's degree while in high school	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Graduate with Completed IEP and Workforce Readiness									
Anticipated/earned graduation type code of 04, 05, 54, or 55	N	73	20	14	5	8	4	10	12
	%	2%	4%	3%	1%	1%	1%	2%	2%
Graduate on Advance Graduation Plan									
Anticipated/earned SPED graduating on RHSP/DAP	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
U. S. Armed Forces									
Anticipated/earned enlistment in the U. S. Armed Forces	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
College Readiness Composite Indicators (tbd)									
Meets standards on indicators indicating college readiness	N	0							
	%	0%	0%	0%	0%	0%	0%	0%	0%
Met Non-CTE Criteria									
Met at least one criteria above (includes students marked with an "S" in ODS)	N	2,100	263	197	324	323	219	415	359
	%	54%	46%	43%	53%	56%	48%	74%	57%
CTE Coherent Sequence Coursework Aligned to Certification List									
CTE coherent sequence graduate with at least one CTE course aligned to industry-based certification and not met any other criteria (1/2 credit)	N	<i>not available for this graduating class</i>							
	%	<i>CTE coherent sequence coursework is being phased out of CCMR credit</i>							

		GISD 000	GHS 002	SGHS 003	NGHS 004	LCHS 005	NFHS 008	RHS 009	SHS 010
All Students Closing the Gaps CCMR Target		47%	47%	47%	47%	47%	47%	47%	47%
All Students % Met CCMR Rate	%	54%	46%	43%	53%	56%	48%	74%	57%
All Students Met Target		Y	N	N	Y	Y	Y	Y	Y
All Students N Met CCMR	n	2,100	263	197	324	323	219	415	359
All Students Total Students	N	3,864	568	460	612	574	459	563	628
African American Closing the Gaps CCMR Target		31%	31%	31%	31%	31%	31%	31%	31%
African American % Met CCMR Rate	%	47%	29%	25%	45%	52%	33%	71%	49%
African American Met Target		Y	N	N	Y	Y	Y	Y	Y
African American N Met CCMR	n	316	19	15	32	81	28	91	50
African American Total Students	N	670	66	59	71	157	85	129	103
Hispanic Closing the Gaps CCMR Target		41%	41%	41%	41%	41%	41%	41%	41%
Hispanic % Met CCMR Rate	%	48%	38%	46%	43%	50%	45%	72%	48%
Hispanic Met Target		Y	N	Y	Y	Y	Y	Y	Y
Hispanic N Met CCMR	n	948	136	171	138	141	102	161	99
Hispanic Total Students	N	1,992	361	373	320	280	227	225	206
White Closing the Gaps CCMR Target		58%	58%	58%	58%	58%	58%	58%	58%
White % Met CCMR Rate	%	68%	74%	-	62%	74%	53%	78%	65%
White Met Target		Y	Y		Y	Y	N	Y	Y
White N Met CCMR	n	459	54	4	43	60	31	128	139
White Total Students	N	673	73	14	69	81	58	165	213
American Indian Closing the Gaps CCMR Target		42%	42%	42%	42%	42%	42%	42%	42%
American Indian % Met CCMR Rate	%	62%	-	-	-	-	-	-	-
American Indian Met Target		Y							
American Indian N Met CCMR	n	8	3	0	1	1	1	2	0
American Indian Total Students	N	13	4	0	3	2	1	2	1
Asian Closing the Gaps CCMR Target		76%	76%	76%	76%	76%	76%	76%	76%
Asian % Met CCMR Rate	%	74%	86%	-	74%	76%	69%	84%	69%
Asian Met Target		N	Y		N	Y	N	Y	N
Asian N Met CCMR	n	323	42	4	107	31	51	27	61
Asian Total Students	N	439	49	10	145	41	74	32	88
Pacific Islander Closing the Gaps CCMR Target		39%	39%	39%	39%	39%	39%	39%	39%
Pacific Islander % Met CCMR Rate	%	-	-	-	-	-	-	-	-
Pacific Islander Met Target									
Pacific Islander N Met CCMR	n	0	0	0	0	0	0	0	0
Pacific Islander Total Students	N	0	0	0	0	0	0	0	0
Two or More Races Closing the Gaps CCMR Target		53%	53%	53%	53%	53%	53%	53%	53%
Two or More Races % Met CCMR Rate	%	60%	-	-	-	-	-	-	-
Two or More Races Met Target		Y							
Two or More Races N Met CCMR	n	46	9	3	3	9	6	6	10
Two or More Races Total Students	N	77	15	4	4	13	14	10	17
Special Education Closing the Gaps CCMR Target		27%	27%	27%	27%	27%	27%	27%	27%
Special Education % Met CCMR Rate	%	40%	50%	44%	23%	32%	27%	62%	32%
Special Education Met Target		Y	Y	Y	N	Y	Y	Y	Y
Special Education N Met CCMR	n	125	30	20	10	11	8	29	17
Special Education Total Students	N	313	60	45	44	34	30	47	53
Economically Disadvantaged Closing the Gaps CCMR Target		39%	39%	39%	39%	39%	39%	39%	39%
Economically Disadvantaged % Met CCMR Rate	%	49%	39%	44%	47%	51%	48%	71%	48%
Economically Disadvantaged Met Target		Y	Y	Y	Y	Y	Y	Y	Y
Economically Disadvantaged N Met CCMR	n	1,174	153	168	195	188	145	198	127
Economically Disadvantaged Total Students	N	2,395	389	381	412	370	301	279	263
ELL (C+M) Closing the Gaps CCMR Target		30%	30%	30%	30%	30%	30%	30%	30%
ELL (C+M) % Met CCMR Rate	%	49%	38%	46%	48%	55%	50%	76%	49%
ELL (C+M) Met Target		Y	Y	Y	Y	Y	Y	Y	Y
ELL (C+M) N Met CCMR	n	810	112	141	161	104	110	104	78
ELL (C+M) Total Students	N	1,641	297	307	334	188	219	137	159
Formerly Special Education Closing the Gaps CCMR Target		43%	43%	43%	43%	43%	43%	43%	43%
Formerly Special Education % Met CCMR Rate	%	42%	-	-	-	-	-	-	-
Formerly Special Education Met Target		N							
Formerly Special Education N Met CCMR	n	22	2	6	4	0	2	4	4
Formerly Special Education Total Students	N	53	7	14	10	1	10	4	7
Continuously Enrolled Closing the Gaps CCMR Target		50%	50%	50%	50%	50%	50%	50%	50%
Continuously Enrolled % Met CCMR Rate	%	59%	50%	48%	57%	59%	54%	80%	60%
Continuously Enrolled Met Target		Y	Y	N	Y	Y	Y	Y	Y
Continuously Enrolled N Met CCMR	n	1,937	251	180	310	305	191	368	332
Continuously Enrolled Total Students	N	3,309	498	376	547	514	357	460	557
Noncontinuously Enrolled Closing the Gaps CCMR Target		31%	31%	31%	31%	31%	31%	31%	31%
Noncontinuously Enrolled % Met CCMR Rate	%	29%	17%	20%	22%	30%	27%	46%	38%
Noncontinuously Enrolled Met Target		N	N	N	N	N	N	Y	Y
Noncontinuously Enrolled N Met CCMR	n	163	12	17	14	18	28	47	27
Noncontinuously Enrolled Total Students	N	555	70	84	65	60	102	103	71

**GARLAND INDEPENDENT SCHOOL DISTRICT (057909)
COLLEGE, CAREER, and MILITARY READINESS DATA TABLE**

CLASS OF 2023 | 2020-2021 11th GRADE STUDENTS

(as projected for 2024 school accountability using OnDataSuite data download 09/08/2021)

		GISD 000	GHS 002	SGHS 003	NGHS 004	LCHS 005	NFHS 008	RHS 009	SHS 010
Total									
Total Grade Enrollment		4,369	575	580	717	604	581	586	726
Total credit for CCMR criteria	N	1,508	152	206	210	255	188	259	238
Student Achievement Domain CCMR Score (%)		34.5%	26.4%	35.5%	29.3%	42.2%	32.4%	44.2%	32.8%
Student Achievement Domain CCMR Scale Score		66	60	67	62	73	64	76	65
Student Achievement Domain CCMR Rating		D	D	D	D	C	D	C	D
Texas Success Initiative (TSI) Criteria									
Met TSI criteria in both ELA/Reading and Mathematics	N	140	14	15	25	5	18	4	59
	%	3%	2%	3%	4%	1%	3%	1%	8%
AP/IB Examination									
Met criterion score on an AP/IB exam in any subject	N	614	116	25	174	89	41	48	121
	%	14%	20%	4%	24%	15%	7%	8%	17%
Dual Course Credits									
Earned credit in ELA/Math (3 hrs) or any subject (9 hrs)	N	532	3	110	4	204	110	95	6
	%	12%	1%	19%	1%	34%	19%	16%	1%
Complete OnRamps Course	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Industry-Based Certifications									
Earned an industry-based certification from approved list	N	689	31	101	49	74	116	190	128
	%	16%	5%	17%	7%	12%	20%	32%	18%
Level I or II Certification	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Associate's Degree									
Earned an associate's degree while in high school	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Graduate with Completed IEP and Workforce Readiness									
Anticipated/earned graduation type code of 04, 05, 54, or 55	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Graduate on Advance Graduation Plan									
Anticipated/earned SPED graduating on RHSP/DAP	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
U. S. Armed Forces									
Anticipated/earned enlistment in the U. S. Armed Forces	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
College Readiness Composite Indicators (tbd)									
Meets standards on indicators indicating college readiness	N	0							
	%	0%	0%	0%	0%	0%	0%	0%	0%
Met Non-CTE Criteria									
Met at least one criteria above (includes students marked with an "S" in ODS)	N	1,508	152	206	210	255	188	259	238
	%	35%	26%	36%	29%	42%	32%	44%	33%
CTE Coherent Sequence Coursework Aligned to Certification List									
CTE coherent sequence graduate with at least one CTE course aligned to industry-based certification and not met any other criteria (1/2 credit)	N								
	%								

not available for this graduating class

CTE coherent sequence coursework is being phased out of CCMR credit

	GISD 000	GHS 002	SGHS 003	NGHS 004	LCHS 005	NFHS 008	RHS 009	SHS 010
All Students Closing the Gaps CCMR Target	47%	47%	47%	47%	47%	47%	47%	47%
All Students % Met CCMR Rate	% 35%	26%	36%	29%	42%	32%	44%	33%
All Students Met Target	N	N	N	N	N	N	N	N
All Students N Met CCMR	n 1,508	152	206	210	255	188	259	238
All Students Total Students	N 4,369	575	580	717	604	581	586	726
African American Closing the Gaps CCMR Target	31%	31%	31%	31%	31%	31%	31%	31%
African American % Met CCMR Rate	% 28%	26%	18%	27%	32%	23%	37%	22%
African American Met Target	N	N	N	N	Y	N	Y	N
African American N Met CCMR	n 223	24	15	20	63	26	50	25
African American Total Students	N 806	91	82	75	195	115	136	112
Hispanic Closing the Gaps CCMR Target	41%	41%	41%	41%	41%	41%	41%	41%
Hispanic % Met CCMR Rate	% 32%	19%	40%	22%	45%	33%	43%	27%
Hispanic Met Target	N	N	N	N	Y	N	Y	N
Hispanic N Met CCMR	n 760	68	183	91	129	109	117	63
Hispanic Total Students	N 2,347	364	459	409	286	328	269	232
White Closing the Gaps CCMR Target	58%	58%	58%	58%	58%	58%	58%	58%
White % Met CCMR Rate	% 42%	42%	-	41%	57%	38%	50%	37%
White Met Target	N	N		N	N	N	N	N
White N Met CCMR	n 291	27	5	28	42	21	65	103
White Total Students	N 691	64	22	69	74	56	131	275
American Indian Closing the Gaps CCMR Target	42%	42%	42%	42%	42%	42%	42%	42%
American Indian % Met CCMR Rate	% 47%	-	-	-	-	-	-	-
American Indian Met Target	Y							
American Indian N Met CCMR	n 8	1	0	1	0	5	0	1
American Indian Total Students	N 17	3	1	4	1	5	1	2
Asian Closing the Gaps CCMR Target	76%	76%	76%	76%	76%	76%	76%	76%
Asian % Met CCMR Rate	% 45%	64%	-	44%	55%	34%	63%	42%
Asian Met Target	N	N		N	N	N	N	N
Asian N Met CCMR	n 193	30	0	67	18	22	17	39
Asian Total Students	N 426	47	10	153	33	64	27	92
Pacific Islander Closing the Gaps CCMR Target	39%	39%	39%	39%	39%	39%	39%	39%
Pacific Islander % Met CCMR Rate	% -	-	-	-	-	-	-	-
Pacific Islander Met Target	Y							
Pacific Islander N Met CCMR	n 3	1	0	0	0	0	2	0
Pacific Islander Total Students	N 5	1	0	0	0	0	3	1
Two or More Races Closing the Gaps CCMR Target	53%	53%	53%	53%	53%	53%	53%	53%
Two or More Races % Met CCMR Rate	% 39%	-	-	-	-	-	-	-
Two or More Races Met Target	N							
Two or More Races N Met CCMR	n 30	1	3	3	3	5	8	7
Two or More Races Total Students	N 77	5	6	7	15	13	19	12
Special Education Closing the Gaps CCMR Target	27%	27%	27%	27%	27%	27%	27%	27%
Special Education % Met CCMR Rate	% 11%	2%	20%	7%	5%	11%	28%	5%
Special Education Met Target	N	N	N	N	N	N	Y	N
Special Education N Met CCMR	n 36	1	10	2	2	5	13	3
Special Education Total Students	N 320	45	50	29	39	46	46	65
Economically Disadvantaged Closing the Gaps CCMR Target	39%	39%	39%	39%	39%	39%	39%	39%
Economically Disadvantaged % Met CCMR Rate	% 30%	15%	36%	25%	37%	32%	41%	23%
Economically Disadvantaged Met Target	N	N	N	N	N	N	Y	N
Economically Disadvantaged N Met CCMR	n 845	58	172	118	149	141	138	69
Economically Disadvantaged Total Students	N 2,804	377	477	478	401	436	337	298
ELL (C+M) Closing the Gaps CCMR Target	30%	30%	30%	30%	30%	30%	30%	30%
ELL (C+M) % Met CCMR Rate	% 33%	19%	40%	26%	40%	38%	46%	30%
ELL (C+M) Met Target	Y	N	Y	N	Y	Y	Y	Y
ELL (C+M) N Met CCMR	n 614	56	153	104	76	104	72	49
ELL (C+M) Total Students	N 1,858	289	378	407	189	274	157	164
Formerly Special Education Closing the Gaps CCMR Target	43%	43%	43%	43%	43%	43%	43%	43%
Formerly Special Education % Met CCMR Rate	% 26%	-	-	-	-	-	-	-
Formerly Special Education Met Target	N							
Formerly Special Education N Met CCMR	n 15	1	3	4	0	1	4	2
Formerly Special Education Total Students	N 58	3	7	13	2	12	10	11
Continuously Enrolled Closing the Gaps CCMR Target	50%	50%	50%	50%	50%	50%	50%	50%
Continuously Enrolled % Met CCMR Rate	% 39%	30%	43%	33%	47%	38%	49%	36%
Continuously Enrolled Met Target	N	N	N	N	N	N	N	N
Continuously Enrolled N Met CCMR	n 1,357	144	184	202	240	166	214	207
Continuously Enrolled Total Students	N 3,468	475	429	609	511	434	434	576
Noncontinuously Enrolled Closing the Gaps CCMR Target	31%	31%	31%	31%	31%	31%	31%	31%
Noncontinuously Enrolled % Met CCMR Rate	% 17%	8%	15%	7%	16%	15%	30%	21%
Noncontinuously Enrolled Met Target	N	N	N	N	N	N	N	N
Noncontinuously Enrolled N Met CCMR	n 151	8	22	8	15	22	45	31
Noncontinuously Enrolled Total Students	N 901	100	151	108	93	147	152	150

**GARLAND INDEPENDENT SCHOOL DISTRICT (057909)
COLLEGE, CAREER, and MILITARY READINESS DATA TABLE**

CLASS OF 2024 | 2020-2021 10th GRADE STUDENTS

(as projected for 2025 school accountability using OnDataSuite data download 09/08/2021)

		GISD 000	GHS 002	SGHS 003	NGHS 004	LCHS 005	NFHS 008	RHS 009	SHS 010
Total									
Total Grade Enrollment		4,187	567	516	688	619	495	581	721
Total credit for CCMR criteria	N	644	78	66	124	77	94	86	119
Student Achievement Domain CCMR Score (%)		15.4%	13.8%	12.8%	18.0%	12.4%	19.0%	14.8%	16.5%
Student Achievement Domain CCMR Scale Score		46	46	45	51	44	52	47	50
Student Achievement Domain CCMR Rating		F	F	F	F	F	F	F	F
Texas Success Initiative (TSI) Criteria									
Met TSI criteria in both ELA/Reading and Mathematics	N	93	11	4	27	3	32	0	16
	%	2%	2%	1%	4%	1%	7%	0%	2%
AP/IB Examination									
Met criterion score on an AP/IB exam in any subject	N	272	66	9	103	28	9	15	42
	%	7%	12%	2%	15%	5%	2%	3%	6%
Dual Course Credits									
Earned credit in ELA/Math (3 hrs) or any subject (9 hrs)	N	81	0	26	0	48	0	6	1
	%	2%	0%	5%	0%	8%	0%	1%	0%
Complete OnRamps Course	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Industry-Based Certifications									
Earned an industry-based certification from approved list	N	268	5	29	10	10	67	69	78
	%	6%	1%	6%	2%	2%	14%	12%	11%
Level I or II Certification	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Associate's Degree									
Earned an associate's degree while in high school	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Graduate with Completed IEP and Workforce Readiness									
Anticipated/earned graduation type code of 04, 05, 54, or 55	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Graduate on Advance Graduation Plan									
Anticipated/earned SPED graduating on RHSP/DAP	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
U. S. Armed Forces									
Anticipated/earned enlistment in the U. S. Armed Forces	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
College Readiness Composite Indicators (tbd)									
Meets standards on indicators indicating college readiness	N	0							
	%	0%	0%	0%	0%	0%	0%	0%	0%
Met Non-CTE Criteria									
Met at least one criteria above (includes students marked with an "S" in ODS)	N	644	78	66	124	77	94	86	119
	%	15%	14%	13%	18%	12%	19%	15%	17%
CTE Coherent Sequence Coursework Aligned to Certification List									
CTE coherent sequence graduate with at least one CTE course aligned to industry-based certification and not met any other criteria (1/2 credit)	N	<i>not available for this graduating class</i>							
	%	<i>CTE coherent sequence coursework is being phased out of CCMR credit</i>							

	GISD 000	GHS 002	SGHS 003	NGHS 004	LCHS 005	NFHS 008	RHS 009	SHS 010
All Students Closing the Gaps CCMR Target	47%	47%	47%	47%	47%	47%	47%	47%
All Students % Met CCMR Rate	% 15%	14%	13%	18%	12%	19%	15%	17%
All Students Met Target	N	N	N	N	N	N	N	N
All Students N Met CCMR	n 644	78	66	124	77	94	86	119
All Students Total Students	N 4,187	567	516	688	619	495	581	721
African American Closing the Gaps CCMR Target	31%	31%	31%	31%	31%	31%	31%	31%
African American % Met CCMR Rate	% 10%	5%	6%	9%	7%	17%	10%	10%
African American Met Target	N	N	N	N	N	N	N	N
African American N Met CCMR	n 77	3	3	9	14	20	16	12
African American Total Students	N 803	64	50	97	192	121	158	121
Hispanic Closing the Gaps CCMR Target	41%	41%	41%	41%	41%	41%	41%	41%
Hispanic % Met CCMR Rate	% 14%	9%	15%	18%	10%	16%	15%	16%
Hispanic Met Target	N	N	N	N	N	N	N	N
Hispanic N Met CCMR	n 312	34	63	69	30	42	36	38
Hispanic Total Students	N 2,241	370	430	381	313	261	244	242
White Closing the Gaps CCMR Target	58%	58%	58%	58%	58%	58%	58%	58%
White % Met CCMR Rate	% 19%	24%	-	13%	24%	29%	18%	18%
White Met Target	N	N		N	N	N	N	N
White N Met CCMR	n 125	16	0	8	17	13	25	46
White Total Students	N 650	66	19	64	70	45	137	249
American Indian Closing the Gaps CCMR Target	42%	42%	42%	42%	42%	42%	42%	42%
American Indian % Met CCMR Rate	% 8%	-	-	-	-	-	-	-
American Indian Met Target	N							
American Indian N Met CCMR	n 1	0	0	0	0	0	1	0
American Indian Total Students	N 12	3	3	3	0	1	1	1
Asian Closing the Gaps CCMR Target	76%	76%	76%	76%	76%	76%	76%	76%
Asian % Met CCMR Rate	% 29%	48%	-	26%	46%	30%	-	20%
Asian Met Target	N	N		N	N	N		N
Asian N Met CCMR	n 111	25	0	35	12	17	6	16
Asian Total Students	N 383	52	9	134	26	57	23	82
Pacific Islander Closing the Gaps CCMR Target	39%	39%	39%	39%	39%	39%	39%	39%
Pacific Islander % Met CCMR Rate	% -	-	-	-	-	-	-	-
Pacific Islander Met Target	N							
Pacific Islander N Met CCMR	n 1	0	0	0	0	0	0	1
Pacific Islander Total Students	N 6	1	0	0	1	1	0	3
Two or More Races Closing the Gaps CCMR Target	53%	53%	53%	53%	53%	53%	53%	53%
Two or More Races % Met CCMR Rate	% 18%	-	-	-	-	-	-	-
Two or More Races Met Target	N							
Two or More Races N Met CCMR	n 17	0	0	3	4	2	2	6
Two or More Races Total Students	N 92	11	5	9	17	9	18	23
Special Education Closing the Gaps CCMR Target	27%	27%	27%	27%	27%	27%	27%	27%
Special Education % Met CCMR Rate	% 5%	2%	2%	0%	2%	9%	14%	5%
Special Education Met Target	N	N	N	N	N	N	N	N
Special Education N Met CCMR	n 17	1	1	0	1	3	8	3
Special Education Total Students	N 324	45	44	32	44	34	59	66
Economically Disadvantaged Closing the Gaps CCMR Target	39%	39%	39%	39%	39%	39%	39%	39%
Economically Disadvantaged % Met CCMR Rate	% 13%	8%	14%	17%	9%	20%	14%	11%
Economically Disadvantaged Met Target	N	N	N	N	N	N	N	N
Economically Disadvantaged N Met CCMR	n 371	31	62	84	38	70	49	37
Economically Disadvantaged Total Students	N 2,833	408	447	499	443	355	342	339
ELL (C+M) Closing the Gaps CCMR Target	30%	30%	30%	30%	30%	30%	30%	30%
ELL (C+M) % Met CCMR Rate	% 16%	13%	16%	18%	10%	19%	16%	17%
ELL (C+M) Met Target	N	N	N	N	N	N	N	N
ELL (C+M) N Met CCMR	n 279	42	56	69	20	37	22	33
ELL (C+M) Total Students	N 1,757	312	341	378	200	195	135	196
Formerly Special Education Closing the Gaps CCMR Target	43%	43%	43%	43%	43%	43%	43%	43%
Formerly Special Education % Met CCMR Rate	% 9%	-	-	-	-	-	-	-
Formerly Special Education Met Target	N							
Formerly Special Education N Met CCMR	n 6	0	0	1	0	0	2	3
Formerly Special Education Total Students	N 64	10	10	11	7	5	14	7
Continuously Enrolled Closing the Gaps CCMR Target	50%	50%	50%	50%	50%	50%	50%	50%
Continuously Enrolled % Met CCMR Rate	% 18%	17%	16%	20%	14%	24%	17%	19%
Continuously Enrolled Met Target	N	N	N	N	N	N	N	N
Continuously Enrolled N Met CCMR	n 590	76	59	118	72	84	69	112
Continuously Enrolled Total Students	N 3,258	447	371	595	500	355	406	584
Noncontinuously Enrolled Closing the Gaps CCMR Target	31%	31%	31%	31%	31%	31%	31%	31%
Noncontinuously Enrolled % Met CCMR Rate	% 6%	2%	5%	6%	4%	7%	10%	5%
Noncontinuously Enrolled Met Target	N	N	N	N	N	N	N	N
Noncontinuously Enrolled N Met CCMR	n 54	2	7	6	5	10	17	7
Noncontinuously Enrolled Total Students	N 929	120	145	93	119	140	175	137

**GARLAND INDEPENDENT SCHOOL DISTRICT (057909)
COLLEGE, CAREER, and MILITARY READINESS DATA TABLE**

CLASS OF 2025 | 2020-2021 9th GRADE STUDENTS

(as projected for 2026 school accountability using OnDataSuite data download 09/08/2021)

		GISD 000	GHS 002	SGHS 003	NGHS 004	LCHS 005	NFHS 008	RHS 009	SHS 010
Total									
Total Grade Enrollment		4,895	689	570	751	662	720	684	819
Total credit for CCMR criteria	N	12	0	4	2	1	3	1	1
Student Achievement Domain CCMR Score (%)		0.2%	0.0%	0.7%	0.3%	0.2%	0.4%	0.1%	0.1%
Student Achievement Domain CCMR Scale Score		8	3	31	3	3	3	3	3
Student Achievement Domain CCMR Rating		F	F	F	F	F	F	F	F
Texas Success Initiative (TSI) Criteria									
Met TSI criteria in both ELA/Reading and Mathematics	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
AP/IB Examination									
Met criterion score on an AP/IB exam in any subject	N	2	0	0	2	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Dual Course Credits									
Earned credit in ELA/Math (3 hrs) or any subject (9 hrs)	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Complete OnRamps Course	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Industry-Based Certifications									
Earned an industry-based certification from approved list	N	10	0	4	0	1	3	1	1
	%	0%	0%	1%	0%	0%	0%	0%	0%
Level I or II Certification	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Associate's Degree									
Earned an associate's degree while in high school	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Graduate with Completed IEP and Workforce Readiness									
Anticipated/earned graduation type code of 04, 05, 54, or 55	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
Graduate on Advance Graduation Plan									
Anticipated/earned SPED graduating on RHSP/DAP	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
U. S. Armed Forces									
Anticipated/earned enlistment in the U. S. Armed Forces	N	0	0	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%	0%	0%
College Readiness Composite Indicators (tbd)									
Meets standards on indicators indicating college readiness	N	0							
	%	0%	0%	0%	0%	0%	0%	0%	0%
Met Non-CTE Criteria									
Met at least one criteria above (includes students marked with an "S" in ODS)	N	12	0	4	2	1	3	1	1
	%	0%	0%	1%	0%	0%	0%	0%	0%
CTE Coherent Sequence Coursework Aligned to Certification List									
CTE coherent sequence graduate with at least one CTE course aligned to industry-based certification and not met any other criteria (1/2 credit)	N								
	%								

not available for this graduating class

CTE coherent sequence coursework is being phased out of CCMR credit

	GISD	GHS	SGHS	NGHS	LCHS	NFHS	RHS	SHS
	000	002	003	004	005	008	009	010
All Students Closing the Gaps CCMR Target	47%	47%	47%	47%	47%	47%	47%	47%
All Students % Met CCMR Rate	% 0%	0%	1%	0%	0%	0%	0%	0%
All Students Met Target	N	N	N	N	N	N	N	N
All Students N Met CCMR	n 12	0	4	2	1	3	1	1
All Students Total Students	N 4,895	689	570	751	662	720	684	819
African American Closing the Gaps CCMR Target	31%	31%	31%	31%	31%	31%	31%	31%
African American % Met CCMR Rate	% 0%	0%	0%	0%	0%	0%	0%	0%
African American Met Target	N	N	N	N	N	N	N	N
African American N Met CCMR	n 0	0	0	0	0	0	0	0
African American Total Students	N 937	87	79	98	194	144	182	153
Hispanic Closing the Gaps CCMR Target	41%	41%	41%	41%	41%	41%	41%	41%
Hispanic % Met CCMR Rate	% 0%	0%	1%	0%	0%	1%	0%	0%
Hispanic Met Target	N	N	N	N	N	N	N	N
Hispanic N Met CCMR	n 10	0	4	2	1	3	0	0
Hispanic Total Students	N 2,724	476	438	437	362	422	298	291
White Closing the Gaps CCMR Target	58%	58%	58%	58%	58%	58%	58%	58%
White % Met CCMR Rate	% 0%	0%	0%	0%	0%	0%	1%	0%
White Met Target	N	N	N	N	N	N	N	N
White N Met CCMR	n 2	0	0	0	0	0	1	1
White Total Students	N 682	79	29	60	61	73	139	241
American Indian Closing the Gaps CCMR Target	42%	42%	42%	42%	42%	42%	42%	42%
American Indian % Met CCMR Rate	% 0%	-	-	-	-	-	-	-
American Indian Met Target	N							
American Indian N Met CCMR	n 0	0	0	0	0	0	0	0
American Indian Total Students	N 13	1	1	4	2	1	2	2
Asian Closing the Gaps CCMR Target	76%	76%	76%	76%	76%	76%	76%	76%
Asian % Met CCMR Rate	% 0%	0%	-	0%	-	0%	0%	0%
Asian Met Target	N	N		N		N	N	N
Asian N Met CCMR	n 0	0	0	0	0	0	0	0
Asian Total Students	N 414	37	12	140	22	67	35	101
Pacific Islander Closing the Gaps CCMR Target	39%	39%	39%	39%	39%	39%	39%	39%
Pacific Islander % Met CCMR Rate	% -	-	-	-	-	-	-	-
Pacific Islander Met Target	N							
Pacific Islander N Met CCMR	n 0	0	0	0	0	0	0	0
Pacific Islander Total Students	N 2	0	0	0	0	0	0	2
Two or More Races Closing the Gaps CCMR Target	53%	53%	53%	53%	53%	53%	53%	53%
Two or More Races % Met CCMR Rate	% 0%	-	-	-	-	-	0%	0%
Two or More Races Met Target	N						N	N
Two or More Races N Met CCMR	n 0	0	0	0	0	0	0	0
Two or More Races Total Students	N 123	9	11	12	21	13	28	29
Special Education Closing the Gaps CCMR Target	27%	27%	27%	27%	27%	27%	27%	27%
Special Education % Met CCMR Rate	% 0%	0%	0%	0%	0%	0%	0%	0%
Special Education Met Target	N	N	N	N	N	N	N	N
Special Education N Met CCMR	n 0	0	0	0	0	0	0	0
Special Education Total Students	N 400	53	59	40	43	57	79	69
Economically Disadvantaged Closing the Gaps CCMR Target	39%	39%	39%	39%	39%	39%	39%	39%
Economically Disadvantaged % Met CCMR Rate	% 0%	0%	1%	0%	0%	1%	0%	0%
Economically Disadvantaged Met Target	N	N	N	N	N	N	N	N
Economically Disadvantaged N Met CCMR	n 10	0	4	2	1	3	0	0
Economically Disadvantaged Total Students	N 3,294	509	448	506	492	509	441	389
ELL (C+M) Closing the Gaps CCMR Target	30%	30%	30%	30%	30%	30%	30%	30%
ELL (C+M) % Met CCMR Rate	% 0%	0%	1%	0%	0%	0%	0%	0%
ELL (C+M) Met Target	N	N	N	N	N	N	N	N
ELL (C+M) N Met CCMR	n 5	0	3	1	0	1	0	0
ELL (C+M) Total Students	N 2,091	381	340	392	254	332	170	222
Formerly Special Education Closing the Gaps CCMR Target	43%	43%	43%	43%	43%	43%	43%	43%
Formerly Special Education % Met CCMR Rate	% 0%	-	-	-	-	-	-	-
Formerly Special Education Met Target	N							
Formerly Special Education N Met CCMR	n 0	0	0	0	0	0	0	0
Formerly Special Education Total Students	N 67	4	6	11	11	14	11	10
Continuously Enrolled Closing the Gaps CCMR Target	50%	50%	50%	50%	50%	50%	50%	50%
Continuously Enrolled % Met CCMR Rate	% 0%	0%	1%	0%	0%	1%	0%	0%
Continuously Enrolled Met Target	N	N	N	N	N	N	N	N
Continuously Enrolled N Met CCMR	n 10	0	4	2	0	3	0	1
Continuously Enrolled Total Students	N 3,740	561	422	630	515	501	471	640
Noncontinuously Enrolled Closing the Gaps CCMR Target	31%	31%	31%	31%	31%	31%	31%	31%
Noncontinuously Enrolled % Met CCMR Rate	% 0%	0%	0%	0%	1%	0%	0%	0%
Noncontinuously Enrolled Met Target	N	N	N	N	N	N	N	N
Noncontinuously Enrolled N Met CCMR	n 2	0	0	0	1	0	1	0
Noncontinuously Enrolled Total Students	N 1,155	128	148	121	147	219	213	179



Garland Independent School District Board of Trustees

Date of Meeting:	October 26, 2021
Agenda Item:	Consider Approval of Resolution Authorizing Contribution to the Sachse Economic Development Corporation
Agenda Section:	Action Item
Administrator Responsible:	Dr. Brent Ringo Chief Financial Officer

Summary/Background Information:

In order for the District to enter into an agreement with the Sachse Economic Development Corporation, formerly known as the Sachse Chamber of Commerce, whereby the District will make a contribution to support the Sachse Economic Development Corporation's efforts, the Board of Trustees must first determine that doing so will serve the District's public purpose. The Board has determined that the contribution will indeed serve the District's public purpose and this resolution spells out that determination as well as what will be required from the Sachse Economic Development Corporation to allow the District to ensure sufficient controls over the use of the District's contribution. The District will then require the Sachse Economic Development Corporation to enter into an agreement with the District after the passage of the attached resolution. Funding will not occur until this agreement is finalized.

The payment amount did not change from the prior year.

This agenda item was submitted to the Finance Committee on October 12, 2021.

Administrative Recommendations:

Should the Board desire to make this contribution, they must first determine a public purpose by approving the attached resolution.

Resolution

WHEREAS, the City of Sachse, Texas, has created the Sachse Economic Development Corporation (“Corporation”) for the purpose of fostering economic development within the City of Sachse; and

WHEREAS, the City has requested that the Garland Independent School District contribute District funds to the Corporation; and

WHEREAS, the payment by the District will be used by the Corporation to help fund the recognition of excellent local teachers, opportunities for District officials to work with City leaders and business owners to encourage open communication and collaboration between all parties, enhancement of educational opportunities for students, and programs identified in Exhibit A; and

WHEREAS, the Board of Trustees of the Garland Independent School District finds that such expenditures will serve the District’s public purposes of fostering good relationships with the Sachse business community so as to engender and encourage support within the business community for the District’s mission, providing opportunities for the employment of students on graduation, and encouraging and training students; and

WHEREAS, the Board of Trustees further finds that the District will receive adequate return benefit for such expenditure and that such expenditure is necessary for the conduct of the public schools of the District;

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES that the Superintendent of Schools of the District is hereby authorized to make a payment of \$10,000 to the Sachse Economic Development Corporation, for the purposes listed above.

BE IT FURTHER RESOLVED that before such payment is made, the Chamber shall enter into an agreement with the District in a form to be approved by counsel for the District, agreeing (A) to use District funds only for the program or programs identified in the Resolution, (B) if such programs include direct grants to businesses or entities, to use District funds only for grants to businesses or entities located within the District, (C) to acknowledged and publicize the District’s assistance and contribution to the programs of the Chamber so as to foster good relations between the District and the recipients of the benefits of such programs. The Superintendent of Schools shall have the authority to execute such agreement on behalf of the District.

PASSED AND ADOPTED this ____ day of _____ 2021.

Jamie Miller
President, Board of Trustees

ATTEST:

Linda Griffin
Secretary, Board of Trustees

Exhibit A

SACHSE ECONOMIC DEVELOPMENT CORPORATION GARLAND INDEPENDENT SCHOOL DISTRICT INVESTMENT

Workforce

Setting up GISD student internship programs with local companies
Ongoing support for business partnerships as mandated by HB 5
Support with the strategic vision related to the GISD Bond Program
Provide assistance related to CATE leadership to insure relevant curriculum and student success in finding employment
Provide diverse opportunities that enrich quality of life and experiences of District students

Marketing

Inclusion on Sachse Chamber of Commerce membership directories and website listings
Opportunities to provide information about the District at Chamber luncheons
Promote and support the GISD Education Foundation activities
Inclusion in participation at the Sachse Fallfest

Agreement

1. This Agreement is between the Garland Independent School District (the “District”) and the City of Sachse Economic Development Corporation (the “Corporation”).
2. The subject matter of this Agreement is the payment of funds by the District to the Corporation and the conditions for such payment.
3. The purpose of this Agreement is to satisfy the legal requirement that the District maintain sufficient control over this expenditure to ensure that the public purposes of the District will be accomplished.
4. Therefore, in consideration of the agreement by the District to pay \$10,000 to the Corporation, the Corporation agrees that:
 - A. The Corporation shall use District funds only to help assist local businesses adversely affected by District construction projects, to fund educational programs, and/or for programs identified in Exhibit A, and for no other purposes;
 - B. Any direct grants made with District funds to businesses or other entities for such purposes may only be made to entities located in whole or in part within the District;
 - C. The Corporation shall keep complete records identifying the expenditures made with District funds and shall furnish an accounting to the District at least semi-annually demonstrating that all District funds were spent by the Corporation in accordance with this Agreement. The semi-annual reports must be sent in the March and August following payment. The semi-annual report must be sent to: Board Service Manager; Garland Independent School District; 501 South Jupiter Road; Garland, Texas 75042; and
 - D. The Corporation shall acknowledge and publicize the District’s assistance and contribution to the programs of the Corporation so as to foster good relations between the District and the recipients of the benefits of such programs.
5. To receive the consideration in the amount of \$10,000, the Corporation shall send an invoice to the District in September of the District fiscal year for the payment. The invoice must be sent to: Board Service Manager; Garland Independent School District; 501 South Jupiter Road; Garland, Texas 75042.
6. The term of this Agreement is one year beginning on the date both parties have signed the Agreement. However, the limitations on the Corporation’s use of District-paid funds outlined in item 4 of this Agreement remain in effect beyond one year to the extent the Corporation has not expended all of the funds paid by the District or returned unused funds to the District. This Agreement may be renewed for additional one year terms upon the written agreement of both parties.

7. This Agreement may be terminated by the District or the Corporation with or without cause by providing 30 days advanced written notice. If the Corporation terminates the Agreement, it shall refund to the District all unspent District funds no later than 30 days after the date of termination.

SIGNED and AGREED:

The City of Sachse Economic Development Corporation

By: _____

Printed Name: _____

Date: _____

Attest

By: _____

Printed Name: _____

Date: _____

Garland Independent School District

By: _____

Jamie Miller
President, Board of Trustees

Date: _____

Attest

By: _____

Linda Griffin
Secretary, Board of Trustees

Date: _____

Exhibit A

SACHSE ECONOMIC DEVELOPMENT CORPORATION GARLAND INDEPENDENT SCHOOL DISTRICT INVESTMENT

Workforce

Setting up GISD student internship programs with local companies
Ongoing support for business partnerships as mandated by HB 5
Support with the strategic vision related to the GISD Bond Program
Provide assistance related to CATE leadership to ensure relevant curriculum and student success in finding employment
Provide diverse opportunities that enrich quality of life and experiences of District students

Marketing

Inclusion on Sachse Chamber of Commerce membership directories and website listings
Opportunities to provide information about the District at Chamber luncheons
Promote and support the GISD Education Foundation activities
Inclusion in participation at the Sachse Fallfest



Garland Independent School District Board of Trustees

Date of Meeting: October 26, 2021

Agenda Item: Consider Approval of City of Garland-Garland ISD/HBJ Health Emergency Interlocal Agreement

Agenda Section: Action Items

Administrator Responsible: Dr. Shelley Garrett
Assistant Superintendent of Safety & Operations

Board Goal Objective:

OBJECTIVE H: STUDENT MANAGEMENT

Percent of discretionary exclusionary consequences as measured by ISS, OSS, and DAEP.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Superintendent Goal #6 – Community Relations & Relationship Building

The superintendent maintains a positive and productive working relationship with District employees and the community.

Summary/Background Information:

This interlocal agreement is required to plan and prepare for a public health emergency where it may be necessary to evacuate all or large numbers of people from the Homer B. Johnson Stadium during athletic or other special events to protect lives or property.

The current interlocal agreement between the City of Garland and Garland ISD expires January 18, 2022.

This agenda item was reviewed by the Finance Committee on October 12, 2021.

Administrative Recommendations:

Provided for your approval.



**INTERLOCAL COOPERATION AGREEMENT FOR GOVERNMENTAL SERVICES RELATING TO A PUBLIC
HEALTH EMERGENCY BETWEEN THE CITY OF GARLAND AND THE
GARLAND INDEPENDENT SCHOOL DISTRICT**

This Agreement (“Agreement”) is entered into between the City of Garland, Texas (“City”), and the Garland Independent School District (“GISD”). GISD is an Independent School District organized under Education Code Chapter 11. The City of Garland is a Texas home-rule municipality. Texas Government Code §421.062 and the Interlocal Cooperation Act, Government Code Chapter 791, governs this agreement. GISD and City are not responsible for any civil liability that may arise from the furnishing of a service under this Agreement. The City is granted the authority to enter into this Agreement by the Texas Health and Safety Code §§12.011 and 1001.071.

I. Purpose

The City is required to plan and prepare for a public health emergency, which may result from natural or man-made causes. During such an emergency, it may be necessary to evacuate all or large numbers of people from the Homer B. Johnson Stadium during athletic or other special events to protect lives or property.

GISD has concluded that using all available access routes is the best method for emergency evacuation, including utilizing the access gate on the west side of the stadium leading to Hardy Drive (aka, “West Gate”). It may also be necessary for the City to utilize the West Gate for evacuations or other public safety response efforts. This Agreement does not require an expenditure of funds for either the City or GISD and is performable in Dallas County, Texas.

II. Public Safety Emergency

The actions lined in this Agreement will go into effect only if:

- 1) The Superintendent/Designee or Athletic Director, in collaboration with local law enforcement, local fire department, or other local emergency first responders, determines that emergency evacuation of HBJ Stadium is necessary to protect lives or property,

OR

- 2) The Incident Commander or EOC Director determines that emergency evacuation of the neighborhood adjacent to HBJ Stadium is necessary to protect lives or property.

III. Obligations of the City

- 1) The City will supply a lock that is accessible by the Garland Fire Department for the West Gate.
- 2) The City will notify GISD of the emergency and decision to open the West Gate on Hardy Drive by contacting GISD Security Dispatch.



- 3) The City will follow up in writing with GISD the next business day regarding the circumstances surrounding the opening of the West Gate.

IV. Obligations of GISD

- 1) GISD is responsible for keeping the West Gate locked and secured at all times.
- 2) GISD will ensure that the West Gate is not opened for routine evacuations following athletic or other special events in which there is no threat to life safety.
- 3) GISD will notify the City of the emergency and the decision to open the West Gate on Hardy Drive by contacting Public Safety Dispatch.
- 4) GISD will follow up in writing with the City the next business day regarding the circumstances surrounding the opening of the West Gate.
- 5) GISD will ensure that the West Gate is locked and secured following the evacuation.

V. Term

- 1) The term of this Agreement shall begin upon the Effective Date and will continue in full force and effect unless terminated in accordance with the provisions set forth herein. This Agreement can be modified only by an agreement in writing, signed by both parties.
- 2) This Agreement may be terminated by either party with 30-days' notice in writing to the other party; otherwise it remains in effect for five years and may be renewed for a period of five years by written amendment signed by both parties. Any notice or communication required or permitted shall be given in writing.

 Bryan Bradford
 City Manager
 City of Garland, Texas

 Ricardo Lopez
 Superintendent of Schools
 Garland Independent School District

Date: _____

Date: _____



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 26, 2021

Agenda Item: Consider Approval of Purchase of Point of Sale (POS) Computerized System, Accessories, Supplies and Maintenance Agreement for Student Nutrition Services (SNS)
One (1) Year with Three (3) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Mr. Jason Hickman
Technology Coordinator

Board Goal Objective:

Not Applicable.

Superintendent's Goal:

Superintendent Goal #1 – Students Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Shown is the recommendation of the bids for point of sale (POS) computerized system, accessories, supplies and maintenance agreement for Student Nutrition Services (SNS) for the District, discussed in the October 12, 2021, Finance Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Cybersoft Technologies, Inc.

The estimated total amount of the bid is not to exceed \$250,000. Potential funding is indicated below.

National School Breakfast and Lunch Program (240)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Point of Sale (POS) Computerized System, Accessories, Supplies and Maintenance Agreement for Student Nutrition Services (SNS)** from the company or companies listed below provides the best value to the Garland Independent School District.

Cybersoft Technologies, Inc.

NOT TO EXCEED AMOUNT:

250,000

Procurement Method:	Request for Proposal
Contract Number:	25-21
Contract Term:	One (1) year with three (3) annual renewal options.
Potential Funding Source:	(240 National School Breakfast and Lunch Program)



Mark A. Booker
Executive Director of Purchasing



Jason Hickman
Technology Coordinator

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: September 10, 2021

To: Diane Fields, Buyer

From: Jason Hickman, Technology Coordinator

RE: Recommendation to Award RFP 25-21 Point of Sale (POS) Computerized System, Accessories, Supplies and Maintenance Agreement for Student Nutrition Services (SNS)

Action Required

New Award

Material/Service

Student Nutrition Services is recommending award of RFP 25-21 Point of Sale Computerized System, Accessories, Supplies and Maintenance Agreements to Cybersoft Technologies Inc. The purpose of this procurement is to provide adequate and effective service for the 2021-2022 school year and beyond. Student Nutrition Services will work with Cybersoft Technologies. to ensure the most appropriate service for our POS hardware and software. The transition to the partnership with Cybersoft Technologies will help continue the path forward for great success in Student Nutrition Services and will continue the focus on feeding the students of Garland ISD.

Purpose

Student Nutrition will use the products and services provided by Cybersoft Technologies to assist in maintaining the best possible customer service to the students of GISD. The SNS office staff will utilize the Menu Planning, Application Processing, and Data Management software modules to assist in the implementation of all USDA programs while following all USDA guidelines. At the campus level, cafeteria staff will utilize the Point of Sale, Production Record software to ensure all students receive their meals under the USDA guidelines.

Board Goal Objective

Not Applicable

Superintendent's Goal

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Recommended Amount

\$250,000 – 240 National School Breakfast and Lunch Program

EVALUATION CRITERIA	FIRM		
	Cybersoft Technologies Incorporated	PCS Revenue	
Parameters:	Max Points		
PROPOSED PRICING:		\$521,505	\$546,420
The purchase price: Based on Four (4) Year Contract Term	40	40	38
The reputation of the vendor and the vendor's goods or services	5	5	3
The quality of the vendor's goods or services	10	10	5
The extent to which the goods or services meet the district's needs	35	35.0	17.5
The vendor's past relationship with the district	3	0	3
The impact on the ability of the district to comply with the laws and rules relating to historically under-utilized businesses (HUB); (must be 0 points)	0	0	0
The total long-term cost to the district to acquire the vendor's goods and services	0	0	0
For a contract for goods and services, other than goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor(s) or the vendor(s)'s ultimate parent company or majority owner: A. has its principal place of business in this state B. employs at least 500 persons in this state	0	0	0
Any other relevant factor specifically listed in the Request for Proposal or Proposals - Demonstration - Demonstrations Were Not Requested	7	0	0
Total Points	100	90	67



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 26, 2021

Agenda Item: Consider Approval of Increase in Awarded Amount for Fencing Supplies and Services
First of Three (3) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Mr. Paul Gonzales
Executive Director of Facilities and Maintenance

Board Goal Objective:

Not Applicable.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Shown is the recommendation of the increase in awarded amount for fencing supplies and services for the District, discussed in the October 12, 2021 Finance Committee Meeting. It is staff's recommendation that the bid be increased as indicated below.

RJ's Fencing Construction

Original Award Amount: (April 30, 2021)	\$ 74,999
Increase Amount:	\$ 100,000

The estimated total amount of the bid is not to exceed \$174,999. Potential funding is indicated below.

General Fund (199)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Fencing Supplies and Services** from the company or companies listed below provides the best value to the Garland Independent School District.

RJ's Fencing Construction

ORIGINAL AMOUNT: **\$ 74,999**
(April 30, 2021)

INCREASE AMOUNT: **\$ 100,000**

NOT TO EXCEED AMOUNT: **\$ 174,999**

Procurement Method:	Cooperative Purchase Contract EPCNT
Contract Number:	214-20-04
Contract Term:	First of three (3) annual renewal options.
Potential Funding Source:	(199 General Fund)



Mark A. Booker
Executive Director of Purchasing



Paul Gonzales
Executive Director of
Facilities and Maintenance

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: August 25, 2021

To: Janet Fuller, Buyer

From: Edmund Lee, Coordinator of Facility and Maintenance Business Operations

RE: Recommendation to Increase Contract 214-20-04 Fencing Supplies and Services

Action Required

Increase

Material/Service

Fencing supplies and repair services.

Purpose

The increase is required to address fencing repairs district wide. The recent repairs at Sunny Brook, Parkcrest and South Garland HS has exhausted our spending aggregate, the additional amount requested is to stay in alignment with the procurement trends and increase in work-order activities.

Board Goal Objective

Not Applicable

Superintendent's Goal

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Recommended Amount

\$100,000 - 199 General Fund



Garland Independent School District Board of Trustees

Date of Meeting: October 26, 2021

Agenda Item: Consider Approval of Increase for Architectural and Related Professional Services for Org #916 Harris Hill Administration Building Renovation Project Two (2) Years

Agenda Section: Action Item

Administrator Responsible: Mr. Paul Gonzales
Executive Director of Facilities and Maintenance

Mr. Javier Fernandez
Director of Facilities Planning and Construction Services

Board Goal Objective:

Not Applicable.

Superintendent's Goal:

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Shown is the recommendation for an increase for Architectural and Related Professional Services for Org #916 Harris Hill Administration Building Renovation Project, presented to the Facilities Committee and Finance Committee for review on October 12, 2021. For the district, services were awarded as indicated below.

Glenn Partners PLLC

Original Project Amount: (January 26, 2021)	\$524,280
Increase Project Amount:	\$275,720
Not-to-Exceed Project Amount:	\$800,000

Potential funding is indicated below.

Location Portion of Bond Projects (654)

Administrative Recommendations:

Provided for your consideration

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Architectural and Related Professional Services for Org #916 Harris Hill Administration Building Renovation Project** from the company or companies listed below that provides the best value to the Garland Independent School District.

Glenn Partners PLLC

ORIGINAL AMOUNT: **\$524,280**
(January 26, 2021)

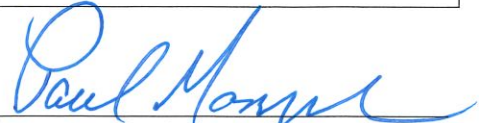
INCREASE AMOUNT: **\$275,720**

NOT TO EXCEED AMOUNT: **\$800,000**

Procurement Method:	Request for Qualifications
Contract Number:	360-21
Contract Term:	Two (2) Years
Potential Funding Source:	(654 Local Portion of Bond Projects)



Mark A. Booker
Executive Director of Purchasing



Paul Gonzales
Executive Director of
Facilities & Maintenance

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

DATE: September 21, 2021

TO: Mark Booker, Executive Director of Purchasing

FROM: Paul Gonzales, Executive Director of Facilities and Maintenance

RE: RFQ #360-21 Increase for Architectural and Related Professional Services

I am in agreement for an increase for RFQ #360-21 Architectural and Related Professional Services for Org #916 Harris Hill Administration Building Renovation Project. On January 21, 2021 services were awarded to Glenn Partners PLLC.

Original Project Amount: (January 26, 2021)	\$ 524,280
Increase Project Amount:	\$275,720
Not-to-Exceed Project Amount:	\$800,000

cc: Javier Ferndanez
Nancy Nunez



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 26, 2021

Agenda Item: Consider Approval of Increase in Awarded Amount for Web Based Special Education Management Systems First of Three (3) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Dr. Kim Caddell
Assistant Superintendent of Curriculum and Instruction

Board Goal Objective:

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent’s Goal:

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Summary/Background Information:

Shown is the recommendation of the increase in awarded amount for web based special education management systems for the District, discussed in the October 12, 2021 Finance Committee Meeting. It is staff’s recommendation that the bid be increased as indicated below.

Frontline Technologies Group LLC

Original Award Amount: \$ 560,000
(July 27, 2021)

Increase Amount: \$ 67,950

The estimated total amount of the bid is not to exceed \$627,950. Potential funding is indicated below.

General Fund (199)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

It is the administration's recommendation that the offer(s) for **Web Based Special Education Management Systems** from the company or companies listed below provides the best value to the Garland Independent School District.

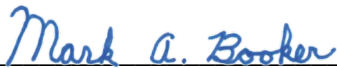
Frontline Technologies Group LLC

ORIGINAL AMOUNT: **\$ 560,000**
(July 27, 2021)

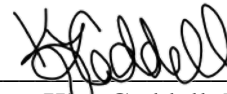
INCREASE AMOUNT: **\$ 67,950**

NOT TO EXCEED AMOUNT: **\$ 627,950**

Procurement Method:	Interlocal Contract Education Service Center Region 19
Contract Number:	37-21
Contract Term:	First of three (3) annual renewal options.
Potential Funding Source:	(199 General Fund)



Mark A. Booker
Executive Director of Purchasing



Kim Caddell, Ed. D
Assistant Superintendent of
Curriculum and Instruction

Attest:

I have examined the information provided by staff in recommending the award above.



Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: September 27, 2021

To: Mark Booker, Executive Director of Purchasing

From: Amy Quinn, Special Education Coordinator

RE: Recommendation to Increase Contract 37-21 Web Based Special Education Management Systems

Action Required

Increase

Material/Service

Frontline Education Tracking & Medicaid is an additional application to Garland ISD's existing Frontline Education Special Education & Intervention system currently in use to develop independent education plans and full individual evaluations.

Purpose

The Special Education department was awarded a contract with Frontline Education for Medicaid billing and service tracking July 2021. The one-time implementation fee of \$67,950 was not included in the original request of \$400,000 because the original contract was a 3 year, 10 month contract, which included the implementation fee, and 10 month prorated charge. The contract was adjusted in the GISD Purchasing department to a 3-year annual recurring fee contract beginning 9/1/21 through 8/31/24, and the one-time charge implementation fee is now charged separately.

Frontline Education Tracking & Medicaid is a Medicaid billing program that is fully integrated with Frontline Education Special Education & Interventions. The Tracking & Medicaid application allows service providers to document services provided that complies with IDEA B and state special education laws. Frontline Education will maximize Medicaid claiming and compliance with audit-ready documentation and full transparency into every stage of the claiming process. Frontline Education Tracking and Medicaid is student based and instructional and related service providers will utilize the integrated system to document IEP services. The service tracking application will increase documentation and Medicaid reimbursements making service delivery and progress monitoring more efficient and effective.

With the current Medicaid provider contract, Garland ISD has 42% provider participation and a goal set by MSB of 67%. The goal with Frontline Education is 100% provider participation, which is attainable due to the integration with the special education IEP system. Frontline Education Special Education & Intervention is currently in use with all special education teachers and related service providers. Adding the Tracking & Medicaid application will allow special education teachers and related service providers a more reliable, inclusive system that allows opportunity for accurate documentation and progress reporting.

Board Goal Objective

OBJECTIVE I: GRADUATION OUTCOMES

Percent of students successfully completing graduation and College, Career, Military Ready (CCM-R) requirements.

Superintendent's Goal

Superintendent Goal #1 – Student Results

Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Superintendent Goal #5 – District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Recommended Amount

\$67,950 – 199 General Fund