

Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, October 25, 2022

Agenda

5:00 PM

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance
- III. Public Hearing
 - A. Conduct a Public Hearing on School FIRST Rating Report – 4
Allison Davenport (Finance, Facilities and Operations Committee)
- IV. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Gilbreath-Reed Career and Technical Education Center prior to the start of the meeting indicated in the posted 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>.
- V. Information Items
 - A. Special Recognitions
 - 1. Recognition of Resolution in Loving Memory of Mr. George Jones - **Dr. Ricardo Lopez, Board of Trustees** 41
 - 2. Recognize Leadership Rowlett Class 31 - **Jason Wheeler** 44
 - 3. Recognize Garland Police Boxing Gym - **Jason Wheeler** 45
 - B. Going the Extra Mile (GEMs)
 - 1. Recognize Going the Extra Mile (GEM) Recipient Roxanne Pack - **Sherese Nix** 46
 - C. Introduction of District Administrators - **Dr. Gradyne E. Brown** 48
- VI. Discussion Items
 - A. Discuss Family and Community Engagement Internal Audit Report - **Jamie Miller, Dr. Ricardo Lopez, Kent Ingram (Gibson Consulting), Will Hardaway (Gibson Consulting), Will Hardaway (Gibson Consulting)** 49
 - B. Trustees' Report 147

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	
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D. Future Agenda Items	157
VII. Consent Agenda - Consider approval of	
A. Human Resources Report	159
VIII. Action Items (Non Consent)	
A. Consider Approval of 2022-2023 District & Campus Improvement Plans – Dr. Kimberly Caddell & Lauren McKinney (Academic and District Affairs Committee)	165
B. HB3 Academic Growth Plans & Goals: Early Childhood Literacy & Math Proficiency & CCMR – Veronica Salgado Joyner, Megan Frankenberg, Tobi Schmidt, Traci Vickery, Coleman Bruman, Kevin Massey & Denay Taylor (Academic and District Affairs Committee)	281
C. Consider Approval of Budget Transfers and Amendments to the 2022-2023 General Fund and Debt Service Fund – Brandy Mayo (Finance, Facilities and Operations Committee)	317
D. Consider Approval of the Independently Audited Financial Statements for Fiscal Year 2022 – Allison Davenport (Finance, Facilities and Operations Committee)	322
E. New Bids (Finance, Facilities and Operations Committee)	
1. Contract #32-22-04 – Consider Approval of Purchase of Career and Technical Education Automotive Equipment, Supplies and Services – Coleman Bruman	323
2. Contract #46-22 – Consider Approval of Purchase of Transportation Routing Software and Related Services – Dr. Shelley Garrett	327
3. Contract #93-22 – Consider Approval of Purchase of Trash Bags and Can Liners-Warehouse – Paul Gonzales	332
4. Contract #114-22 – Consider Approval of Purchase of General Retail, School Groceries and Bakery Goods – Mark A. Booker	336
5. Contract #371-22-02 – Consider Approval of Purchase of Catering Services – Mark A. Booker	339
6. Contract #320-22 – Consider Approval of Purchase of Athletic Training Supplies (Catalog) – Dr. Ron Griffen	343
7. Contract #102-23 – Consider Approval of Purchase of Instructional Material-Punchout – Dr. Kim Caddell	358
8. Contract #310-23-01 – Consider Approval of Purchase of Professional Staff Development Service and Material – Dr. Kim Caddell	362

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| 9. Contract #325-23-01 – Consider Approval of Purchase of Exams-International Baccalaureate Organization – Dr. Kim Caddell | 366 |
| 10. Contract #325-23-02 – Consider Approval of Purchase of College Readiness Assessment Suite – Dr. Kim Caddell | 370 |
| F. Increase to Awarded Bids (Finance, Facilities and Operations Committee) | |
| 1. Contract #325-22-01 – Consider Approval of Increase in Awarded Amount for Testing and Assessment – Dr. Kim Caddell | 374 |
| 2. Contract #101-21 – Consider Approval of Increase in Awarded Amount for Printing Services Paper and Supplies – Keith Hopson | 378 |
| 3. Contract #101-21-01 – Consider Approval of Increase in Awarded Amount for Printing Services Large Format Equipment, Supplies and Services – Keith Hopson | 382 |
| 4. Contract #215-21 – Consider Approval of Increase in Awarded Amount for Maintenance General Trades Merchandise and Services – Paul Gonzales | 386 |
- IX. 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.
1. Discussion and consideration regarding District soil composition at Sam Houston Middle School.
- 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.
1. Discussion and deliberation regarding projected enrollment.
- X. Reconvene from Executive Session for action relative to items considered during Executive Session
- XI. Adjournment



Garland Independent School District Board of Trustees

Date of Meeting: October 25, 2022

Agenda Item: Conduct a Public Hearing on School FIRST Rating Report

Agenda Section: Public Hearing

Administrator Responsible: Ms. Allison Davenport
Executive Director of Finance

Board Goal Objective:

Not Applicable

Superintendent's Goal:

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 #5 – District Management

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

Summary/Background Information:

A financial accountability rating system, School Financial Integrity Rating System of Texas (FIRST) was authorized through Senate Bill (SB) 218 of the 77th Legislature (2001). The primary goal of School FIRST is to improve management of school district's financial resources. Notice of this Public Hearing was published in the Dallas Morning News on Monday, October 3, 2022, as per TEA requirements. Ms. Allison Davenport, Executive Director of Finance, will present the District's rating and give an explanation of this rating. The forum will then be open for public comment.

This agenda item was presented to the Finance, Facilities and Operations Committee for review on October 18, 2022.



Garland Independent School District



2021 – 2022 Rating Presentation

(Fiscal Year 2020-2021 Data)

Purpose

- Expands the public education accountability system in Texas to the Financial Services.
- Originated by SB875 of the 76th Texas Legislature in 1999.
- Primary goal to improve management of school district's financial resources.

Objectives

- Assess the quality of financial management in Texas public schools.
- Measure and report the extent to which financial resources are allocated for direct instructional purposes.
- Fairly evaluate the quality of financial management decisions.
- Openly report results to the general public.

Ratings

- HB 5 of the 83rd Texas Legislature in 2013 required the Commissioner of Education to include indicators in FIRST to anticipate the future financial solvency of districts.
- The 2021-2022 rating is determined by the scores on 20 indicators.
 - A = Superior 90 - 100
 - B = Above Standard 80 - 89
 - C = Meets Standard 70 - 79
 - F = Substandard Achievement <70

How Ratings Are Assessed

1. Was the Annual Financial Report filed within one month of the November 27th or January 28th deadline depending upon the District's fiscal year end date June 30th or August 31st ?
YES
2. Was there an unmodified opinion in the Annual Financial Report (AFR) on the financial statements as a whole? **YES**
3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? **YES**

How Ratings Are Assessed

4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? **YES, Ceiling Passed**
5. Was the total unrestricted net position balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Position greater than zero? **YES, indicator was not scored.**

How Ratings Are Assessed

6. Was the average change in assigned & unassigned fund balances over 3 years less than a 25% decrease or did the current year's assigned & unassigned fund balances exceed 75 days of operational expenditures? **Ceiling Passed**
7. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? **10**

How Ratings Are Assessed

8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? **10**

9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? **10**

How Ratings Are Assessed

10. Did the school district average less than 10% variance when comparing budgeted revenues to actual revenues for the last 3 fiscal years? **10, indicator was not scored.**

11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? **10**

12. Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? **10**

How Ratings Are Assessed

13. Was the school district's administrative cost ratio equal to or less than the threshold ratio?

7.13%

10 of 10 points

$$\left(\begin{array}{l} \text{sum of amounts for} \\ \text{function codes 21 and 41} \end{array} \right) / \left(\begin{array}{l} \text{sum of amounts for function} \\ \text{codes 11, 12, 13, and 31} \end{array} \right) = \text{Administrative Cost Ratio}$$

21-Instructional Leadership
 41-General Administration

11-Instruction
 12-Instructional Resources and Media Services
 13-Curriculum and Instructional Staff Development
 31-Guidance, Counseling and Evaluation Services

Prior year district administrative cost ration was 7.29%

Only payroll (excluding TRS On-Behalf), professional and contracted services, supplies and materials, other operating costs are used in the calculation of the administrative cost ratio.

How Ratings Are Assessed

14. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? **10**

15. Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? **5, indicator was not scored.**

16. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3% of all expenditures by function? **Ceiling Passed**

How Ratings Are Assessed

17. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? **Ceiling Passed**
18. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? **10**
19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end? **5**
20. Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? **Ceiling Passed**

What is GISD's Rating?

- A = Superior
 - *GISD received a YES or the maximum points on all indicators.*
 - *The district received the highest rating possible as established under guidelines and rules established by the Texas Education Agency.*

Required Disclosures

- Superintendent's Current Contract

<https://garlandisd.net/about/financial-information>

Required Disclosures

Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2021 For the Twelve-month Period Ended June 30, 2021

Description of Reimbursements	Superintendent	Board Member Place 1	Board Member Place 2	Board Member Place 3	Board Member Place 4	Board Member Place 5	Board Member Place 6	Board Member Place 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Jed Reed/ Ana Maria Aguilar DeYoung/ Daphne Stanley	James Miller	Robert Selders, Jr.	Wesley Johnson
Meals	\$ -	\$ -	\$ 14.33	\$ 67.98	\$ 35.00	\$ -	\$ -	\$ -
Lodging	\$ -	\$ -	\$ -	\$ 1,426.69	\$ -	\$ -	\$ 1,457.58	\$ 885.78
Transportation	\$ 240.35	\$ 124.98	\$ 65.55	\$ 854.08	\$ 163.65	\$ 323.12	\$ 474.81	\$ -
Motor Fuel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 5,180.73	\$ 1,610.00	\$ 1,030.00	\$ 914.00	\$ 1,140.00	\$ -	\$ 2,323.00	\$ 425.00
TOTAL	\$ 5,421.08	\$ 1,734.98	\$ 1,109.88	\$ 3,262.75	\$ 1,338.65	\$ 323.12	\$ 4,255.39	\$ 1,310.78

Required Disclosures

- Outside compensation and/or fees received by the Superintendent for professional consulting and/or other personal services in fiscal year 2021.

None

Required Disclosures

- Gifts received by the Executive Officer(s) and Board Members (and first degree relatives, if any) in fiscal year 2021.

None

Required Disclosures

- Business transactions between the District and Board Members for fiscal year 2021.

None



2021-2022 FIRST Report

Based upon 2020-2021 Financial Data



Garland Independent School District

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Garland Independent School District
Division of Business Operations

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Harris Hill Administration Building
501 S. Jupiter RD
Garland, TX
75042

Phone

972-487-3100

FAX

972-485-4922

To the Garland ISD Board of Trustees and the taxpayers for Garland ISD:

The 2022 School FIRST Rating is being presented for your information. FIRST stands for 'Financial Integrity Ratings System of Texas.' It is the annual rating performed by the Texas Education Agency (TEA) to test the financial performance of school districts as required by Title 19, Texas Administration Code, Section 109.

The District is required to hold a public meeting, which can be part of a regular school board meeting, to distribute a financial management report that explain the district's performance under each of the 20 indicators and the resulting district's rating. The 2022 rating is based upon analysis of staff and student data reporting for the 2020-2021 school year, along with financial data for the fiscal year ended June 30, 2021.

For this year's rating, 20 indicators are used to score the districts. A points total in the 90 to 100 range will receive a A = Superior designation. A points total in the 80 to 89 range receives a B = Above Standard designation. A points total in the 70 to 79 range receive a C = Meets Standard while any lesser total is F = Substandard Achievement.

Maintaining the financial health of the District and modeling accountability is imperative. Therefore, we are pleased to report that Garland Independent School District received an "A", or "Superior Achievement" rating from the Texas Education Agency regarding financial operations. Additionally, the District received a score of 100 points.

Should you have any questions, please feel free to call my office.

Brent Ringo

Chief Financial Officer

Garland Independent School District

EXECUTIVE SUMMARY

Background Information

This is the 20th year of School FIRST (Financial Integrity Rating System of Texas), a financial accountability system for Texas school districts developed by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999. The primary goal of School FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

The School FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts, as follows:

A for Superior Achievement

B for Above Standard Achievement

C for Meets Standard Achievement

F for Substandard Achievement

Reporting Requirement

Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes the following:

- A. The district's financial management performance rating provided by the Texas Education Agency (TEA) based on its comparison with indicators established by the Commissioner of Education for the State's new Financial Accountability System;
- B. The district's financial management performance under each indicator for the current and previous years' financial accountability ratings;
- C. Additional information required by the Commissioner of Education
 1. A copy of the superintendent's current employment contract. The school district may publish the superintendent's employment contract on the district's Internet site in lieu of publication in the annual financial management report. This must disclose all compensation and benefits paid to the superintendent;
 2. A summary schedule for the fiscal year (12-month period) of total reimbursements received by the superintendent and each board member, including transactions resulting from use of the school district's credit card(s), debit card(s), store-value card(s) and any other instruments to cover expenses incurred by the superintendent and each board member. The summary schedule shall separately report reimbursements for meals, lodging, transportation, motor fuel, and other items (the summary schedule of total reimbursements is not to include reimbursements for supplies and materials that were purchased for the operation of the district);

3. A summary schedule for the fiscal year of the dollar amount of compensation and/or fees received by the superintendent from another school district or any other outside entity in exchange for professional consulting and/or other personal services. The schedule shall separately report the amount received from each entity;
4. A summary schedule for the fiscal year of the total dollar amount by the executive officers and board members of gifts that had an economic value of \$250 or more in the aggregate in the fiscal year. This reporting requirement only applies to gifts received by the school district's executive officers and board members (and their immediate family as described by Government Code, Chapter 573, Subchapter B, as a person related to another person within the first degree by consanguinity or affinity) from an outside entity that received payments from the school district in the prior fiscal year, and gifts from competing vendors that were not awarded contracts in the prior fiscal year. This reporting requirement does not apply to reimbursement of travel-related expenses by an outside entity when the purpose of the travel is to investigate or explore matters directly related to the duties of an executive officer or board member, or matters related to attendance at education-related conferences and seminars whose primary purpose is to provide continuing education (this exclusion does not apply to trips for entertainment related purposes or pleasure trips). This reporting requirement excludes an individual gift or a series of gifts from a single outside entity that had an aggregate economic value of less than \$250 per executive officer or board member;
5. A summary schedule for the fiscal year of the dollar amount by board members for the aggregate amount of business transactions with the school district. This reporting requirement is not to duplicate the items disclosed in the summary schedule of reimbursements received by board members; and
6. Additional information that the district's board of trustees deems useful. Refer to the Commissioner's Rules Concerning the Financial Accountability Rating System (Chapter 109, Subchapter AA) for more information.

District Ratings

The Texas Education Agency converted the Schools FIRST to a four-tier rating system as shown below.

For 2021-2022 the Garland Independent School District

received a Schools FIRST rating of:

SUPERIOR ACHIEVEMENT

Based upon the 2020-2021 Financial Data

DETERMINATION OF RATING									
A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.								
B.	Determine the rating by the applicable number of points.								
	<table border="1"><tr><td>A = Superior Achievement</td><td>90-100</td></tr><tr><td>B = Above Standard Achievement</td><td>80-89</td></tr><tr><td>C = Meets Standard Achievement</td><td>70-79</td></tr><tr><td>F = Substandard Achievement</td><td><70</td></tr></table>	A = Superior Achievement	90-100	B = Above Standard Achievement	80-89	C = Meets Standard Achievement	70-79	F = Substandard Achievement	<70
A = Superior Achievement	90-100								
B = Above Standard Achievement	80-89								
C = Meets Standard Achievement	70-79								
F = Substandard Achievement	<70								
No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.									
The school district receives an F if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.									
CEILING INDICATORS									
Did the school district meet the criteria for any of the following ceiling indicators 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.									

There are currently four critical error indicators (Yes and No) that result in failure (F) of FIRST. These indicators and descriptions are outlined in the above chart. The default indicators that would result in a substandard achievement include a No answer to any of the four indicators (Questions 1, 2, 3 and 4).

From the financial data submitted for the 2020-2021 fiscal year, the District answered yes to all critical indicators. The complete results to the indicators begin on page 5 of this report.

There are five ceiling indicators. The chart above shows the maximum points and rating for failing to meet a ceiling indicator.

Reporting, Notices and Public Meetings

The Board of Trustees will publish an annual report describing the financial management performance of the district. The report must include the information provided by the Texas Education Agency and any supplemental information as may be determined by the local Board of Trustees. A copy of the report is available, upon request, from the Finance Department and is available on the district's website.

As required by State law, the Board of Trustees shall hold a public meeting within two months of receiving the School FIRST ratings. Notice of the meeting to discuss the school financial accountability rating must be published in a local newspaper. The notice must be no more than thirty days, or less than ten days prior to the scheduled meeting date.

The District has complied with the public hearing notifications in the local newspaper. The date of publication appeared on October 3rd. The public meeting was held in conjunction with the regularly called Board of Trustees meeting on October 25, 2022.



Financial Integrity Rating System of Texas

2021-2022 RATINGS BASED ON SCHOOL YEAR 2020-2021 DATA - DISTRICT STATUS DETAIL

Name: GARLAND ISD(057909)	Publication Level 1: 8/2/2022 2:05:39 PM
Status: Passed	Publication Level 2: 8/4/2022 12:15:48 PM
Rating: A = Superior Achievement	Last Updated: 8/4/2022 12:15:48 PM
District Score: 100	Passing Score: 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	7/12/2022 8:30:41 AM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	5/16/2022 10:29:20 AM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	5/16/2022 10:29:21 AM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	5/16/2022 10:29:21 AM	Yes Ceiling Passed
5	This indicator is not being scored.		
			1 Multiplier Sum
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	5/17/2022 9:41:03 AM	Ceiling Passed
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	5/16/2022 10:29:22 AM	10

8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	5/16/2022 10:29:22 AM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	5/16/2022 10:29:23 AM	10
10	This indicator is not being scored.		10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.</u>	5/16/2022 10:29:25 AM	10
12	<u>Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.</u>	5/16/2022 10:29:26 AM	10
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	6/9/2022 10:51:44 AM	10
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	5/16/2022 10:29:27 AM	10
15	This indicator is not being scored.		5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	5/16/2022 10:29:28 AM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	5/16/2022 10:29:28 AM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	5/16/2022 10:29:28 AM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	5/16/2022 10:29:29 AM	5
20	<u>Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	5/16/2022 10:29:30 AM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)

DETERMINATION OF RATING

A. Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.

B. Determine the rating by the applicable number of points.

A = Superior Achievement	90-100
B = Above Standard Achievement	80-89
C = Meets Standard Achievement	70-79
F = Substandard Achievement	<70

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement

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THE **TEXAS EDUCATION AGENCY**
1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

FIRST 5.14.2.0



How Ratings are Assessed

Rating Worksheet

Preliminary ratings are released by Texas Education Agency every calendar year during the summer. The Commissioner's Rules for School FIRST are contained in Title 19, Texas Administrative Code, Chapter 109, Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System.

The questions a school district must address in completing the worksheet used to assess its financial management system can be confusing to non-accountants. The following is a layman's explanation of what the questions mean—and what your district's answers can mean to its rating.

1. Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?

A simple indicator. Was your Annual Financial Report filed by the deadline?

2. Review the AFR for an unmodified opinion and material weaknesses.

Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)?

3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)

This indicator seeks to make certain that your district has timely paid all bills/obligations, including financing arrangements to pay for school construction, school buses, photocopiers, etc.

4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?

This indicator seeks to make sure the district fulfilled its obligation to the TRS, TWC and IRS to transfer payroll



How Ratings are Assessed

withholdings and to fulfill any additional payroll-related obligations required to be paid by the district.

5. Was the total unrestricted Net Position balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Positions greater than zero? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.)

This indicator is not being scored this year due to the impact of accounting changes implemented by the Governmental Accounting Standards Board.

6. Was the average change in (assigned and unassigned) fund balance over 3 years less than a 25% decrease or did the current year assigned and unassigned fund balance exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)?

This indicator measures the percentage change in fund balance to see whether the fund balance is declining too quickly, and if it is declining, whether sufficient fund balance remains to operate for at least 75 days.?

7. Was the number of days of cash on hand and current investments in the general fund for the school

district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?

This indicator measures how long in days after the end of the fiscal year the school district could have disbursed funds for its operating expenditures without receiving any new revenues. Did you meet or exceed the target amount in School FIRST?

8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?

This indicator measures whether the school district had sufficient short-term assets at the end of the fiscal year to pay off its short-term liabilities. Did you meet or exceed the target amount in School FIRST?

9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?

This indicator simply asks, "Did you spend more than you earned?" (the school district will automatically pass this indicator, if the school district had at least 60 days cash on hand.)

10. Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?

This indicator is currently not being scored due to the impact of COVID-19



How Ratings are Assessed

and federal ESSER funding on school district revenue.

11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.)

This question is like asking someone if their mortgage exceeds the market value of their home. Were you below the cap for this ratio in School FIRST? Fortunately, this indicator recognizes that high-growth districts incur additional operating costs to open new instructional campuses.

12. Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments?

This indicator asks about the school district's ability to make debt principal and interest payments. Did you meet or exceed the target amount in School FIRST?

13. Was the school district's administrative cost ratio equal to or less than the threshold ratio?

This indicator measures the percentage of their budget that Texas school districts spent on administration. Did you exceed the cap in School FIRST for districts of your size?

14. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease,

the school district will automatically pass this indicator.)

If the school district had a decline in students over 3 school years, this indicator asks if the school district decreased the number of the staff on the payroll in proportion to the decline in students. (The school district automatically passes this indicator if there was no decline in students.)

15. Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.

This indicator is currently not being scored due to the impact of COVID-19 on school district attendance.

16. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?

This indicator measures the quality of data reported to PEIMS and in your Annual Financial Report to make certain that the data reported in each case "matches up." If the difference in numbers reported in any fund type is 3 percent or more, your district "fails" this measure. If the district fails this indicator, the maximum points and highest rating the district may receive is 89 points and a B, which is equal to above standard achievement.



How Ratings are Assessed

17. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, federal funds? (The AICPA defines material weakness).

A clean audit of your Annual Financial Report would state that your district has no material weaknesses in internal controls. Any internal weaknesses create a risk of your District not being able to properly account for its use of public funds and should be immediately addressed. If the district fails this indicator, the maximum points and highest rating the district may receive is 79 points and a C, which is equal to above standard achievement.

18. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)

This indicator measures whether the district is complying with laws, rules and regulations related to the expenditure of grant funds, contracts, and other state and federal funds.

19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?

This indicator measures whether the district is complying with legal

requirements related to financial transparency by posting all required information.

20. Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)

This indicator measures whether the school board had the opportunity to consider the impact of changes in property value on the finances of the district. If the district fails this indicator, the maximum points and highest rating the district may receive is 89 points and a B, which is equal to above standard achievement.



Financial Integrity Rating System of Texas

2020-2021 RATINGS BASED ON SCHOOL YEAR 2019-2020 DATA - DISTRICT STATUS DETAIL

Name: GARLAND ISD(057909)	Publication Level 1: 8/4/2021 2:00:38 PM
Status: Passed	Publication Level 2: 8/6/2021 11:10:55 AM
Rating: A = Superior Achievement	Last Updated: 8/6/2021 11:10:55 AM
District Score: 95	Passing Score: 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	6/8/2021 3:19:04 PM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	6/8/2021 3:19:04 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	6/8/2021 3:19:04 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	7/12/2021 1:52:06 PM	Yes Ceiling Failed
5	This indicator is not being scored.		
			1 Multiplier Sum
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/28/2021 11:04:15 AM	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	6/8/2021 3:19:05 PM	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	6/8/2021 3:19:05 PM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	6/8/2021 3:19:05 PM	10
10	Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	7/2/2021 1:10:38 PM	10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.	6/8/2021 3:19:07 PM	10
12	Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.	6/8/2021 3:19:07	10

		PM	
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	6/8/2021 3:19:07 PM	10
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	6/8/2021 3:19:08 PM	10
15	<u>Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.</u>	6/8/2021 3:19:08 PM	5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/8/2021 3:19:08 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	6/8/2021 3:19:08 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	6/8/2021 3:19:08 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	6/8/2021 3:19:08 PM	5
20	<u>Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/8/2021 3:19:09 PM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier Sum
			(95 Ceiling)
			95 Score

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.								
B.	Determine the rating by the applicable number of points.								
	<table border="1"> <tr> <td>A = Superior Achievement</td> <td>90-100</td> </tr> <tr> <td>B = Above Standard Achievement</td> <td>80-89</td> </tr> <tr> <td>C = Meets Standard Achievement</td> <td>70-79</td> </tr> <tr> <td>F = Substandard Achievement</td> <td><70</td> </tr> </table>	A = Superior Achievement	90-100	B = Above Standard Achievement	80-89	C = Meets Standard Achievement	70-79	F = Substandard Achievement	<70
A = Superior Achievement	90-100								
B = Above Standard Achievement	80-89								
C = Meets Standard Achievement	70-79								
F = Substandard Achievement	<70								
<p>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</p> <p>The school district receives an F if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>									

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating

are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement

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FIRST 5.11.6.0

Required Disclosures

Superintendent's Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing in calendar year 2022. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

Garland ISD has posted the superintendent employment contract on the district's website and it will be accessible for at least twelve months. The contract is found on the home page under "About", then click "Financial information".

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period Ended
June 30, 2021

Description of Reimbursements	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Jed Reed/ Ana Maria Aguilar DeYoung/ Daphne Stanley	James Miller	Robert Selders, Jr.	Wesley Johnson
Meals	\$ -	\$ -	\$ 14.33	\$ 67.98	\$ 35.00	\$ -	\$ -	\$ -
Lodging	\$ -	\$ -	\$ -	\$ 1,426.69	\$ -	\$ -	\$ 1,457.58	\$ 885.78
Transportation	\$ 240.35	\$ 124.98	\$ 65.55	\$ 854.08	\$ 163.65	\$ 323.12	\$ 474.81	\$ -
Motor Fuel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 5,180.73	\$ 1,610.00	\$ 1,030.00	\$ 914.00	\$ 1,140.00	\$ -	\$ 2,323.00	\$ 425.00
Total	\$ 5,421.08	\$ 1,734.98	\$ 1,109.88	\$ 3,262.75	\$ 1,338.65	\$ 323.12	\$ 4,255.39	\$ 1,310.78

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period Ended
June 30, 2021

Name(s) of Entity(ies)	Amount Received
None	\$ -
Total	\$ -

**Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)
(gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)**

For the Twelve-Month Period Ended
June 30, 2021

	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Jed Reed/ Ana Maria Aguilar DeYoung/ Daphne Stanley	James Miller	Robert Selders, Jr.	Wesley Johnson
None	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Business Transactions Between School District and Board Members

For the Twelve-Month Period Ended
June 30, 2021

	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Jed Reed/ Ana Maria Aguilar DeYoung/ Daphne Stanley	James Miller	Robert Selders, Jr.	Wesley Johnson
None	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Special Recognition

Agenda Section: Information Item

Administrator Responsible: Ricardo Lopez
Superintendent of Schools
Board of Trustees

Board Goal Objective:

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:

The Garland ISD Board of Trustees and Administration desire to honor George Jones, former Director of Fine Arts, for his storied career and achievement within the community. A resolution was created to honor his legacy and a copy will be presented to his family.

Administrative Recommendations:

Provided for your information.



RESOLUTION IN LOVING MEMORY OF GEORGE JONES

WHEREAS, the Board of Trustees and the Superintendent of Schools of the Garland Independent School District, collectively as a District pay their respects and honors the contributions made by dedicated administrator, George Jones, who had a long and illustrious career with the District and the music community;

WHEREAS, George Jones began his career at the District in the 1979-1980 school year as the Band Director at what was then called Memorial Middle School;

WHEREAS, Mr. Jones continued his storied career within the District and later served as the Assistant Band Director at South Garland High School, Band Director at Lakeview Centennial High School and Rowlett High School before becoming the Director of Visual and Performing Arts for the District.

WHEREAS, Mr. Jones was a life-long teacher – in addition to his role as the Fine Arts Director at Garland ISD, he volunteered for over thirty years as the Director of the Richardson Community Band and after retirement, served as Director Emeritus. Later he served as an Adjunct Professor of Music at Texas A&M University – Commerce to mentor music student teachers.

WHEREAS, Mr. Jones was beloved in the music community and he derived immense joy in his roles of director, teacher, judge, clinician and mentor to many different bands, especially his student bands. He inspired several generations of musicians throughout his lifetime. Mr. Jones received numerous awards for his musical accomplishments, including the Real Heroes Award by the Richardson Coalition, a Lifetime Achievement Award by the Richardson Arts Alliance, Outstanding Administrator award by the Texas Music Administrators Conference and a Lifetime Administrator Achievement Award from the Texas Bandmasters Association.

WHEREAS, the Garland Independent School District, along with Mr. Jones' family are blessed to have known him and been part of his life;

NOW, THEREFORE, BE IT RESOLVED:

I, Wes Johnson, President of the Board of Trustees of the Garland Independent School District, on behalf of the entire Garland Independent School District, in recognition of George Jones' many contributions to our District, do hereby express our deep appreciation for his dedication to the achievement and performing excellence of Garland ISD Visual and Performing Arts students and extend to his family our sincere sympathy upon his passing.

Be it further resolved, a copy of this resolution shall be given to his family.

*In witness whereof I set my hand and
Cause the seal of this District to be affixed.*

Trustee: _____

Attest: _____

Date: _____



Garland Independent School District Board of Trustees

Date of Meeting: October 25, 2022
Agenda Item: Special Recognition
Agenda Section: Information Items
Administrator Responsible: Jason Wheeler
Director of Communications
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:

Leadership Rowlett is a program offered by the Rowlett Chamber of Commerce to any interested citizen living or working in Rowlett. Leadership Rowlett aims to provide leadership training; motivate and encourage civic leaders, and develop personal leadership characteristics and skills within individuals.

Participants are introduced to the state, county, city officials, school board trustees, administrators, community leaders, community boards and commissions. Leadership skill topics are taught with active participation along with field trips.

This month's field trip centered on education and leadership. The leadership class had the opportunity to visit with dynamic educators and students in GISD and tour our beautiful facilities. Participants were able to experience #TheGISDEFFECT in real life. Thank you to the Rowlett Chamber of Commerce and their leadership class for choosing Garland ISD.

Administrative Recommendations:

Provided for your information only.



Garland Independent School District Board of Trustees

Date of Meeting:	October 25, 2022
Agenda Item:	Special Recognition
Agenda Section:	Information Items
Administrator Responsible:	Jason Wheeler Director of Communications
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:

We will be honoring the Garland Police Boxing Gym for their dedicated work with students across Garland ISD.

The Garland Police Boxing Gym is a community outreach program started in 1995 by former Gang Investigators Dave Swavey and Steve Martin to help lead Garland youth down a better path. It is not just a gym for kids to train, but it focuses on encouraging physical fitness, nutrition, teaching self-discipline, and ultimately preparing them for the future. Many students in Garland ISD attend the program.

Several devoted officers and firefighters from all over the city pass through the gym doors to help, coach, and train our GISD students for better life choices.

GISD is proud of the Garland Police Boxing Gym and how it has made a difference in our community. We are excited to continue this unique partnership for many years to come.

Administrative Recommendations:

Provided for your information only.



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 19, 2022
Agenda Item: Going the Extra Mile (GEM) Recognition
Agenda Section: Information Item
Administrator Responsible: Sherese Nix, 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 acknowledgment 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.

Roxanne Pack, the Communication Receptionist, was nominated for a GEM for always being readily available to assist with any project or request with a positive attitude.

Administrative Recommendation:

Provided for your consideration.



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

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.

Chief Academic Officer – Dr. Jason Adams
Director of IT Operations And Budget – Tim Fears
Director of Technology Services – Michael White

Administrative Recommendations:

Provided for your information.



Garland Independent School District Board of Trustees

Date of Meeting:	October 25, 2022
Agenda Item:	Family and Community Engagement Internal Audit Report
Agenda Section:	Discussion Item
Administrator Responsible:	Dr. Ricardo López, Superintendent Jamie Miller, Internal Audit Advisory Group Chair Kent Ingram, Gibson Consulting Greg Gibson, Gibson Consulting Will Hardaway, Gibson Consulting

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 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 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.

Summary/Background Information:

Gibson Consulting conducted an independent review of the Family and Community Engagement Department. The purpose of this agenda item will be to share independent review findings.

Administrative Recommendations:

Provided for your consideration and discussion.

Garland Independent School District

Family and Community Engagement (FACE) Department Internal Audit

*Final Report Presentation
to Board of Trustees*

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AN EDUCATION CONSULTING & RESEARCH GROUP

October 2022

Project Objectives

To evaluate the efficiency, effectiveness, and compliance of the GISD FACE Department, and identify opportunities for improvement.

Project Scope

- Does the FACE function have measurable objectives and documented plans to achieve them?
- Does the FACE Department comply with applicable GISD Board policies?
- Is the FACE Department adequately staffed and properly organized?
- Does the FACE function effectively use technology to facilitate efficient communications and management?
- Does the FACE Department generate clear and timely communication to external stakeholders?

Project Scope

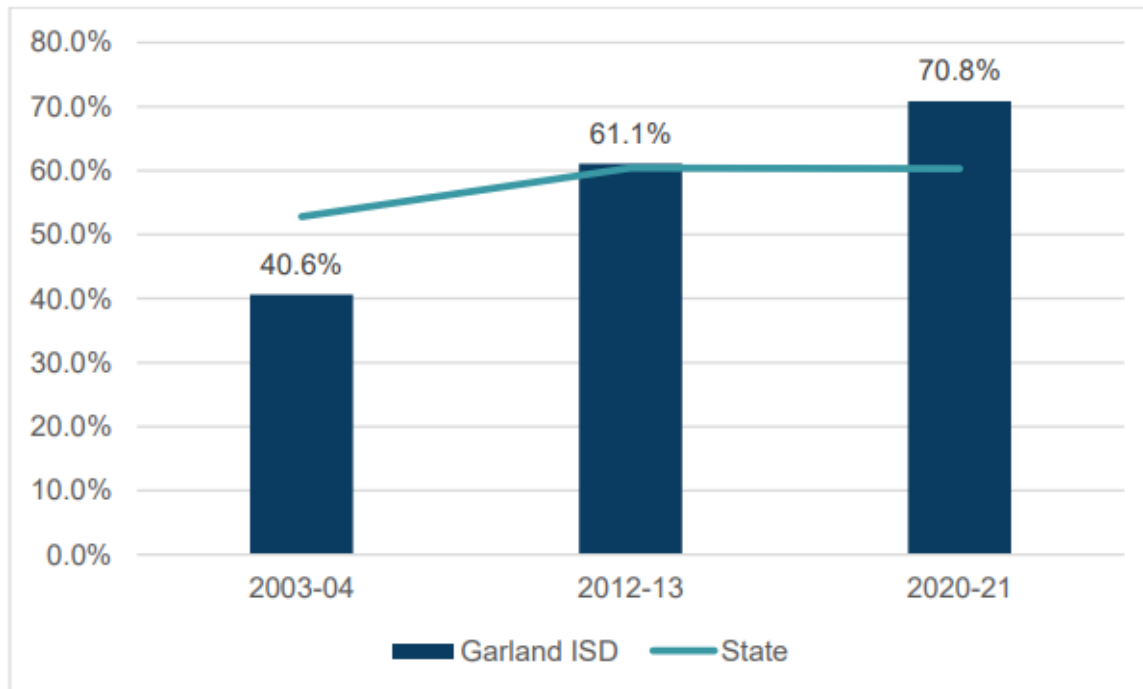
- What are the FACE Department's preferred methods of communication with external stakeholders (e.g., publications, social media) and how effective are they?
- How does GISD elicit feedback from its outside stakeholders, and how does it incorporate this input into District decision-making?
- How effective is the FACE Department in reaching all families, regardless of their geographic location, economic status, and ethnicity?
- How does stakeholder participation vary across schools, and what factors might be contributing to this?
- What barriers, if any, prohibit or constrain effective communication between GISD stakeholders and the District?

Executive Summary

GISD community has seen significant changes over the last 20 years:

- Population growth; student race/ethnicity percentages; economically disadvantaged percentages

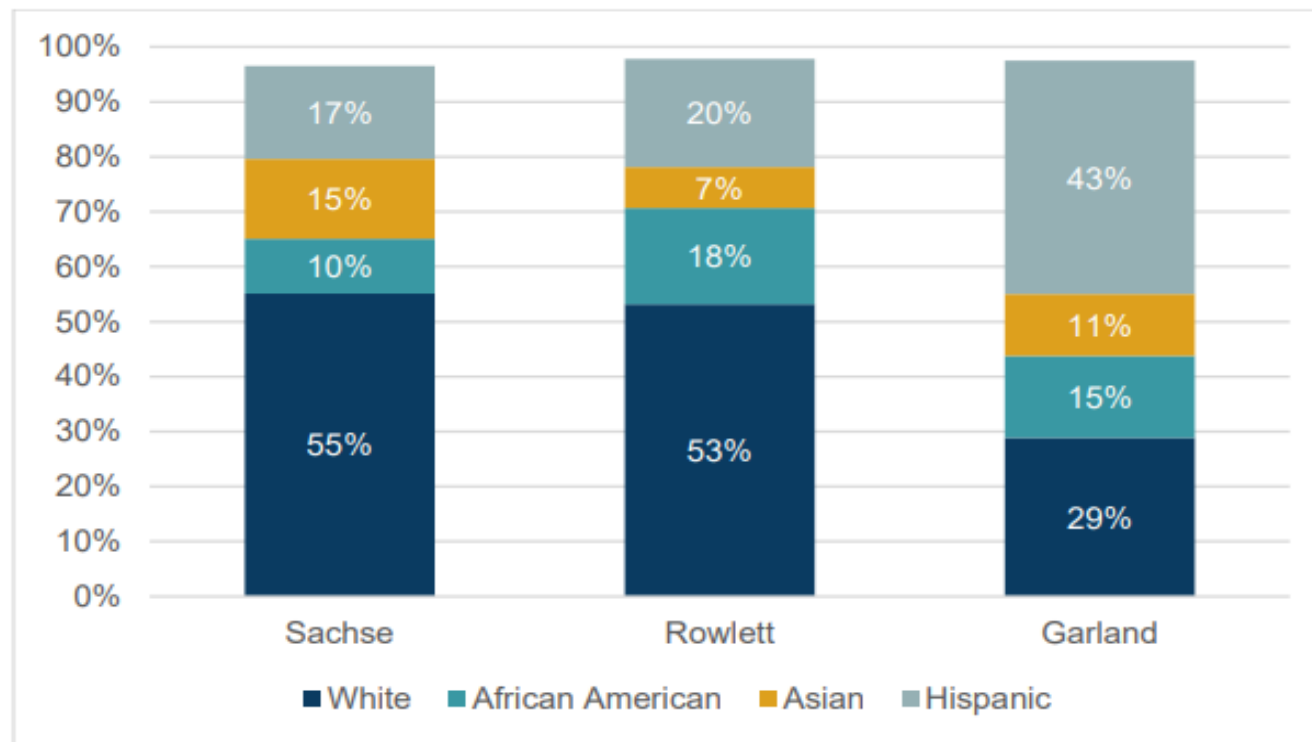
Figure 6. Percentage of Students Identified as Economically Disadvantaged, GISD and State, 2003-04, 2012-13, and 2020-21



Executive Summary

Garland, Sachse, and Rowlett vary considerably in size, socio-economic status, and race/ethnicity composition.

Figure 2. Percentages of Population by Ethnicity – Garland, Rowlett, and Sachse, 2020



Executive Summary

- The FACE Department was created in 2015-16.
 - Consolidated the family/community engagement function.
- District's approach to family and community engagement is not sufficiently defined.
 - Results in issues of strategic and functional alignment for the FACE Department.
- Controls to monitor campus compliance with Title I, Part A are inadequate.

Audit Recommendations

No.	Priority	Recommendation
Chapter 3		
1	High	Define GISD's approach to family and community engagement through a comprehensive FACE Department Plan.
2	High	Align the FACE Department's functional responsibilities with its mission.
3	High	Enhance the reach and effectiveness of FACE Department communication efforts through the integration of data analytics.
4	Medium	Develop Standard Operating Procedures for the FACE Department's primary functions.

Audit Recommendations

No.	Priority	Recommendation
Chapter 4		
5	High	Strengthen controls to ensure compliance with Title I, Part A family engagement requirements.
6	High	Identify and apply metrics that will allow the FACE Department to meaningfully assess family engagement initiatives.
7	Medium	Standardize certain elements of family engagement across campuses through increased FACE Department involvement.
Chapter 5		
8	High	Consistently apply a standard MOU that incorporates progress monitoring for all community partnerships.
9	Medium	Develop tools to formally collect and analyze GISD non-parent community member perceptions.

Commendation

The FACE Department's Partnership School Program brings a robust, research-based set of family engagement practices to GISD.

- Data collection
- Family engagement initiatives (e.g., home visits)
- Welcoming Walkthroughs

Finding # 1

Finding: GISD's approach to family and community engagement has not been sufficiently defined, leading to the FACE Department's lack of integration within the District.

- GISD district-level documents
 - Are misaligned with FACE Department functional responsibilities; and
 - Do not prioritize family engagement in goals/strategies.
- The FACE Department's involvement is insufficient.
 - Limited interactions with campuses and other departments responsible for outreach; and
 - Does not oversee the District's Title I Family Engagement Policy.

Recommendation # 1

Recommendation: Define GISD's approach to family and community engagement through a comprehensive FACE Department Plan.

Plan Component	Description	Example
Mission	States the reason an organization exists	Our mission is to engage, educate and empower families, community, and professional staff to facilitate effective family and community partnerships that foster the academic and personal development of all students so that they may graduate college and career ready. ¹⁸
Values	Describes the organization's core beliefs in regards to its mission	Strong Family and Community Ties Meaningful Communication Authentic Voice and Leadership Empowered Student Success Equity Centered Dialogue ¹⁹
Vision	Defines the organization's aspirations for the future	The Family Engagement Department will be an innovative leader to ensure that all families, educators, and community members become partners in the life-long success of all students by empowering all participants and giving them the skills and knowledge to be active, well-informed contributors in our students' education. ²⁰

Management Response: Management agrees with this recommendation.

Finding #2

Finding: The FACE Department devotes 2.2 FTEs, less than one third of its staff, to family and community engagement activities combined.

Table 10. FACE Department Functional Responsibilities and FTE Counts

Functional Area	Description	FTE Count
Special Programs	Identifying and supporting McKinney-Vento and Foster Care students	3.8
Complaints and Transfers	Processing student transfer requests, resolving parent complaints	1.3
Community Outreach	Sitting on community boards and attending meetings, attending community events	1.2
Student Services Support	Student enrollment support, student recruitment support, Student Services Department clerical work	1.0
Family Engagement	Supporting campuses with family engagement, hosting events, social media posting, parent education	1.0
Administrative	FACE Department clerical work	.7
Total		9

Recommendation #2

Recommendation: Align the FACE Department's functional responsibilities with its mission.

- Allow for an accurate assessment of the appropriateness of the Department's staffing model;*
- Enhance collaboration across positions in the Department;*
- Promote awareness of the Department's impact across the District;*
- Refine management systems in the FACE, Student Services, and Leadership Departments.*

Management Response: Management agrees with this recommendation.

Finding #3

Finding: The FACE Department does not track sufficient data related to its primary communication channels with families and the community, limiting its reach and impact.

- The FACE Department primarily communicates with District stakeholders via Facebook, Twitter, and Smore.
- The Department does not monitor the impact of its outreach.
- Analysis of social media data shows the Department is effectively reaching a small portion of the GISD community.

Recommendation #3

Recommendation: Enhance the reach and effectiveness of FACE Department communication efforts through the integration of data analytics.

- Who are we trying to reach and are we doing it effectively?*
- What topics and events matter to our audience?*
- How can we most effectively use our time and resources?*

Management Response: Management agrees with this recommendation.

Finding #5

Finding: GISD has Title I, Part A compliance risks in its Family Engagement program.

- Federal Programs Department monitors Title I, Part A compliance with a checklist of documents campuses are required to submit.
- An audit test of compliance highlighted control weaknesses.
 - Out of 20 campuses, 4 submitted all required documentation for the 2020-21 school year (as of March 26th, 2022).

Recommendation #5

Recommendation: Strengthen controls to ensure compliance with Title I, Part A family engagement requirements.

- Develop and implement a regular audit schedule, including follow-up measures;*
- Include a supervisory sign-off after each audit; and,*
- Update the Title I checklist to align exactly with campus responsibilities.*

Management Response: Management agrees with this recommendation.

Finding #6

Finding: The FACE Department lacks the information and processes necessary to evaluate family engagement programming.

- Two primary tools are surveys and family events:
 - Low survey response rates and inconsistent event data collection.

Table 17. GISD Title I Family Engagement Survey Response Data, 2016-17 to 2020-21

Year	Student Enrollment	# Total Responses	Response Rate	% Campuses with 0 Responses
2016-17	57,029	2,138	3.7%	42%
2017-18	56,471	4,976	8.8%	3%
2018-19	55,848	6,599	11.8%	4%
2019-20	55,584	599	1.1%	89%
2020-21	53,834	2,643	4.9%	64%

Recommendation #6

Recommendation: Identify and apply metrics that will allow the FACE Department to meaningfully assess family engagement initiatives.

- Using a logic model for each Department objective will ensure inputs, activities, and outcomes are aligned.*

Management Response: Management agrees with this recommendation.

Finding #8

Finding: MOUs are not consistently used to define the purpose, roles, and responsibilities of the FACE Department's community partnerships, limiting the Department's ability to assess outcomes.

- 19 active MOUs; 34 community groups working with GISD.
- Current MOU inadequately describes the purpose and expected outcomes from District partnerships.

Recommendation #8

Recommendation: Consistently apply a standard MOU that incorporates progress monitoring for all community partnerships.

- *Clearly defines:*
 - *Purpose*
 - *Roles and Responsibilities*
 - *Reporting Requirements*
 - *Timeframe*
- *Create central document intended to track partnerships and statuses.*

Management Response: Management agrees with this recommendation.

Additional Recommendations

- *Recommendation 4: Develop Standard Operating Procedures for the FACE Department's primary functions.*
 - **Management Response:** Agree
- *Recommendation 7: Standardize certain elements of family engagement across campuses through increased FACE Department involvement.*
 - **Management Response:** Agree
- *Recommendation 9: Develop tools to formally collect and analyze GISD non-parent community member perceptions.*
 - **Management Response:** Agree



Questions?

Family and Community Engagement Internal Audit Report

Prepared for:
Garland Independent
School District

Submitted By:
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May 2022

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Chapter 1 – Introduction

This report presents the results of the Family and Community Engagement Department (FACE/the Department) Audit, as part of the Garland Independent School District's (Garland ISD's/GISD's/the District's) internal audit program to support continuous improvement. This audit began in December 2021 and was completed in April 2022. This introductory Chapter provides a summary of audit findings and recommendations, describes the audit scope and objectives, and presents a description of Gibson Consulting Group's (Gibson's) approach and methodology.

The audit team wishes to thank the GISD leadership and staff for their assistance in conducting this audit, and the Board Audit Committee for overseeing this important work.

Executive Summary

The impact of effective family and community engagement on student achievement has been established through decades of research. Both students and the school district benefit when meaningful partnerships exist between families, community members, and schools. GISD's dynamic community and family profiles make the work of family and community engagement all the more important. Over the last twenty years, the GISD community has seen steady population growth, shifting student ethnicity percentages, and a significant increase in the percentage of students identified as economically disadvantaged. GISD's FACE Department was formed in 2015-16 with the intent of consolidating all District positions that were responsible for aspects of the GISD family and community engagement function in one department. Over the last seven years, the Department has experienced frequent changes in its staffing and responsibilities.

GISD's approach to family and community engagement has not been sufficiently defined or prioritized at the District level, which has resulted in a lack of definition in the FACE Department's mission and the siloed nature of many of its functions. Accordingly, the FACE Department's predominate functional responsibilities are not aligned with its stated purpose, and its primary means of interacting with GISD families and community members – social media – is not effectively used to meet Departmental objectives. The audit team makes recommendations to improve the FACE Department's strategic alignment at both the Department and District levels.

In 2017, the FACE Department developed the Partnership Schools Program which was piloted at several schools and sought to incorporate research-based family engagement programming across GISD campuses. The program was discontinued in 2019 but, according to Gibson's interviews with staff, was beneficial in helping campuses implement family engagement initiatives. Currently, the FACE Department is not meaningfully collaborating with campuses on family engagement efforts, which is likely a contributing factor in inconsistent campus engagement programming as indicated by wide variances in District volunteer data and Title I Family Engagement Survey data. In the absence of robust District-level guidance, documents required under Title I – the District Title I, Part A Family Engagement Policy and the campus documentation required under it – define, in effect, the District's expectations for campuses related to family engagement. The audit team's analysis of these documents showed inconsistency in implementation across campuses as well. Increasing the FACE Department's involvement with campuses, and its ability to

effectively monitor progress of District and Departmental family engagement initiatives, will help address some of these inconsistencies.

The creation and maintenance of community partnerships is one of the FACE Department's primary stated functions and one that lacks sufficient structure. The consistent implementation of a more detailed Memoranda of Understanding (MOU) will allow the Department to set clearer expectations for its community partnerships and monitor progress more effectively. Additionally, establishing the systems necessary to formally collect and analyze feedback from non-parent community members will allow the FACE Department to not only improve its own programming but the efforts and initiatives of other departments as well.

This audit identified nine recommendations to improve the family and community engagement function at GISD. These recommendations are listed in Table 1, along with the priority assigned by the audit team. The audit team assigned a priority level to each recommendation based on perceived risk and/or impact to the organization. Recommendations are not listed in order of priority but rather the order in which they appear in the report.

Table 1. Summary of Audit Recommendations

No.	Priority	Recommendation
Chapter 3		
1	High	Define GISD's approach to family and community engagement through a comprehensive FACE Department Plan.
2	High	Align the FACE Department's functional responsibilities with its mission.
3	High	Enhance the reach and effectiveness of FACE Department communication efforts through the integration of data analytics.
4	Medium	Develop Standard Operating Procedures for the FACE Department's primary functions.
Chapter 4		
5	High	Strengthen controls to ensure compliance with Title I, Part A family engagement requirements.
6	High	Identify and apply metrics that will allow the FACE Department to meaningfully assess family engagement initiatives.
7	Medium	Standardize certain elements of family engagement across campuses through increased FACE Department involvement.
Chapter 5		
8	High	Consistently apply a standard MOU that incorporates progress monitoring for all community partnerships.
9	Medium	Develop tools to formally collect and analyze GISD non-parent community member perceptions.

Project Objectives and Scope

The objectives of this audit were to evaluate the compliance, efficiency, and effectiveness of the GISD FACE Department, and identify opportunities for improvement. The scope of this audit focused on answering the following questions:

- Does the Family and Community Engagement function have measurable objectives and documented plans to achieve them?
- Does the Family and Community Engagement Department comply with applicable Garland ISD Board policies?
- Is the Family and Community Engagement Department adequately staffed and properly organized?
- Does the Family and Community Engagement function effectively use technology to facilitate efficient communications and management?
- Does the Family and Community Engagement Department generate clear and timely communication to external stakeholders?
- What are the Department's preferred methods of communication with external stakeholders (e.g., publications, social media) and how effective are they?
- How does Garland ISD elicit feedback from its outside stakeholders, and how does it incorporate this input into District decision-making?
- How effective is Family and Community Engagement in reaching all families, regardless of their geographic location, economic status, and ethnicity?
- How does family and community stakeholder participation vary across schools, and what factors might be contributing to this?
- What barriers, if any, prohibit or constrain effective communication between Garland ISD stakeholders and the campuses/District?

Project Approach and Methodology

The findings and recommendations included in this report were informed by the following data collection and analytical activities.

Data Analysis

As part of this audit, Gibson collected and analyzed current year and historical data provided by GISD, which included position data, budget and expenditure data, and other program-specific information. Gibson also compared GISD to State averages, where applicable. Throughout this report, Gibson used the most current data publicly available from the Texas Education Agency (TEA).

Interviews and Focus Groups

In January and February of 2022, the Gibson audit team conducted 17 individual interviews and seven focus group sessions with the Superintendent, central office administrators and staff, FACE Department staff, parents, and community members. The objective of the interviews and focus group sessions was to gather information about GISD’s family and community engagement function and to assess stakeholder perceptions regarding areas of strength and opportunities for improvement. A complete list of interviewees and focus groups can be found in *Appendix A – Interview List*.

Audit Testing

Gibson conducted an audit test to obtain evidence of documentation and validate compliance related to the family engagement function at GISD. Table 2 provides a description of the audit test performed.

Table 2. Description of Audit Test

Audit Test	Sample Size	Test Description
Title I Crate, Section H	20	The audit team analyzed a sample of school files to assess compliance of the family engagement requirements under Title I, Part A.

The remainder of this report is organized into the following chapters and appendices:

Chapter 2 – FACE Background

Chapter 3 – Organization and Management

Chapter 4 – Family Engagement

Chapter 5 – Community Engagement

Appendix A – Interview List

Chapter 2 – FACE Background

Family and community engagement is an increasingly important aspect of school districts' strategies to improve student outcomes and academic achievement. The National Association for Family, School, and Community Engagement (NAFSCE) defines family and community engagement as:

- A shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development.
- The reinforcement of learning in the multiple settings where children learn at home, in Pre-Kindergarten programs, in schools, in after-school programs, in faith-based institutions, and in the community.

Research across the past several decades has consistently shown that students with families who are meaningfully engaged with their education are more likely to earn higher grades, enroll in advanced programs, have higher rates of attendance, enjoy school, graduate high school, and attend college. (The term "family," as it is used in the relevant research and in this report, includes biological, adoptive, and foster parents; legal guardians and informal guardians; and adult siblings¹.) This holds true across income levels, education levels, and ethnicities.² Further, research shows that schools, not only students, benefit from effective family engagement. Schools with high levels of family engagement have:³

- Teachers with higher expectations of, and better relationships with, students;
- Higher levels of trust among staff members; and
- Staff members with higher levels of cultural competence.

Meaningful community (non-family) engagement also has benefits for schools and school systems. Significant academic gains have been linked to schools with a broad group of community members involved in campus advisory roles.⁴ Additionally, strong relationships in the community allow schools to access resources – volunteers, monetary, health – that they often cannot supply themselves. Lastly, a district's ability to pass bond programs relies on the support of parent and non-parent community members.

¹ Nick Wolf, "Family Engagement in Schools: A Comprehensive Guide," Panorama Education, <https://www.panoramaed.com/blog/family-engagement-comprehensive-guide>.

² Anne Henderson and Karen Mapp, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, (Austin, Texas: Southwest Educational Development Laboratory, 2002).

³ "Family Engagement Matters," Flamboyant Foundation, 2021, <https://flamboyantfoundation.org/resource/family-engagement-matters/>.

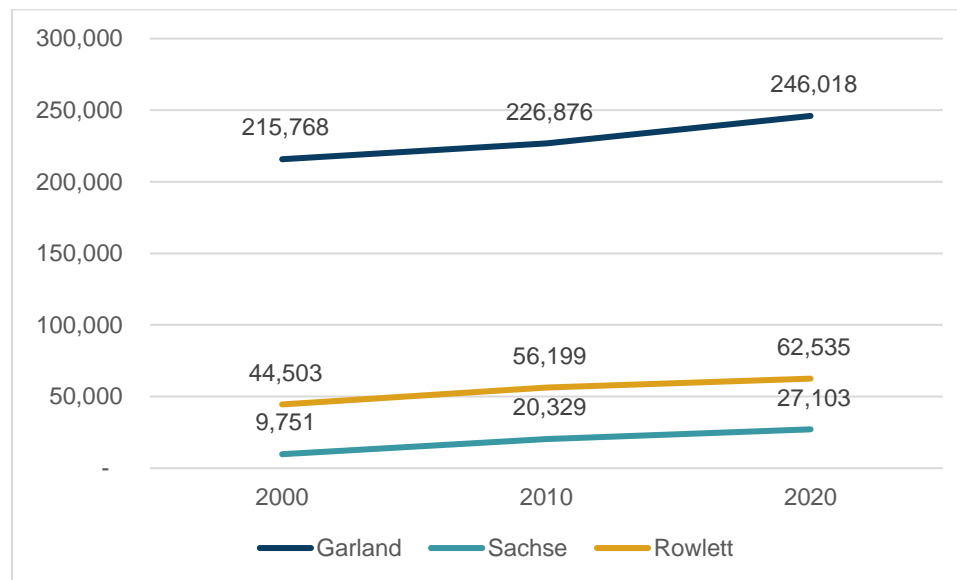
⁴ Lacy Wood and Emily Bauman, "How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform," Nellie Mae Education Foundation, <https://www.nmefoundation.org/wp-content/uploads/2020/05/Final-Report-Family-Engagement-AIR.pdf>.

The following two sections of this Chapter include demographic profiles of the Garland ISD community – the three municipal areas the District serves – and Garland ISD students and families.

GISD Community Profile

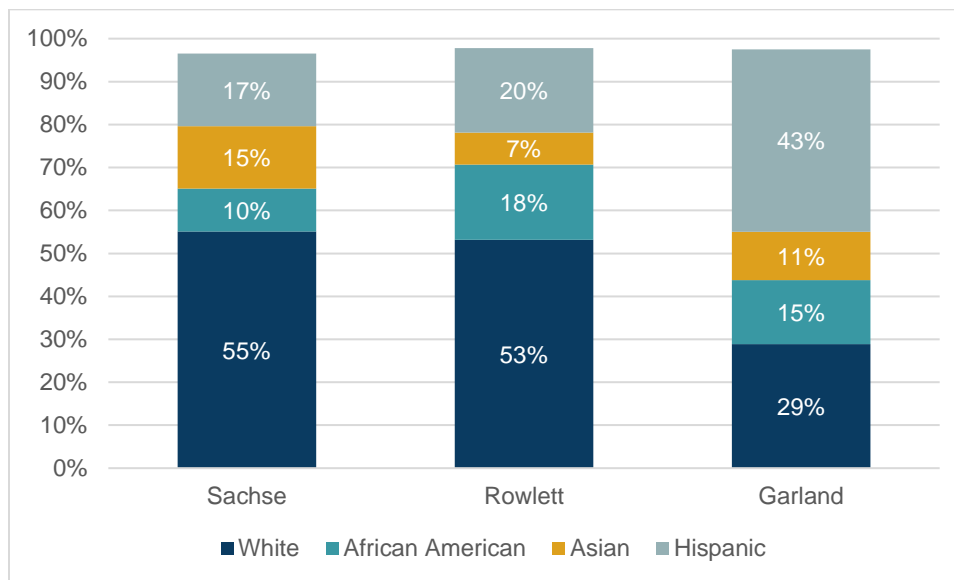
Garland ISD is located in Garland, Texas and serves the cities of Garland, Rowlett, and Sachse. Together, these three cities represent a district community that is racially and economically diverse and one that has seen steady population growth for the past two decades. Figure 1 shows the total populations of Garland, Sachse, and Rowlett in 2000, 2010, and 2020. Each has seen rising population totals over the last 20 years with Sachse experiencing the greatest percentage increase at 178 percent.

Figure 1. Total Population – Garland, Sachse, and Rowlett, 2000, 2010, 2020



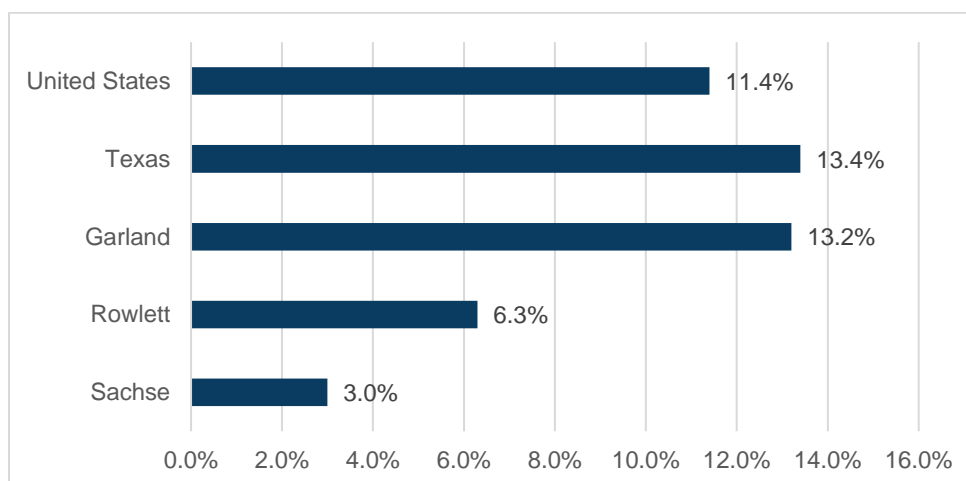
Source: U.S. Census Bureau, 2000, 2010, 2020; Texas State Library and Archives Commission, 2000

Figure 2 presents the percentages of Garland, Sachse, and Rowlett's total populations by ethnicity in 2020. In 2020, Sachse and Rowlett's populations were predominately White at 55% and 53%, respectively, while Garland's population was predominately Hispanic at 43%.

Figure 2. Percentages of Population by Ethnicity – Garland, Rowlett, and Sachse, 2020

Source: U.S. Census Bureau, 2020

The United States Census Bureau uses income thresholds determined by family size and composition to identify individuals living in poverty.⁵ The poverty rate is the percentage of individuals living in poverty within an identified population. As shown in Figure 3, poverty rates across Garland, Rowlett, and Sachse vary widely. Garland's poverty rate is greater than four times that of Sachse and twice Rowlett's. Garland's poverty rate in 2020 was slightly below the overall poverty rate of Texas and nearly two percentage points higher than the United States average.

Figure 3. Poverty Rate – United States, Texas, Garland, Rowlett, and Sachse, 2020

Source: U.S. Census Bureau, 2020

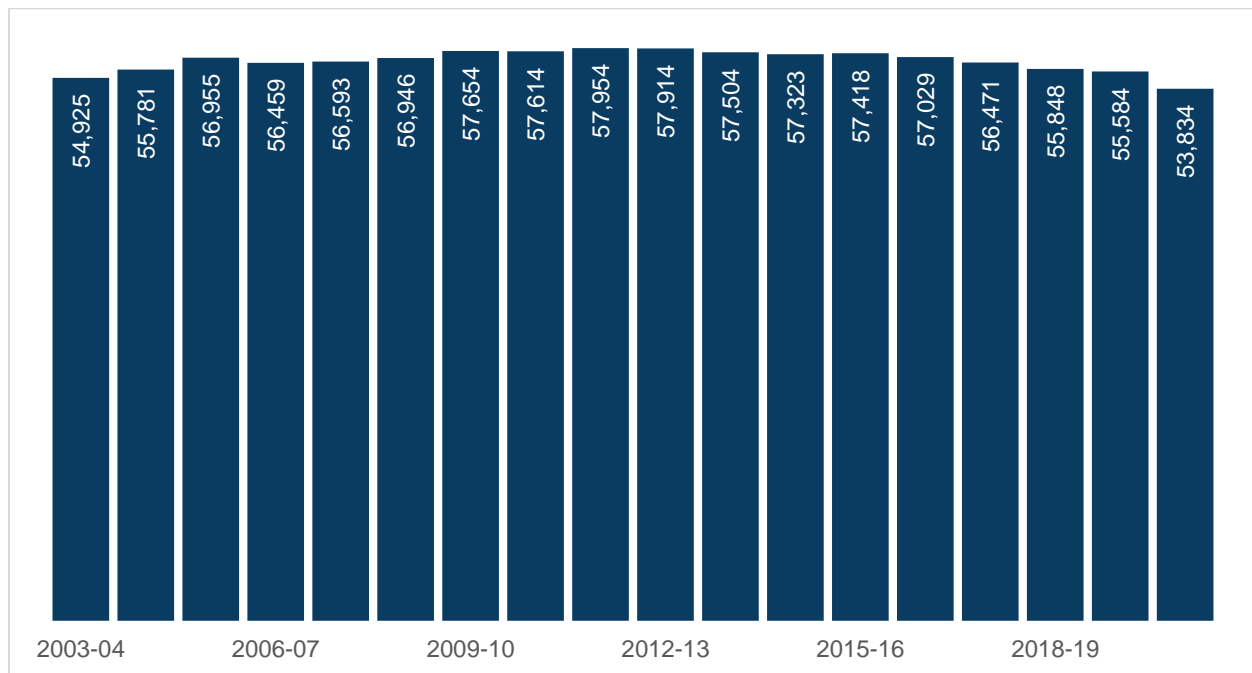
The next section presents a profile of the families of students enrolled at Garland ISD.

⁵ "Poverty Glossary," U.S. Census Bureau, <https://www.census.gov>.

GISD Family Profile

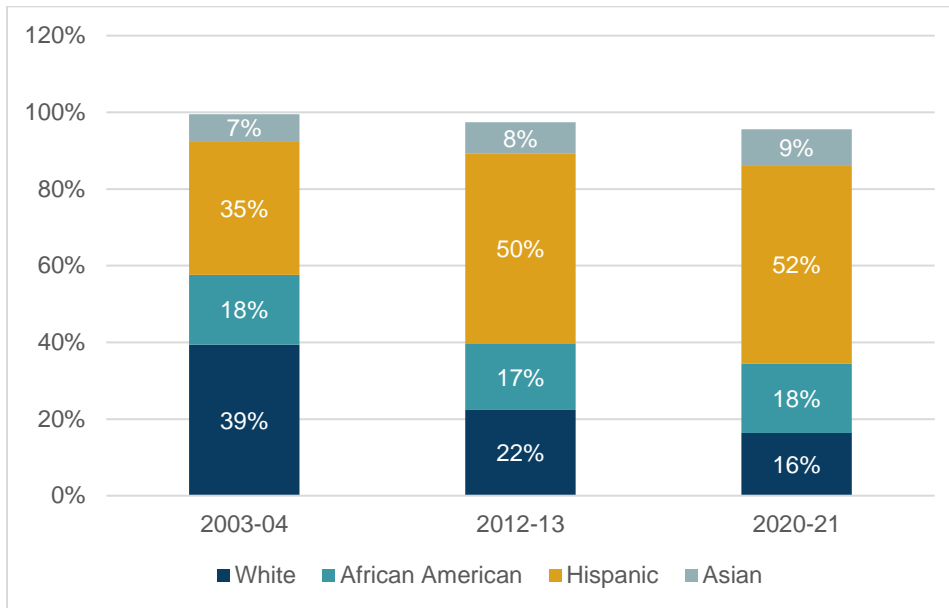
Over the past two decades, GISD student enrollment numbers have remained relatively constant, with a 10-year period of gradual increases followed by a decade of gradual decreases. Figure 4 presents GISD student enrollment from 2003-04 to 2020-21. 2020-21 saw the year of lowest enrollment during this time period at 53,834 (due to the COVID-19 pandemic) and 2011-12 saw the highest enrollment at 57,954.

Figure 4. GISD Student Enrollment, 2003-04 to 2020-21



Source: TEA Texas Academic Performance Reports, 2003-04 to 2020-21

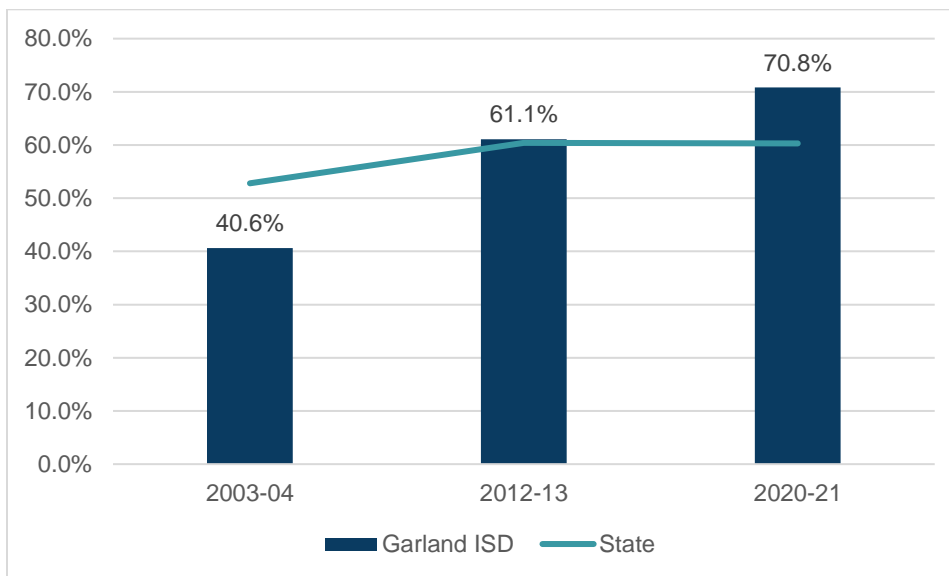
Over this same time period the demographics of GISD students and families have changed significantly. As shown in Figure 5, White students comprised 39 percent of the student population in 2003-04. In the same year, Hispanic students comprised 35 percent of the student population. By 2020-21, the percentage of Hispanic students increased to 52 percent of the student population while the percentage of White students decreased to 16 percent.

Figure 5. Percentages of Students by Ethnicity, GISD, 2003-04, 2012-13, and 2020-21

Source: TEA Texas Academic Performance Reports, 2003-04, 2012-13, 2020-21

Note: TEA updating its terminology related to ethnicity data resulted in totals under 100% in 2012-13 and 2020-21

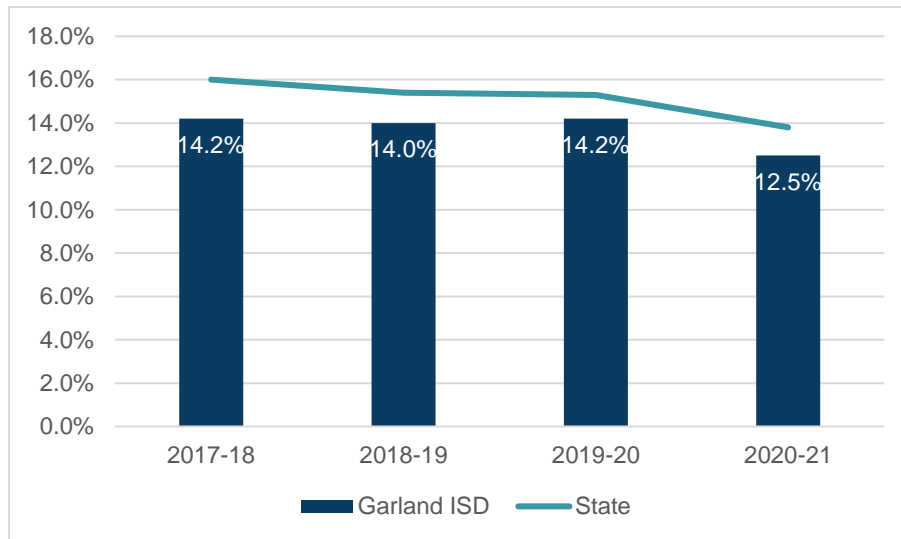
Figure 6 presents the percentage of GISD students identified as economically disadvantaged in 2003-04, 2012-13, and 2020-21. The percentage of GISD students identified as economically disadvantaged increased 30.2 percentage points, reflecting a growth rate of 74 percent, between 2003-04 and 2020-21. Over that same period, the District went from being 12.2 percentage points below the State average to 10.5 percentage points over the State average – a massive shift in a single generation.

Figure 6. Percentage of Students Identified as Economically Disadvantaged, GISD and State, 2003-04, 2012-13, and 2020-21

Source: TEA Texas Academic Performance Reports, 2003-04, 2012-13, 2020-21

In its Academic Performance Reports, TEA defines mobility rate as the “percentage of students who have been in membership at a campus for less than 83 percent of the school year (i.e., missed six or more weeks).” At the district level, this percentage accounts for students who move across schools at the same district as well as those who enroll coming from outside the district. Figure 7 presents the State and GISD’s mobility rates since 2017-18. GISD’s mobility rate remained relatively constant until dropping in 2020-21 (a likely result of the COVID-19 pandemic and consistent with State trends) and has fallen below the State average since 2017-18, suggesting that, compared to the State average, GISD students and families are less mobile and more likely to remain enrolled at a campus through the school year.

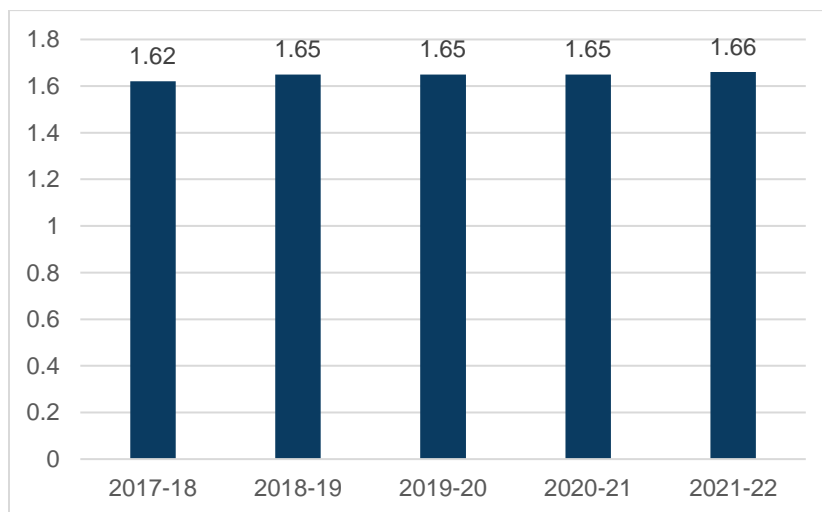
Figure 7. Student Mobility Rates, GISD and State, 2017-18 to 2020-21



Source: TEA Texas Academic Performance Reports, 2017-18 to 2020-21

Figure 8 presents the average (mean) number of GISD students per family since 2017-18. After increasing slightly in 2018-19 to 1.65, the mean remained constant until 2021-22 when it increased to 1.66.

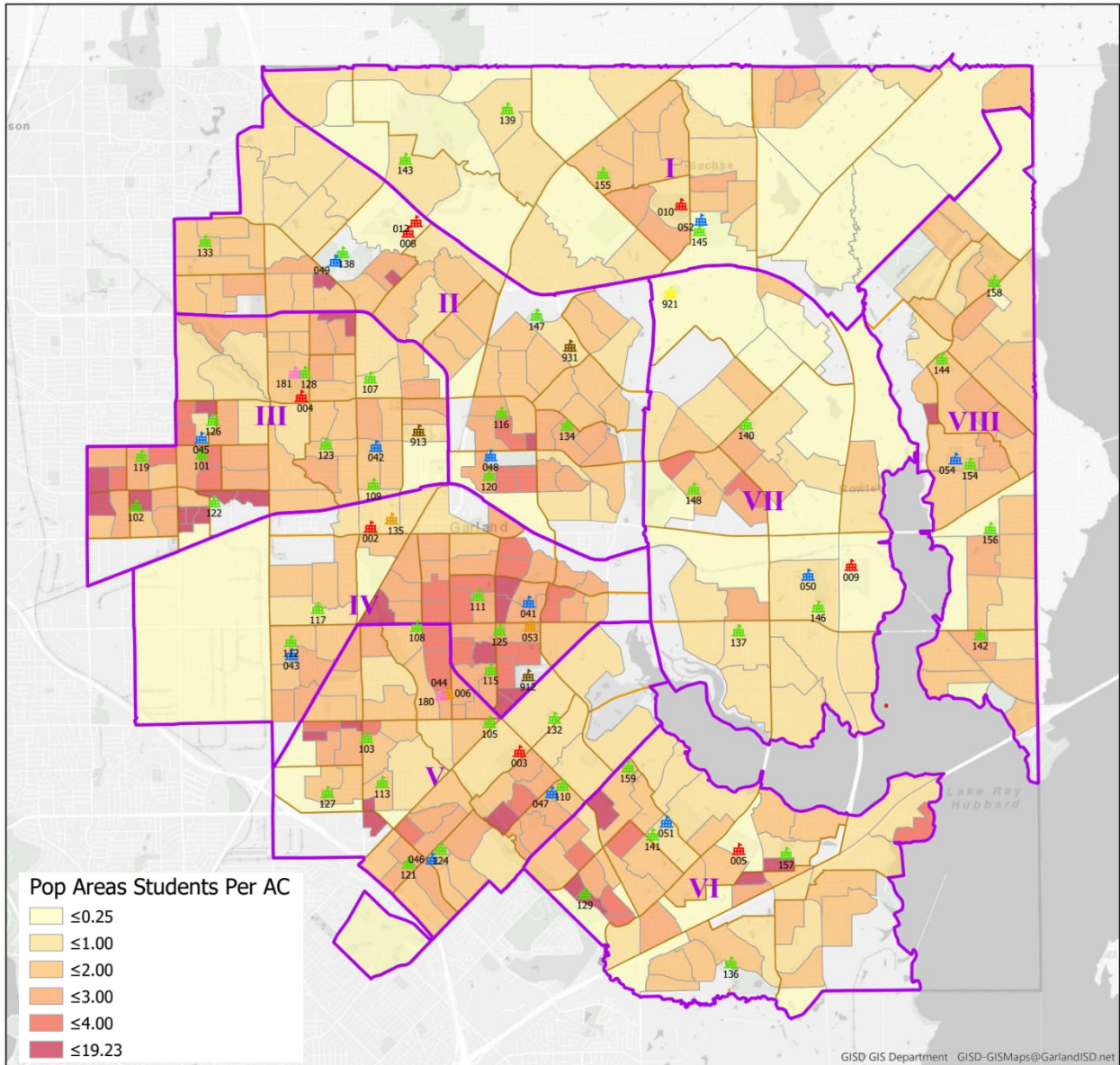
Figure 8. GISD Students per Family, Mean, 2017-18 to 2021-22



Source: GISD provided data, 2017-18 to 2021-22

Figure 9 presents a map of GISD student density in 2022. The GISD Geographic Information System (GIS) Department internally developed the demographic study areas shown on the map, from largest to smallest: regions, zones, and areas. The map shows that in 2022 the areas with the highest densities of GISD students are regions 3,4,5 and 6 which represent the south, southwest, and west areas of the District community.

Figure 9. GISD Student Density by Demographic Study Regions, 2022



Family and Community Engagement at GISD

GISD Family and Community Engagement Outside the FACE Department

The family and community engagement function is unique within a school district in that it is one of the very few that, in some way, touches virtually all other functions. To create and maintain meaningful relationships with its families and community members, a district needs to incorporate the necessary goals, strategies, and mindsets across departments and functional areas. At Garland ISD, multiple central office and campus-based positions are expected to regularly engage with families and community members, with campuses responsible for the vast majority of engagement efforts. Table 3 presents the campus-based positions that include family and community outreach responsibilities in their job descriptions and an overview of those responsibilities.

Table 3. GISD Campus-Based Positions Responsible for Family and Community Engagement and Responsibilities

Position	Responsibilities Related to Family and Community Engagement
Principal	<ul style="list-style-type: none"> ▪ Provide opportunities for interactive communication with superintendent, staff, students, parents, and community. ▪ Conduct conferences about student and school issues with parents, students, and teachers. ▪ Articulate the school's mission to the community and solicit its support in realizing the mission. ▪ Demonstrate awareness of school-community needs and initiate activities to meet those needs using appropriate and effective techniques to encourage community and parent involvement.
Assistant Principal	<ul style="list-style-type: none"> ▪ Participate in development of campus improvement plans with staff, parents, and community members. ▪ Conduct conferences about student and school issues with parents, students, and teachers. ▪ Articulate the school's mission to the community and solicit its support in realizing the mission. ▪ Demonstrate awareness of school-community needs and initiate activities to meet those needs using appropriate and effective techniques to encourage community and parent involvement.
Teacher	<ul style="list-style-type: none"> ▪ Establish and maintain a professional relationship and open communication with parents, students, colleagues, and community members.
At-Risk Administrator	<ul style="list-style-type: none"> ▪ Assist in working with at-risk students and groups and the promotion of communication, understanding and productive/positive relationships between identified students, parents, community members, and the campus or district.
Attendance/PEIMS Clerk	<ul style="list-style-type: none"> ▪ Assist parents, students, and faculty with questions regarding attendance. ▪ Contact parents/guardians to verify student absences.

Position	Responsibilities Related to Family and Community Engagement
School Nurse	<ul style="list-style-type: none"> Collaborate with students, parents, and members of the medical community and members of other health care agencies to promote optimum delivery of health services to the pupils. Refer students to other health care providers and to health care agencies when indicated.
High School Counselor	<ul style="list-style-type: none"> Clearly communicate the District's programs to the parents and community and respond to their concerns in a timely manner. Refer parents to appropriate community resources. Maintain and be aware of community resources, referrals, and other assistance available to students and families. Take an active role in communicating the District's guidance program to the community.

Source: GISD Job Descriptions

Outside of the FACE Department and campuses, multiple GISD departments participate in family and community engagement efforts. Table 4 presents additional positions at GISD, grouped by department, that include family and community outreach responsibilities in their job descriptions as well as an overview of those responsibilities.

Table 4. GISD Family and Community Engagement Responsibilities as Defined by District Job Descriptions, Grouped by Position/Department (excluding Campus-Based and FACE Department positions)

Department	Positions	Responsibilities Related to Family and Community Engagement
Student Services	<ul style="list-style-type: none"> Executive Director of Student Services Director of Student Services Student Services Coordinator Student Relations Administrator 	<ul style="list-style-type: none"> Ensure effective communication and collaboration with families, including support of Districtwide parent advisory councils. Support systems and processes to facilitate the resolution of student and parent concerns. Maintain liaison with community mental health clinics, special schools, and other resources offering therapeutic services. Demonstrate awareness of District/Community needs and initiative activities to meet those identified needs. Coordinate programs for community outreach, parental involvement with diverse family groups, and School Choice.
Communications and Public Relations	<ul style="list-style-type: none"> Executive Director of Communications and Public Relations President, Garland ISD Education Foundation 	<ul style="list-style-type: none"> Accomplish the mission of the Garland ISD Education Foundation by generating community support and funding to enrich education for all students in GISD. Effectively and continuously promote the District, share good news about student, staff, and District achievements, and provide timely and effective information to educate and empower families, staff, and the community. Enhance the reputation of the District with all stakeholders and the media.

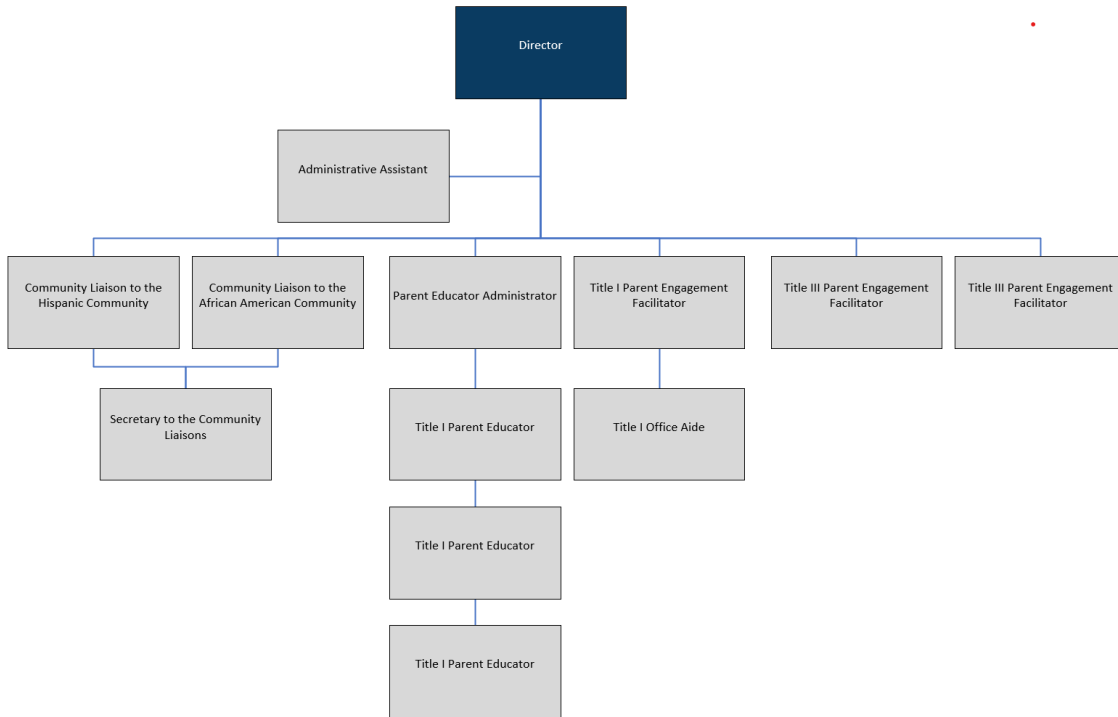
Department	Positions	Responsibilities Related to Family and Community Engagement
Special Education	<ul style="list-style-type: none"> Home-School Special Education Facilitator In Home – Parent Trainer 	<ul style="list-style-type: none"> Act as a liaison between the home, the school, and the community; assist in the assessment process for students of early childhood age and their families. Provide parents and students with Autism with home- or community-based training or viable alternatives that assist the student with acquisition of social/behavioral skills.
ELL	<ul style="list-style-type: none"> Title III Parent Engagement Facilitator 	<ul style="list-style-type: none"> Promote and advance parental, family, and community participation in language instruction education programs, as well as enhance instructional opportunities for English Learners (ELs) and immigrant students.
Federal Programs	<ul style="list-style-type: none"> Title I Parent Engagement Facilitator 	<ul style="list-style-type: none"> Facilitate the District Title I, Part A compliance components of the Parent and Family Engagement program.
BE/ESL	<ul style="list-style-type: none"> Social Worker 	<ul style="list-style-type: none"> Assist students and families in gaining access to formal and informal community resources. Function as part of the pupil services team to formulate plans with the school, student, and parents.
Guidance and Counseling	<ul style="list-style-type: none"> Responsive Services Counselor 	<ul style="list-style-type: none"> Establish and maintain a professional relationship and open communication with principal, staff, parents, and the community Articulate the District's mission and strategic plan goals in the area of Guidance and Counseling to the community and solicit support
Curriculum and Instruction	<ul style="list-style-type: none"> College and Career Title I Facilitator 	<ul style="list-style-type: none"> Plan and conduct parent meetings. Consult with parents, administrators, counselors, teachers, community agencies, and other relevant individuals regarding gifted and talented students.
Leadership	<ul style="list-style-type: none"> Executive Director of Leadership 	<ul style="list-style-type: none"> Provide for two-way communication with principals, teachers, staff, parents, and community. Demonstrate skill in conflict resolution with administrators, parents, teachers, staff, and community. Demonstrate use of appropriate and effective techniques to encourage community and parent involvement.

Source: Garland ISD Job Descriptions

History of the GISD FACE Department

In 2015, Garland ISD formally created the Family and Community Engagement (FACE) Department. It was an initiative driven by the GISD 2014-18 Strategic Plan, and sought to consolidate the numerous central office positions responsible for outreach into a single department. When it was created, the FACE Department included 13 positions primarily responsible for the following functional areas: community outreach, the Parents as Teachers Program, Title I family engagement, and Title III family engagement. Figure 10 presents the FACE Department organizational chart in 2015.

Figure 10. GISD FACE Department Initial Organizational Chart, 2015-16



Source: Garland ISD FACE Department Staffing Data, 2015-16

Table 5 presents a description of each of the FACE Department’s functional responsibilities in 2015, as well as the positions that supported them.

Table 5. GISD FACE Department Functional Responsibilities and Description, 2015

Function	Position	Description
Community Outreach	<ul style="list-style-type: none"> District Community Liaison to the African American Community District Community Liaison to the Hispanic Community Secretary to the Community Liaisons 	<ul style="list-style-type: none"> Assist in the recruitment of community resources Establish partnerships with community and business volunteers and disseminate information to campuses about business/community partners
Parents as Teachers	<ul style="list-style-type: none"> Parent Educator Administrator Title I Parent Educator (3 FTE) 	<ul style="list-style-type: none"> Develop and facilitate a series of family and parent training sessions and programs in an attempt to increase family and parental engagement. Develop and facilitate assigned parent and family literacy programs and assist in identifying and recruiting families for those programs.

Function	Position	Description
Title I Family Engagement	<ul style="list-style-type: none"> ▪ Title I Parent Engagement Facilitator ▪ Title I Office Aide 	<ul style="list-style-type: none"> ▪ Develop and implement programs and activities to increase parent and family engagement on Title I, Part A campuses.
Title III Family Engagement	<ul style="list-style-type: none"> ▪ Title III Parent Engagement Facilitator (2 FTE) 	<ul style="list-style-type: none"> ▪ Develop and implement programs and activities to increase family and community engagement of English Learners (ELs) to support District and campus level Title III Part A family/school involvement, parent literacy, and outreach efforts.

Source: Garland ISD job descriptions and interviews with FACE Department staff

The FACE Department's staffing and functional responsibilities have changed significantly over the last seven years, which this report will explore further in Chapter 3.

Chapter 3 – Organization and Management

This Chapter describes the legal and policy framework of family and community engagement at Garland ISD, and assesses the organizational structure and management of the FACE Department.

Regulatory Environment

Laws and regulations at the federal, state, and local levels regulate how school districts engage with parent and non-parent community members. The GISD Board’s Legal and Local policies pertaining to family and community engagement are located primarily in Section F (Students) and Section G (Community and Governmental Relations) of its online policy manual, which is posted on the District’s website.⁶

Federal Law and Mandates

The primary federal laws pertaining to family and community engagement that require district compliance include the following:

- The **Every Student Succeeds Act (ESSA)** includes several programs which have requirements related to family and community engagement.⁷
 - **Title I, Part A** requires districts to offer programs and activities to meaningfully involve parents and family members, develop a written engagement policy, and reflect on the policy’s effectiveness in collaboration with families.
 - **Title I, Part C** requires districts to support high-quality and comprehensive educational programs that address the unique educational needs of migratory children. Title I, Part C funds may be used to assist migratory children and their families in accessing health resources and other social services.
 - **Title III, Part A** requires districts to enhance or supplement language instruction educational programs for English learners through family and community engagement activities.
 - **Title IV, Part B** supports the creation of community learning centers that provide academic enrichment, youth development activities, and offer families of students the opportunity to engage in literacy or other related educational programs.
- The **Family Educational Rights and Privacy Act (FERPA)** protects the privacy of student records and requires that parents are able to request and review documents related to their student’s education.

⁶ <https://pol.tasb.org/Home/Index/364>.

⁷ “An Administrator’s Guide to ESSA – Every Student Succeeds Act – Parent and Family Engagement,” *Texas Education Agency*, 2018.

- Part B of the **Individuals with Disabilities Education Act (IDEA)** governs how special education and related services are provided to school-aged children with disabilities, including the ways in which districts must include parents in the decision making related to their student’s education.

GISD Board Policy

Many GISD Board policies govern the FACE Department and family and community engagement function. Board policies are categorized as Legal or Local policies. Legal policies must be adopted by all school boards in Texas. Local policies are enacted by school boards based on the needs of their individual school district, and as such can differ from district to district. Following is an overview of the key GISD legal and local policies related to family and community engagement.

- Policy FB (LEGAL) establishes the rights of students with disabilities and their families. It also requires districts to designate a staff person as the liaison for homeless children.
- Policy FL (LEGAL) defines parents’ rights in regards to accessing student records.
- Policy FNG (LEGAL) requires school boards to develop procedures for parents to file complaints. Additionally, it defines parents’ rights related to school activities, assignments, and information requests.
- Policy FNG (LOCAL) further clarifies the parent complaint process (Levels 1, 2, and 3) established in FNG (LEGAL).
- Policy GBA (LEGAL) describes the types of district information the public may access.
- Policy GBAA (LEGAL) defines the process through which the public can request and access district information.
- Policy GBB (LOCAL) allows for the Superintendent or a designee to enter into partnerships with citizen groups, businesses, and other governmental organizations to enhance educational opportunities.
- Policy GBBA (LOCAL) clarifies district responsibilities as they relate to relations and interactions with the news media.
- Policy GE (LEGAL) states that the GISD Board “shall cooperate” in the establishment of at least one parent-teacher organization at each school in the district.
- Policy GE (LOCAL) requires all district-affiliated organizations (school-support, booster, etc.) to operate consistent with district and board policy.
- Policy GF (LEGAL) allows for community members’ rights to speak at regular board meetings.
- Policy GKC (LOCAL) defines the protocols related to visitors on campuses.

- Policy GKE (LEGAL) establishes the requirement of a policy which allows “patriotic societies” (e.g., Girl Scouts, Boys and Girls Club, etc.) to speak to students at a time and date of the principal's choosing.
- Policy GKG (LEGAL) outlines the requirements for a district's volunteer program. This includes training, paid staff to implement the program, an evaluation of the performance of volunteers, and follow-up to ensure the program's effectiveness.

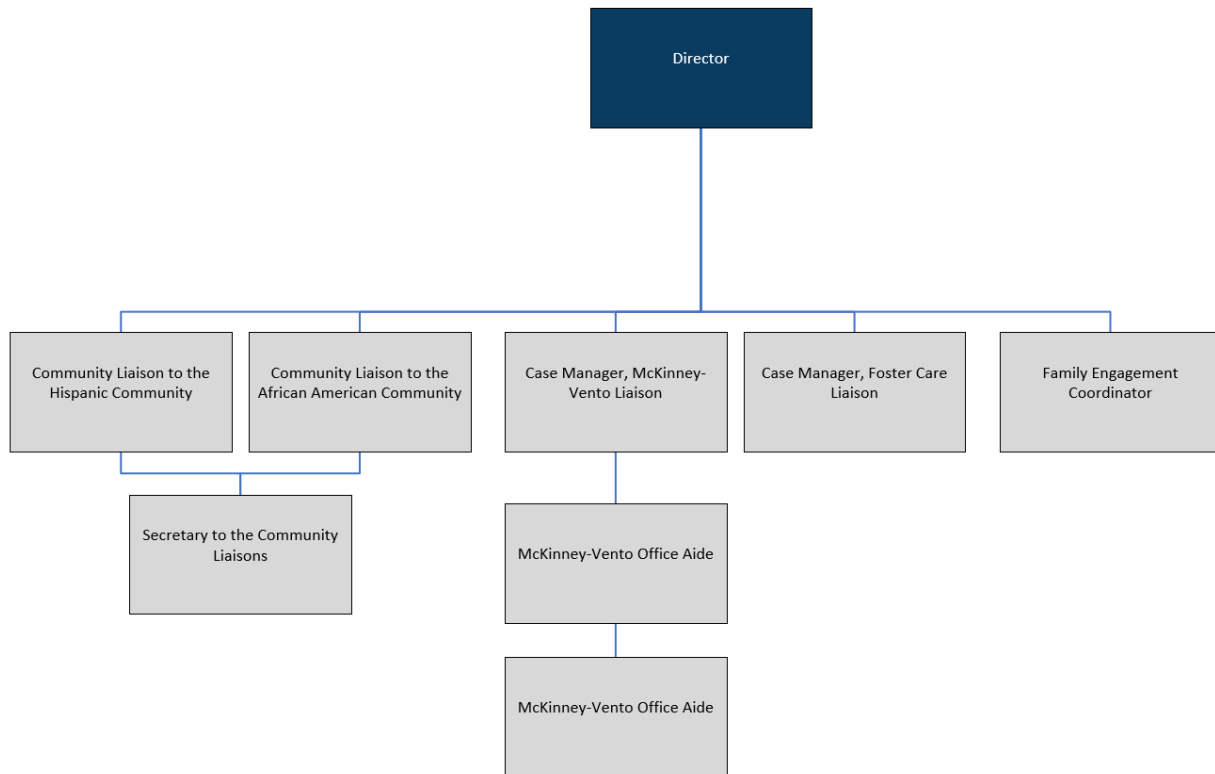
FACE Department Organization

The FACE Department is led by a Director who reports to the Executive Director of Student Services. The Executive Director of Student Services reports to the Chief Leadership Officer. The Director of the FACE Department is responsible for establishing a unified and comprehensive program to support family and community engagement across Garland ISD. Other duties include:⁸

- Developing processes, structures, and programs for family and community engagement that meet the unique needs and reflect the demographics of the community;
- Maintaining effective structures for garnering community input into programs and services supporting family and community engagement;
- Maintaining an effective strategic planning process for the FACE Department;
- Administering programs designed to engage families and community members and meet the needs of all learners of the community, early learners through senior citizens;
- Establishing a process that enhances collaborative efforts between the county, cities, and other agencies within the District;
- Facilitating community partnerships focused on enhancing learning and overall engagement;
- Keeping the Superintendent and School Board informed of programs and services based on community input; and
- Increasing the authenticity and frequency of engagement between Garland ISD and its key stakeholder populations including Vietnamese, Spanish-speaking, and African-American communities.

Eight positions report under the Director. Figure 11 presents the GISD FACE Department organizational chart in 2021-22.

⁸ Director of FACE Department Job Description (last revised October 2019).

Figure 11. GISD FACE Department Organizational Chart, 2021-22

Source: Garland ISD FACE Department Staffing Data, 2021-22

All positions in the FACE Department, excluding the Secretary to the Community Liaisons and the two McKinney-Vento Office Aides, report directly to the Director. The distribution of their roles and responsibilities is as follows:⁹

- The **District Community Liaison to the Hispanic Community** shares supervisory responsibilities of the Secretary to the Community Liaison position and is responsible for developing and implementing programs and activities to increase family and community engagement, specifically those which foster a positive multicultural environment. This position also assists in the recruitment of community resources; i.e., local businesses, corporations, and organizations.
- The **District Community Liaison to the African American Community** shares supervisory responsibilities of the Secretary to the Community Liaison position and is responsible for developing and implementing programs and activities to increase family and community engagement, specifically those which foster a positive multicultural environment. This position also assists in the recruitment of community resources; i.e., local businesses, corporations, and organizations
- The **Case Manager, McKinney-Vento Liaison** manages the two McKinney-Vento Office Aides and is responsible for the collection and coordination of documents related to students experiencing

⁹ GISD FACE Department Job Descriptions.

homelessness. This position also collaborates with District staff, campus staff, and outside personnel to support those students.

- The **Case Manager, Foster Care Liaison** is responsible for the collection and coordination of documents related to students in foster care. This position also collaborates with District staff, campus staff, and outside personnel to support those students.
- The **Family Engagement Coordinator** is responsible for coordinating family and parent training sessions, identifying best practices surrounding parent resources and outreach, and the collection and analysis of family and community engagement data. This position is also meant to serve as a resource for school-related organizations as well as provide technical guidance to District staff on matters related to family and community engagement.

The GISD FACE Department uses a variety of technology tools to perform its major transactional and reporting processes. These tools include the following:

- **Raptor Technologies** – for volunteer management. This is used to track the sign-ins and outs of volunteers on campuses.
- **Google Voice** – for communicating with families via phone.
- **Skylert** – for Districtwide notifications and alerts.
- **Smore** – for the monthly FACE Department newsletter.
- **Twitter, YouTube, and Facebook** – used to post updates, communicate with families and community members, and host Parent University.
- **Cricut Design Space** – used to create signage and other materials for community events.
- **Apower Edit** – for the creation and editing of videos.
- **Hootsuite** – for the scheduling of social media posts.
- **Canva** – for the creation of graphics to post on social media.

FACE Department Staffing and Expenditures

Table 6 presents actual operating expenditures, by object code or type of expenditure, for the FACE Department from 2017-18 to 2020-21, along with the percentage change in total expenditures from the prior year. After dropping in 2018-19, total FACE Department expenditures increased in 2019-20 and 2020-21. The majority of the variance in total expenditures between 2017-18 and 2020-21 can be attributed to payroll costs. Positions have been regularly moved in and out of the FACE Department since its creation in 2015-16, as discussed further below.

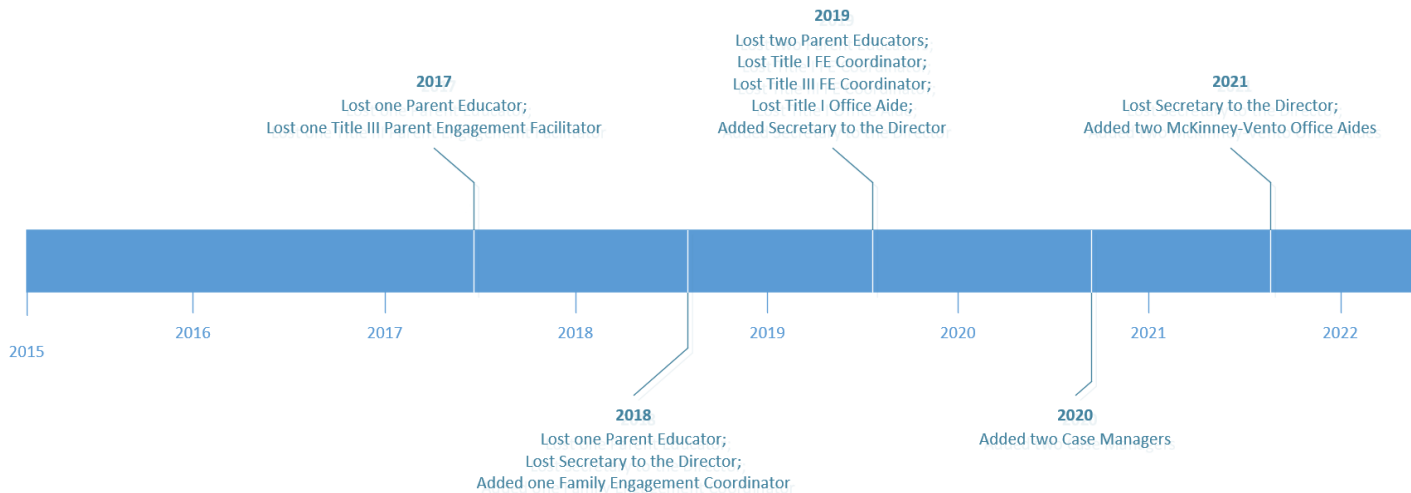
Table 6. GISD All Fund Expenditures, FACE Department, 2017-18 to 2020-21

Department 5040	2017-18	2018-19	2019-20	2020-21
6100 Payroll Cost	\$654,508	\$476,743	\$590,922	\$798,130
6200 Professional and Contracted Services	\$3,661	\$3,584	\$4,277	\$19,695
6300 Supplies and Materials	\$247,497	\$249,247	\$227,974	\$318,626
6400 Other Operating Costs	\$30,842	\$18,572	\$19,883	\$11,602
Total FACE Expenditures	\$936,509	\$748,147	\$843,058	\$1,148,053
Percent Change		(20%)	13%	36%

Source: Expenditure data provided by GISD

In 2018-19, the Parents as Teachers Title I program was dissolved, which up to that time was overseen by the FACE Department and facilitated by four Parent Educators. In 2019-20, the Title I Family Engagement Facilitator position moved to Federal Programs and the Title III Family Engagement Facilitator moved to the Bilingual Education/ESL Department. In 2020-21, the District’s two Case Manager positions moved into the FACE Department, and the following year two Office Aide positions were added to support the Case Managers. Figure 12 presents a timeline of the staffing changes the FACE Department has experienced since 2015-16. The total FTE count in the Department has ranged from 13 when the Department was created to six in 2019-20. In 2020-21, the FACE Department included nine FTEs.

Figure 12. GISD FACE Department Staffing Timeline, 2015-16 to 2021-22



Source: Gibson Consulting Group, based on interviews with GISD staff and GISD Staffing Data

Table 7 presents a comparison of FACE Department functions and FTE counts across several peer districts according to what is publicly available on their websites. These districts were selected based on similarity in size, demographics, or district type. As shown below, no two districts approach the work of family and community engagement in the same way. Each varies in the staff investment they make in the FACE function, its reporting position in the district, and the responsibilities with which FACE is charged.

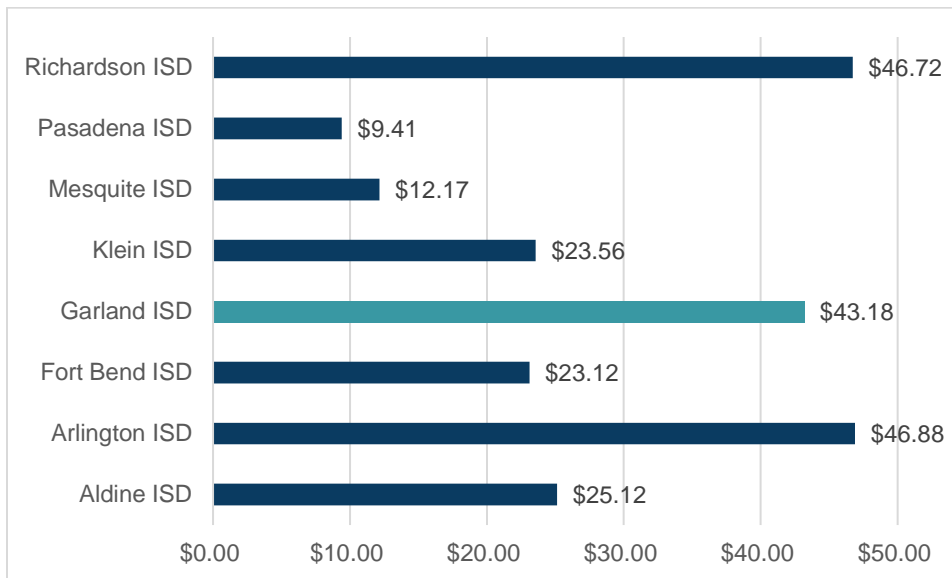
Table 7. FACE Department FTE Count and Function Comparison, GISD and Peer Districts, 2022

District	Region	Dedicated FACE Department?	FACE FTE Count	Functions
Klein ISD	4	Yes, reports under Teaching and Learning	2	Parent education; Resource sharing; Campus support
Aldine ISD	4	Yes, reports under Communications	7	Campus training; Volunteer management; Parent education
Garland ISD	10	Yes, reports under Student Services	9	Community outreach; McKinney-Vento and Foster Care; Family engagement
Mesquite ISD	10	No, family engagement specialists under Title I and McKinney-Vento Student Support Services	2	Parent education; McKinney-Vento
Arlington ISD	11	Yes, reports under Administration	16	Community outreach; Title I family engagement; Parent education; Social work
Richardson ISD	10	No, family engagement specialists report under the Department of Equity, Diversity, and Inclusion	3	Community outreach; campus training
Fort Bend ISD	4	No, program in Federal Programs	2	Support Title I campuses with family engagement
Pasadena ISD	4	No, SHAC committee	-	Support after-school programming

Source: District websites

TEA expenditure data shows similar variances. Figure 13 presents all fund total per student expenditures for Function Code 61 (Community Services) for GISD and its peer districts in 2020-21. In 2020-21, GISD had the third highest per student spending, trailing Richardson ISD and Arlington ISD. Inconsistencies in coding across districts likely impact this data, but there is enough alignment between the functional responsibilities described in Table 7 above and the investments shown in Figure 13 to further confirm the differences between districts in their approaches to family and community engagement.

Figure 13. Per Student Expenditures, Function Code 61 (Community Services), All Funds, GISD and Peer Districts, 2020-21



Source: PEIMS Financial Report, 2020-21

Findings and Recommendations

Finding 1: GISD’s approach to family and community engagement has not been sufficiently defined, leading to the FACE Department’s lack of integration within the District.

The Harvard Family Research Project (HFRP) identified three core district-level components needed to establish systemic family engagement at a school district, the first of which is copied below:

Fostering districtwide strategies – A key role of school districts in promoting family engagement is ensuring that it is part and parcel of supporting student learning. This includes superintendents and senior leadership linking family engagement to their district’s instructional goals, the creation of an infrastructure that elevates and communicates about the importance of family engagement, and mechanisms to assess progress and performance along the way.¹⁰

Garland ISD’s Goal Statement, created through the stated mission, vision, and values of the District, established the target from which 10 District objectives were created. The Goal Statement reads “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.”¹¹ The 10 objectives the District identified to achieve this goal are the following:

¹⁰ Helen Westmoreland et al., *Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement*, (Cambridge, Massachusetts: Harvard Family Research Project, 2009).

¹¹ “Strategic Goal,” Garland ISD, <https://garlandisd.net/about/strategic-goal>.

- Objective A: Early Literacy (Reading)
- Objective B: Early Literacy (Writing)
- Objective C: English Language Acquisition
- Objective D: Scientific Understanding
- Objective E: Mathematical Proficiency
- Objective F: Post-Secondary Readiness (SAT Exams)
- Objective G: Post-Secondary Readiness (AP Exams)
- Objective H: Student Management
- Objective I: Graduation Outcomes

The Key Performance Indicator (KPI) scorecard used to measure progress on each of these objectives includes metrics associated with State of Texas Assessments of Academic Readiness (STAAR) scores, SAT scores, discipline statistics, and post-secondary outcomes, but does not include metrics or performance measures explicitly involving family and community engagement.

One of Boston Public Schools' (BPS) six strategic goals through 2025 is "Amplify All Voices" which requires all BPS schools to implement the core elements of family engagement. Some of the listed priorities for achieving this goal are:¹²

- Engaging parent voice in District-level decision making...by supporting and leveraging the Citywide Parent Council, District English Learner Advisory Council, and Special Education Parent Advisory Council.
- Publicly share school progress towards implementation of the District's engagement standards and school climate surveys.
- Engage youth voice in decision making...by leveraging the Boston Student Advisory Council, the Superintendent's Youth Cabinet, focus groups, and other forums organized to give voice to BPS learners.

The HFRP identified "Purposeful Connections to Learning" as one of the five best practices in the implementation of an effective family engagement system. In its research, HFRP noted that "from the district's strategic plan and school improvement plans to parent-teacher conferences, [districts with exemplar FACE systems] demonstrate an unyielding commitment to family engagement as a core instructional strategy, as opposed to an 'add-on.'"¹³ The 2021-22 GISD District Improvement Plan (DIP) explicitly names the FACE Department and objectives related to family and community engagement four

¹² "Strategic Vision 2020-2025," Boston Public Schools, <https://www.bostonpublicschools.org/strategicplan>.

¹³ Westmoreland, Seeing is Believing.

times. Each either incorporates family and community engagement as an “add-on” to a strategy with intended outcomes indirectly related to FACE or reflects a misalignment between the District’s expectation for FACE and the Department’s functional responsibilities.

- Performance Objective 7 is to decrease the “percent of student management incidents resulting in exclusionary consequences...from 44.1% in 2019 to 35% by 2026.” Strategy 6 under this performance objective is to “improve district climate by increasing opportunities for family and community engagement and actively recruiting participation.” The strategy’s expected result is a “reduction in disproportionate exclusionary disciplinary consequences, and enhanced community relations.” The FACE Department, along with the Guidance and Counseling, Student Services, and Curriculum and Instruction Departments, are responsible for monitoring this strategy’s progress. While improved statistics related to disproportionality in exclusionary consequences may be one desired outcome of enhanced family and community engagement, this is not a data point or a function for which the FACE Department is directly responsible, according to interviews and job descriptions. Discipline management and related data falls under the Director of Student Services.¹⁴
- Task 14 in the DIP includes objectives related to family engagement. The purpose of Task 14 is to address an identified issue: that “parent and family engagement campus and district-level engagement decreased during the 2020-21 school year.” The objective listed to address this issue is to “increase parent and family engagement through parent and family education classes, translation services, and staff training,” and the data that will be used to monitor progress is the District Parent and Family Engagement Survey. The position responsible for monitoring this objective is the Title I, Parent and Family Engagement Facilitator, a position that has not reported under the FACE Department since 2019. Additionally, the responsibilities of administering the District Family Engagement Survey followed the Title I, Parent and Family Engagement Facilitator when the position moved to the Federal Programs Department.
- Under Title I, Part C, Migrant Education Program, the FACE Department is listed as responsible for executing three strategies related to the identification of migrant students and communication with their families. Responsibilities related to the support of migrant students and their families do not appear in the job descriptions of any positions in the FACE Department, nor was this referenced by FACE Department staff during the audit team’s interviews. The Migrant Liaison Title I clerk reports under the Student Services Department. Accordingly, the Student Services Department should be listed as the department responsible for executing strategies related to migrant students. FACE Department staff reported that this is a clerical error and will be corrected.
- The last occurrence of family engagement in the District’s DIP is under “Methods for Addressing Needs of Students for Special Programs.” As part of Strategy 1, the “Community Liaisons will provide leadership for school improvement in the areas of climate, discipline management, drug/alcohol prevention, and safety.” These are not responsibilities listed in the job descriptions for

¹⁴ GISD Job Descriptions.

either Community Liaison position. Additionally, there is no entry in the box dedicated to evidence that demonstrates success for this strategy.

As a potential result of the FACE Department's lack of meaningful involvement in District strategic goals and lack of direction in the DIP, the GISD FACE website lacks clear descriptions of the Department's purpose and impact. The following is how the FACE Department is defined on its website:

- The Family and Community Engagement Department strives to create a variety of partnerships, including families, colleges, businesses, and community organizations, that establish avenues to vault student success.
- The Department of Family and Community Engagement is committed to offering family and community engagement services that foster effective family and community partnerships that support student achievement and school improvement.

The Arlington ISD Family and Community Engagement Department uses its website to educate visitors of its mission, vision, and proven outcomes. An example of the language used is copied below:¹⁵

The Arlington ISD Parent and Community Engagement Department will serve the AISD learning community by fostering relationships through engaging, educating and empowering the community to directly support student success.

The Parent and Community Engagement Department supports family engagement at all AISD campuses by:

- Providing opportunities for AISD parents to become equipped with the knowledge, training, and resources needed to assist with their child's academic growth through a variety of workshops and seminars;
- Providing Professional Development opportunities for teachers and staff on best practices to effectively engage all AISD families;
- Facilitating community partnerships to support student success; and
- Supporting Volunteerism at all AISD campuses through recruitment and training of volunteers and AISD staff.

The AISD [Parent and Community Engagement Department] has ...

- Created two committees of community members, staff, parents, and business leaders to evaluate the district's family and community engagement;

¹⁵ "Parent and Community Engagement," Arlington ISD, <https://www.aisd.net/district/departments/administration/parent-and-community-engagement/>.

- Initiated research for providing online parent training and strategies to increase parent and community engagement; and
- Investigated systems for recruiting and tracking parent and volunteer participation.

Potentially because they lack direction and definition at the District-level, GISD's family and community engagement efforts – and specifically the FACE Department's efforts – lack integration across departments and campuses. Several examples of this were highlighted in the audit team's interviews, focus groups, and analysis:

- The Garland ISD Title I, Part A Parent and Family Engagement Policy – the District document that most effectively defines the District's approach to family engagement – is not overseen by the FACE Department. This document is mandated under ESSA and includes requirements related to parent education, campus trainings, and cross-department collaboration in order to enhance family engagement, specifically at the 65 Title I schools in GISD. Interviews with staff in the Federal Programs Department and FACE Department revealed a lack of clarity in how this policy is intended to be implemented and which positions are accountable for its effectiveness.
- The FACE Department does not have formal, recurring interactions with campuses related to family and community engagement. The Department is included in aspects of Beginning-of-Year staff training, but the content presented is an introduction to the FACE Department (e.g., FACE best practices, welcoming families, and information about the McKinney Vento and Foster Care programs). The professional development provided by the FACE Department is not required and is designated as an optional training session by the District. Additional campus trainings are conducted on an ad-hoc basis and are not a part of a larger professional development program. Additionally, the FACE Department does not oversee the work of the Campus Family Engagement Contact, a campus-based position selected by principals who is responsible for “attending professional development, distributing information, supporting Title I family engagement requirements, and presenting information to parents and staff.”¹⁶ The FACE Department can communicate with Campus Family Engagement Contacts via an Outlook listserv and is invited to attend cohort meetings, but the position is organized and coordinated by the Title I Family Engagement Coordinator, a position in the Federal Programs Department.
- The FACE Department is responsible for three elements of the District's volunteer program: the volunteer handbook, campus recognition for volunteer hours, and volunteer surveys. The Human Resources Department is responsible for the processing of volunteer information (e.g., fingerprints and background checks). The recruitment, training, and use of volunteers are largely handled by campus leaders or the campus PTA. The FACE Department provides an annual volunteer training workshop to campuses and responds to questions as needed. Additionally, the FACE Department does not collaborate with principals or Educational Leadership (EDLs) on the family engagement portion of principal evaluations (Domain III of the T-PESS).
- The audit team's interviews showed that minimal collaboration occurs between the FACE Department and other GISD departments that engage in family and community outreach. The FACE

¹⁶ GISD WAIP re: Campus Family Engagement Contact, 2021.

Department has invited various departments to provide information to parents during the Facebook Live Parent University events and at the Summer Family Engagement Conference. Table 8 presents several GISD departments (and the Education Foundation) that work with families and/or the community, and the ways they collaborate with the FACE Department.

Table 8. GISD Departments Engaging in Outreach and Their Collaboration with the FACE Department

Department	Collaboration with FACE
Communications	The FACE Director meets monthly with the Communications Department as required by Council of PTA bylaws; when requested the Communications Department promotes FACE programming in the media; the Communications Department vets public communications coming out of the FACE Department.
GISD Education Foundation	The FACE Department does not regularly collaborate with the GISD Education Foundation.
Curriculum and Instruction	The FACE Department organizes parent/community focus groups when requested; the FACE Department attends the Strategic Success Workgroup meetings (started in 2021-22) which includes instructional leaders. The FACE department was also invited to attend the TEA Resilient School Support Program (RSSP) meetings starting in 2021. The FACE Department was asked to present welcoming best practices to the School Action Fund Grant campuses in 2022.
Superintendent’s Office	The FACE Department informs the Superintendent’s Office of community events and monthly Council of PTAs meetings.
Student Services	The FACE Department supports with Pre-K and Kindergarten recruitment and enrollment; the FACE Department supports in the facilitation of the Choice of School program; the FACE Department monitors the “Ask Student Services” email inbox; the FACE Department facilitates general parent concerns and complaints.

Source: Interviews with GISD employees

Recommendation 1: Define GISD’s approach to family and community engagement through a comprehensive FACE Department Plan.

If in the long term GISD seeks to establish systemic family and community engagement, the District should work to incorporate robust family and community engagement strategies and objectives into its goals and improvement plans. Research has shown that family engagement is most impactful when it is directly linked to learning and incorporated into Districtwide strategies.¹⁷ In addition to establishing the District’s commitment to purposeful family and community engagement, doing this will allow for increased collaboration between the FACE Department and other District departments, enhance the effectiveness of the FACE Department, and align the District’s overall family and community engagement efforts. In the short term, the FACE Department should create a Department Plan that aligns all aspects of its work with its mission as a Department. FACE currently uses an internally developed action plan to monitor its own progress but its list of initiatives are not clearly linked to objectives or goals and it references GISD family

¹⁷ Anne Henderson et al., *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*, (New York, New York: The New Press, 2007).

engagement strategies from a former District Strategic Plan. Table 9 presents recommended core components of an effective FACE Department Plan, a description, and examples of each.

Table 9. Components of a FACE Department Plan with Descriptions and Examples

Plan Component	Description	Example
Mission	States the reason an organization exists	Our mission is to engage, educate and empower families, community, and professional staff to facilitate effective family and community partnerships that foster the academic and personal development of all students so that they may graduate college and career ready. ¹⁸
Values	Describes the organization's core beliefs in regards to its mission	Strong Family and Community Ties Meaningful Communication Authentic Voice and Leadership Empowered Student Success Equity Centered Dialogue ¹⁹
Vision	Defines the organization's aspirations for the future	The Family Engagement Department will be an innovative leader to ensure that all families, educators, and community members become partners in the life-long success of all students by empowering all participants and giving them the skills and knowledge to be active, well-informed contributors in our students' education. ²⁰
Objectives	Describes how an organization intends to achieve its mission	Robust and Impactful Campus Support
Strategies	Provides details for how an objective can be reached	Provide professional development opportunities to help schools and departments more effectively support families in increasing student achievement and social/emotional well-being. ²¹
Action Plans	Defines the way strategies will be implemented (action step, person responsible, deadlines, resources needed, progress monitoring)	What: Develop annual campus FACE PD schedule Who: Coordinator When: May 1

Source: Gibson Consulting Group; examples from El Paso ISD, Aspire Public Schools, San Bernadino Unified SD

Management Response: *Management agrees with this recommendation.*

¹⁸ "Family Engagement Overview," El Paso ISD, <https://www.episd.org/domain/182>.

¹⁹ "Family Engagement," Aspire Public Schools, https://aspirepublicschools.org/discover_aspire/family-engagement/.

²⁰ "Family Engagement Overview," El Paso ISD, <https://www.episd.org/domain/182>.

²¹ "Family Engagement Strategic Plan: 2021-2024," San Bernadino City Unified School District.

Finding 2: The FACE Department devotes 2.2 FTEs, less than one third of its staff, to family and community engagement activities combined.

The purpose of the GISD FACE Department, as it is stated on its website, is to “create a variety of partnerships, including families, colleges, businesses, and community organizations, that establish avenues to vault student success.” Additionally, the Department commits to “offering family and community engagement services that foster effective family and community partnerships that support student achievement and school improvement.”²²

However, the audit team’s interviews showed that the FACE Department’s current functional responsibilities do not reflect a prioritization of the above stated purpose: the creation and strengthening of family and community partnerships. Table 10 presents the FACE Department’s current functional responsibilities, a description, and the count of FTEs executing each functional area. The counts were calculated by combining, across all nine FACE Department FTEs, the percentage of estimated time each position devotes to the respective functional area. This information was collected in the audit team’s interviews with FACE Department staff.

Table 10. FACE Department Functional Responsibilities and FTE Counts

Functional Area	Description	FTE Count
Special Programs	Identifying and supporting McKinney-Vento and Foster Care students	3.8
Complaints and Transfers	Processing student transfer requests, resolving parent complaints	1.3
Community Outreach	Sitting on community boards and attending meetings, attending community events	1.2
Student Services Support	Student enrollment support, student recruitment support, Student Services Department clerical work	1.0
Family Engagement	Supporting campuses with family engagement, hosting events, social media posting, parent education	1.0
Administrative	FACE Department clerical work	.7
Total		9

Source: GISD FACE Interviews

Based on the information collected in the audit team’s interviews, there are effectively 2.2 FTE in the FACE Department executing responsibilities directly related to family engagement and community outreach.

²² “Family and Community Engagement,” Garland ISD, <https://garlandisd.net/about/departments/family-and-community-engagement-face>.

Misalignment between a department’s mission and functional responsibilities generally creates three main problems:

- Diminishes collaboration in the department;
- Creates confusion inside and outside of the department about the purpose of the work being done; and
- Weakens the effectiveness of accountability structures and performance measures.

Recommendation 2: Align the FACE Department’s functional responsibilities with its mission.

To increase the effectiveness of the FACE Department, the District should align FACE’s functional responsibilities (i.e., its objectives) with its mission. Recommendation 1 provided the framework for doing this. Aligning the FACE Department’s objectives with its mission will have several benefits:

- Allow for an accurate assessment of the appropriateness of the Department’s staffing model;
- Enhance collaboration across positions in the Department;
- Promote awareness of the Department’s impact across the District; and
- Refine management systems in the FACE, Student Services, and Leadership Departments.

Research has identified the below four factors as central to effective family and community engagement.²³ As the FACE Department works to develop the FACE Department Plan described in Recommendation 1, it should consider these key factors. Table 11 presents each factor and a description. Additionally, the audit team has provided examples of how these factors can be used to craft Departmental objectives. Table 11 also presents Gibson’s recommendations for the Departmental objective aligned with each key factor, and example strategies which would support those objectives. As the Department builds out the objectives, strategies, and action plans supporting its mission, it will likely find that greater Departmental staffing investments need to be made to support its work. The 2.2 FTEs described in the above finding will be inadequate to effectively execute the responsibilities of meaningful family and community engagement in a District serving more than 50,000 students.

Table 11. Key Factors to Effective Engagement and Related Objectives, Strategies

Factor	Description	Departmental Objective	Strategies
School Climate	A welcoming school environment is a prerequisite for family engagement.	Campus Support	<ul style="list-style-type: none"> ▪ Provide professional development to campus administrators on how to create a welcoming school environment.

²³ *Best Practices in Family and Community Engagement*, Hanover Research, 2014.

Factor	Description	Departmental Objective	Strategies
			<ul style="list-style-type: none"> Conduct regular campus walkthroughs and provide feedback to administrators.
Involvement Logistics	The identification of barriers to effective engagement and the allocation of resources to overcome the logistical hurdles many families face.	Family Engagement	<ul style="list-style-type: none"> Host parent focus groups to gather stakeholder feedback on District initiatives. Conduct regular home visits to identified priority families.
School/Parent/Community Communication	The development and maintenance of strong communication channels between schools, families, and the community.	Outreach	<ul style="list-style-type: none"> Participate in regular community meetings. Monitor Departmental communication channels for content and reach.
Parent/Community Role in Their Child's Education	Robust parent and community education programs that teach using research-based methods.	Parent Education	<ul style="list-style-type: none"> Develop a research-based parent education curriculum. Host regular parent education classes.

Source: Factors and Descriptions from Hanover Research; Objectives and Strategies from Gibson Consulting Group

Management Response: *Management agrees with this recommendation.*

Finding 3: The FACE Department does not track sufficient data related to its primary communication channels with families and the community, limiting its reach and impact.

The FACE Department communicates with families and community members in three primary ways:

- **Facebook** – used to post about events, resources, and District news.
- **Twitter** – used to post about events, resources, and District news.
- **Smore** – used to send the monthly FACE Department newsletter.

The FACE Department shifted to social media as a primary means of interacting with GISD families and community members due to the COVID-19 pandemic. The FACE Department was invited to present their social media outreach and Facebook Live Parent Workshop models at a Region 16 virtual training. According to interviews, multiple positions in the FACE Department dedicate considerable time to the management of these platforms (creating content, posting, etc.). However, the FACE Department does not sufficiently evaluate the effectiveness of their efforts on Facebook, Twitter, and Smore, and is therefore unaware if communications coming out of the Department are reaching its target audiences or having their intended impact. The audit team analyzed data from the FACE Department's Facebook (December 2021 – March 2022), Twitter (December 2021 – March 2022), and Smore (August 2021 – February 2022)

accounts (Facebook only stores quarterly data on its “Insights” page, making December 2021 the earliest data available). The results of that analysis are below.

Facebook

Table 12 presents several statistics related to the FACE Department’s Facebook page. The Department posted 82 times between December 1st, 2021 and March 4th, 2022.

- # Total Likes – the total number of unique users who have liked the FACE Department’s page as of March 4th, 2022.
- Total Post Reach – the number of unique users who had the FACE Department’s post enter their screen. This number is the median across all FACE posts.
- Engagements – the number of unique users who engaged with a FACE Department post (i.e., liked, shared, clicked, etc.). This number is the median across all FACE posts.
- Engagement Rate – the percentage of unique users who engaged with a FACE Department post out of those who the post reached (i.e., engagements divided by total reach).

Table 12. FACE Department Facebook Page and Post Analytics, December 1, 2021-March 4, 2022

# Total Likes	Total Post Reach Per Post	Engagements Per Post	Median Engagement Rate
2,302	251	4	1.6%

Source: Facebook Insights data provided by GISD

Twitter

Table 13 presents statistics related to the FACE Department’s Twitter account. The Department tweeted 69 times between December 1st, 2021 and March 4th, 2022.

- Impressions – the number of times a Tweet appears in users’ timelines. This number is the median across all FACE tweets.
- Engagements – the number of times a user interacted with a Tweet (i.e., replies, follows, likes, etc.) This number is the median across all FACE tweets.
- Engagement Rate – the number of engagements divided by impressions.

Table 13. FACE Department Twitter Account Analytics, December 1, 2021-March 4, 2022

Impressions Per Tweet	Engagements Per Tweet	Median Engagement Rate
284	8	2.8%

Source: Twitter data provided by GISD

Smore

Table 14 presents statistics related to the FACE Department’s Smore account. The Department sends out a newsletter via Smore once per month.

- Total Views – the total number of times the newsletter has been viewed, potentially by the same person.
- Primary Traffic Source – the newsletter can be accessed a number of ways (e.g., via Facebook, Twitter, direct email, etc.). The FACE Department shares the monthly Smore newsletter with the Council of PTAs as part of the District liaison updated. Additionally, the FACE Department directly mails the Smore newsletter to the GISD School Board, local elected officials, and partner organizations. The table shows how the majority of people accessed the newsletter for that month.
- Primary Engagement Topic – the FACE newsletter contains links to information, resources, etc. The table shows the three most popular topics in a given month, according to the links accessed.

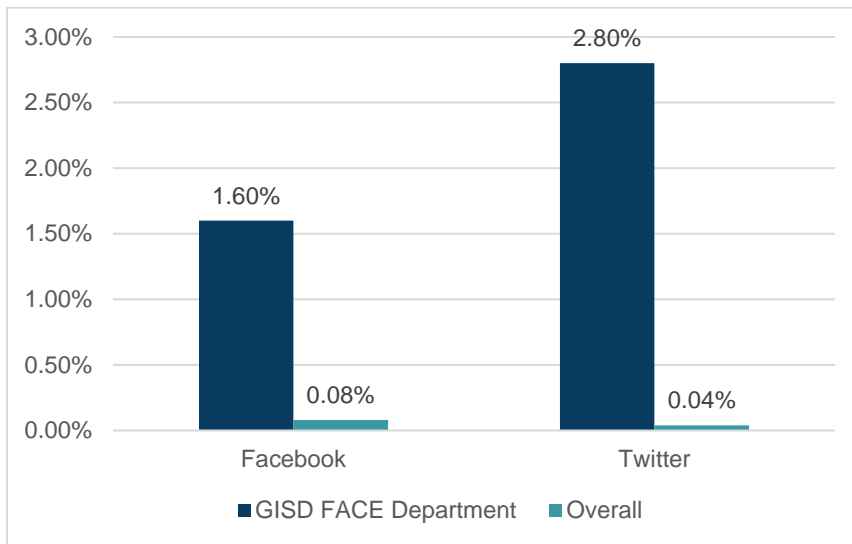
Table 14. FACE Department Smore Account Analytics, August 2021-February 2022

Month	Total Views	Primary Traffic Source	Most Popular Topic	2 nd Most Popular Topic	3 rd Most Popular Topic
August	118	Direct email	Back-To-School Parent University	Support Our Families Fundraising	Join PTA
September	835	Direct email	COVID-19 Cases by Location	COVID-19 School Operations	Photo Stories
October	661	Direct email	COVID-19 Cases by Location	GISD Tutor Team	District Calendar
November	390	Direct email	Photo Stories	District Calendar	COVID-19 Cases by Location
December	505	Direct email	COVID-19 Vaccine Clinics	District Calendar	COVID-19 Cases by Location
January	414	Direct email	COVID-19 Cases by Location	Choice of School	FACE Calendar
February	325	Direct email	COVID-19 Cases by Location	Choice of School	Social and Emotional Learning

Source: Smore account data provided by GISD

The FACE Department’s Facebook and Twitter engagement rates of 1.6 percent and 2.8 percent, respectively, show that the Department is effectively reaching the portion of the GISD community who chooses to engage with them on social media. Figure 14 shows a comparison of the FACE Department’s median Facebook and Twitter engagement rates against the 2022 median industry rates of Facebook and Twitter pages.

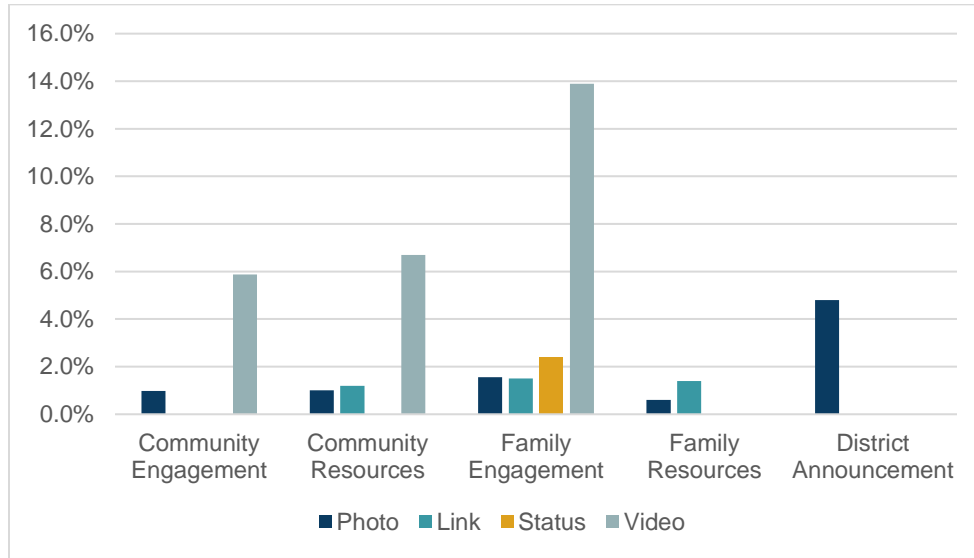
Figure 14. Facebook and Twitter Engagement Rates, GISD FACE Department and 2022 Overall Industry Median



Source: Rival IQ Social Media Analytics, 2022

The above analysis shows that the FACE Department has comparatively high engagement with a small portion of the Garland ISD community. This is consistent with information shared in the audit team's parent focus groups. A majority of parents stated that, if it were not for their involvement with a PTA or other District committee, they would not be aware of the FACE Department's communication efforts. The majority of parents who were not involved with a PTA or another district committee stated that they were not aware of communication coming out of the FACE Department.

As part of its analysis, the audit team categorized the FACE Department's Facebook posts into the following groups: Community Engagement, Community Resources, Family Engagement, Family Resources, and District Announcements. Additionally, the posts were filtered by those that contained links, videos, photos, or status only. Figure 15 presents the engagement rates of the FACE Department's Facebook posts, grouped by functional category and post type. Overall, videos, and specifically those related to family engagement, had the highest engagement rates.

Figure 15. FACE Department Engagement Rates by Functional Category and Type

Source: Facebook Insights data provided by GISD

Recommendation 3: Enhance the reach and effectiveness of FACE Department communication efforts through the integration of data analytics.

The vast majority of communications between the FACE Department, GISD families, and the community occur via Facebook, Twitter, and Smore. As such, it is important that the FACE Department understands and reflects upon the data associated with these digital interactions. There are a number of paid and free services that the Department can utilize, but the outcome, regardless of the platform, should be to help answer the following questions:

- Who are we trying to reach and are we doing it effectively?
- What topics and events matter to our audience?
- What is our “voice” and how does it align with GISD’s public messaging?
- How can we improve our customer service?
- How can we most effectively use our time and resources?

As part of its approach to answering these questions, the FACE Department should regularly capture and analyze the Key Performance Indicators (KPIs) described in Finding 3 and incorporate them into Departmental communications strategy.

Management Response: *Management agrees with this recommendation.*

Finding 4: The FACE Department lacks Standard Operating Procedures for its primary functions.

Standard Operating Procedures (SOPs) define how to perform a task. An effective SOP eliminates ambiguity regarding the details of a given procedure in a concise manner. Having a collection of SOPs to draw upon benefits an organization in several main ways:

- **Consistency** – SOPs define how to execute a task in a way that standardizes the process. Therefore, the process and results should be the same regardless of the person executing the task.
- **Efficiency** – An effective SOP eliminates the need for an employee to research how to execute a task. The information required (e.g., time requirements, resources) is all included, allowing the employee to focus on execution.
- **Reliability** – SOPs enhance reliability internally and externally. Internally, all employees know their responsibilities which enhances trust on the team. Externally, consistent products and outcomes (e.g., events) boost public trust in the organization's credibility.
- **Management** – SOPs, in addition to job descriptions, are another way to help define the roles and responsibilities of a department or position. When expectations are clear for what a position is expected to achieve, employee satisfaction grows. In turn, SOPs provide structure by which an organization can hold a department or position accountable.

The FACE Department currently lacks SOPs for its primary functions. A checklist for event planning exists but it insufficiently describes the necessary requirements. The Department's staffing model is such that there is very little overlap in any two positions' responsibilities (excluding the Community Liaisons). As a result, the Department is at a heightened risk of losing the institutional knowledge associated with any given position if that position were to be moved to another department or the employee exits the position. Further compounding this risk is the inherently relationship-based nature of the work the FACE Department does. Many of the positions in the FACE Department require strong relationships with community members, families, and GISD staff to be effective. If a position is moved out of the FACE Department or a FACE employee exits a position, not only do those relationships need to be rebuilt but, without effective SOPs, so do the processes supporting that position.

Recommendation 4: Develop Standard Operating Procedures for the FACE Department's primary functions.

A formalized operations procedures manual should include operational guidelines and SOPs for all processes that staff should follow. The FACE Department should first identify the processes that require an SOP. After identification, processes should be prioritized for development based on the following factors.

- **Likelihood of errors** – The more complex the process, the higher the potential of errors occurring within the process.
- **Magnitude of errors** – The impact of an error varies depending on the particular process.
- **Known/potential turnover** – If an employee is expected to leave the Department within the next few years, their processes should be prioritized accordingly.

The Department should also define their requirements for what each SOP must contain. A thorough SOP will equip the user with the knowledge to perform the process and troubleshoot common problems. Typically, this is accomplished by including screenshots, process narratives, and process flowcharts within SOPs.

After processes are prioritized and requirements are developed, the Department should develop SOPs that assign responsibility for their maintenance and upkeep:

- Name of process;
- Description of process;
- Name of individual responsible for documentation;
- Position titles expected to use the SOP (aligned with job description responsibilities);
- Position titles expected to review the SOP for accuracy and completeness; and
- Due dates for SOP drafts, reviews, and final copies.

Management Response: *Management agrees with this recommendation.*

Chapter 4 – Family Engagement

Effective family engagement takes many forms. A family member's active participation in a student's education – be it as a supporter, a model of lifelong learning, or advocate for proper programming – has been linked to a number of positive educational outcomes including higher test scores and grades, lower drop-out rates, and students' sense of personal competence.²⁴

Despite the research identifying its importance, many school districts struggle to prioritize and implement family engagement programming. This is, in part, because the specific role a district plays in promoting engagement with its families is less clear. As referenced in Finding 1, the HFRP has identified five best practices in an effort to codify some of the ways in which districts across the country are effectively engaging their families²⁵. They are listed below:

- A shared vision of family engagement;
- Purposeful connections to learning;
- Investments in high quality programming and staff;
- Robust communication systems; and
- Evaluation for accountability and continuous learning.

This Chapter contains a commendation, findings, and recommendations related to the family engagement function at GISD.

According to GISD job descriptions there are four positions in the FACE Department that are responsible for activities related to family engagement. Table 15 presents those positions and the family engagement work for which they are responsible.

Table 15. FACE Department Family Engagement Responsibilities by Position

Position	Family Engagement Responsibilities
Director	<ul style="list-style-type: none"> ▪ Plan, develop, and administer programs and services designed to engage families and community members and meet the identified needs of all learners of the community, early learners through senior citizens. ▪ Organize parent education programs to provide families with leadership skills to help improve student academics by addressing social/emotional needs. ▪ Build a relationship and establish ongoing communication with principals to help increase their school's parent engagement efforts and student achievement.

²⁴ "Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships," *Southwest Educational Development Laboratory*, 2013.

²⁵ Westmoreland, Seeing is Believing.

Position	Family Engagement Responsibilities
Family Engagement Coordinator	<ul style="list-style-type: none"> ▪ Develop and coordinate programs and activities to increase family and community engagement. ▪ Develop and coordinate a series of family and parent training sessions and programs to increase family and parental engagement. ▪ Research current studies on parental engagement, identify best practices of parent resources and parent outreach, and develop a toolkit for educators of best practices and parent engagement materials. ▪ Collect and analyze family and community engagement data to adjust and refine programs/services; prepare documents, summaries, management reports, and implementation plans as requested. ▪ Assist in the development of a districtwide Parent Engagement Training catalog.
District Community Liaison to the African American Community	<ul style="list-style-type: none"> ▪ Develop and implement programs and activities to increase family and community engagement. ▪ Coordinate and facilitate a series of family and community activities and programs. ▪ Promote family and community engagement initiatives that foster a positive multicultural environment. ▪ Serve as a resource for school related organizations, including Parent Teacher Association, etc. ▪ Work with the Student Services department to effectively address student, parent, and community concerns that are not directly related to discipline, including choice of school, enrollment, communication, etc. ▪ Inform parents and students through a variety of forums including face-to-face and community meetings and online forums. ▪ Expose students to and inform parents of district and community activities, i.e., cultural events, the arts, college and career awareness activities, educational events etc.
District Community Liaison to the Hispanic Community	<ul style="list-style-type: none"> ▪ Same as those described for the District Community Liaison to the African American Community

Source: GISD Job Descriptions

In 2021-22 the primary family engagement events, trainings, and initiatives that the FACE Department executed were:²⁶

- **Parent University** – an ongoing series of Facebook Live meetings intended for the sharing of information and updates relevant to families. According to a FACE planning document, all positions in the FACE Department are responsible for the implementation of this program.

²⁶ FACE Department Strategic Planning Document, 2021-22.

- **Council of PTAs** – the FACE Department participates in Council of PTA meetings, trains campuses on the basics of PTA, and assists campuses in applying for the National PTA School of Excellence Award. The Family Engagement Coordinator is responsible for this program.
- **Black History Month Events** – the FACE Department hosts or supports campuses in hosting events and celebrations as a part of Black History Month. The Community Liaisons are responsible for this program.
- **Pre-Kindergarten and Kindergarten Recruitment and Enrollment Campaign** – the FACE Department created and promoted the campaign to recruit and enroll Pre-K and Kindergarten students in GISD. The Family Engagement Coordinator is responsible for this program.
- **Choice of School and Open Enrollment Communications Campaign** – the FACE Department created and promoted the information campaign related to GISD’s designation as a Choice of School district and its open enrollment policies. The Director of FACE is responsible for this program.
- **Welcoming Walkthroughs** – a program designed to support administrators in evaluating the climate of their campuses, and provide ways to establish a welcoming campus environment. The Family Engagement Coordinator is responsible for this program.
- **Staff Training** – in partnership with other departments, the FACE Department conducted four staff trainings via Google Classroom: Welcoming Walkthrough Year 2, Connecting with Families of Color – Understanding Bias, Keys to Communication and Shared Reflection, Creating Partnership Schools: 6 Types of Family Engagement, and Two-Way Communication. The Director of FACE, the Family Engagement Coordinator, and the Community Liaisons are responsible for these trainings.

Commendation, Findings and Recommendations

Commendation 1: The FACE Department’s Partnership School Program brings a robust, research-based set of family engagement practices to GISD.

The Partnership School Program is a GISD FACE Department initiative designed in collaboration with the Harvard Family Engagement Institute. The intent of the program, established in 2017, is to foster authentic relationships and help schools and families engage in true partnership. The Partnership School Program approaches this work in the following ways:

- Establish a family engagement design team comprised of staff, families (PTA and non-PTA members), and community members.
- Collect data related to engagement through the National PTA School of Excellence Pre and Post Survey, Family Friendly Walks, and the District Title I Family Engagement Survey.
- Engage in a book study of Karen Mapp’s *Powerful Partnerships*.

- Facilitate several family engagement initiatives (home visits, academic parent/teacher teams, student-led conferences, etc.)

A fundamental part of the Partnership School Program is the Welcoming Walkthrough. As part of a Welcoming Walkthrough a campus is scored on several research-based factors which, in part, determine the climate of a campus for visitors: physical environment, policies and practices, personal interactions, and written communication and materials. The FACE Department, in collaboration with campus leaders, rated participating campuses on these criteria and provided actionable feedback for ways the campus could improve. In interviews, GISD staff who participated in Welcoming Walkthroughs consistently highlighted them as an effective practice.

The Partnership School Program was piloted at several GISD campuses between 2017-18 and 2018-19. Title I, Part A provided funding for the Welcoming Walkthroughs, much of which was unused in the 2019-20 and 2021-2022 school years. In-person Welcoming Walkthroughs were not allowable due to the COVID-19 pandemic limitations on outside visitors. The FACE Department created a Welcoming Virtual Environment Walkthrough Checklist for campuses to analyze their virtual interactions with families. The Federal Programs Department chose to reallocate funds to Title I, Part A Parent and Family Engagement Initiatives due to Welcoming Walkthrough funds being left unspent.

Finding 5: GISD has Title I, Part A compliance risks in its Family Engagement program.

Title I, Part A, Section 1116 states that “the LEA will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in Title I, Part A programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.”²⁷ This stipulates actions such as:

- Developing school-based parent and family engagement policies and compacts;
- Facilitating the regular interfacing of parents and campus staff; and
- Building parent capacity in regards to their involvement with their student’s education.

According to GISD job descriptions and interviews, the Federal Programs department is responsible for the District’s Title I compliance. One way the Federal Programs department monitors Title I compliance is through an internally developed checklist titled “Title I Crate Required Documents and Timeline.” Section H of this document describes the documents related to parent and family engagement that schools are required to submit. Given that 65 of GISD’s 72 campuses participate in the Title I, Part A program, the family engagement requirements under Title I, Part A effectively constitute the District’s minimum expectations for how GISD campuses engage with their families.

The audit team conducted testing on a sample of GISD Title I, Section H school files using the checklist provided by the Federal Programs Department. Below is a description of the audit test objectives, approach, and results.

²⁷ “Program Specific and ESSA Provisions and Assurances,” *Texas Education Agency*, 2019.

Test – Title I Crate, Section H: Parent and Family Engagement

Test Objective

- Validate that all required Title I, Section H documentation is filed in the Title I Crate.

Test Approach

- Obtained access to GISD’s Title I Crate.
- Judgmentally selected 20 schools based on geography and school type.
- Digitally reviewed all documents stored in each school’s 2020-2021 Title I, Section H folder and compared them to GISD’s Title I, Section H compliance checklist. The results below reflect documents included in the Title I Crate as of March 26th, 2022.

Test Results

Out of 20 school folders selected, four (20 percent) included all required documentation. Table 16 lists the requirements tested and the number of exceptions for each.

Table 16. Test Results

Required Document	Number of Schools Missing Required Documentation	% Missing
H.1.1. Annual Title I Meeting Notification	2	10%
H.1.2. Documentation of Annual Title I Meeting (Agenda)	1	5%
H.1.2. Documentation of Annual Title I Meeting (Minutes)	7	35%
H.1.2. Documentation of Annual Title I Meeting (Sign-In Sheet)	5	25%
H.2.1 Documentation of Meeting Where Policy and Compact Were Developed (Agenda)	6	30%
H.2.1 Documentation of Meeting Where Policy and Compact Were Developed (Minutes)	8	40%
H.2.1 Documentation of Meeting Where Policy and Compact Were Developed (Sign-In Sheet)	7	35%
H.2.2. Distribution of Policy and Compact (Policy and Compact Distribution Verification)	4	20%
H.3. Parents’ Right to Know Teacher Qualifications (Distribution Verification)	1	5%
H.4. Copies of Parent Teacher Conference Notification	4	20%
H.4.1. Parent-Teacher Conference Sign-In Sheet	3	15%
H.5. TEA School Report Card Notification	3	15%
H.6. Federal Annual School Report Card Notification	4	20%

Required Document	Number of Schools Missing Required Documentation	% Missing
H.7. Spring Parent Program Information Meetings (Notification)	5	25%
H.7. Spring Parent Program Information Meetings (Materials Presented)	7	35%
H.7. Spring Parent Program Information Meetings (Agenda)	6	30%
H.7. Spring Parent Program Information Meetings (Sign-In Sheet)	8	40%
H.8.1 Summary of Parent Survey Data (Upload RAAD Report)	4	20%
H.9. Parents' Right to Know Student Achievement (Distribution Template)	9	45%
H.10. Frequent Reports of Student Progress (Failure Prevention Report)	2	10%
H.11. Information Provided in a Language Parents Can Understand (Distribution Template, Examples of Multilingual Communication)	3	15%
H.12. PD Session That Covers How to Work with Parents and with the Assistance of Parents (Agenda)	6	30%
H.12. PD Session That Covers How to Work with Parents and with the Assistance of Parents (Minutes)	10	50%
H.12. PD Session That Covers How to Work with Parents and with the Assistance of Parents (Sign-In Sheets)	6	30%

Source: Gibson Consulting Group

Recommendation 5: Strengthen controls to ensure compliance with Title I, Part A family engagement requirements.

In the absence of District family engagement goals or objectives, documents required under Title I – those listed above as well as the District Title I, Part A Parent and Family Engagement Policy – include GISD's most explicit expectations and policies related to family engagement. As such, the District should work to strengthen controls not just to ensure federal compliance but to verify that campuses are executing the tasks necessary to create strong family partnerships. To enhance controls around Title I, Part A the District should ensure the following measures are in place:

- Update the internal Title I checklist to reflect the exact sections in the Title I crate. Currently there are several small misalignments between the two (e.g., Document H.7.1).
- Develop and implement a regular internal audit schedule built around the deadlines that are documented on the Title I checklist, including formal follow-up measures with campuses that are out of compliance.

- Include a supervisory sign-off after each annual or bi-annual internal audit, ensuring that multiple positions are involved in the oversight process.

Management Response: *Management agrees with this recommendation.*

Finding 6: The FACE Department lacks the information and processes necessary to evaluate family engagement programming.

Two primary tools support family engagement programming at GISD: surveys and events. These are discussed separately below.

Family Surveys

GISD administers several surveys each year to families, but not all are led by the FACE Department. The primary means by which the District, campuses, and the FACE Department collect feedback from families related to engagement is the Title I Family Engagement Survey. ESSA Section 1116(a)(2)(D) and (E) require all LEAs receiving Title I, Part A funds to annually evaluate the effectiveness of their family engagement policy. GISD, according to its Title I, Part A Family Engagement Policy, conducts this evaluation via its Title I Family Engagement Survey. The District must administer the survey to its 65 Title I campuses (other campuses may opt-in if they so choose).

The FACE Department does not oversee the development or administration of the Title I Family Engagement survey, however the FACE Department is included in a review of survey questions and data. According to District job descriptions and interviews, those responsibilities fall under the Federal Programs Department. Campuses are given flexibility in how they administer and market the survey; in 2021-22, the survey administration window was from January 2022 to April 2022. Table 17 presents statistics related to the GISD Title I Family Engagement Survey since 2016-17: overall student enrollment, total number of survey responses, response rates (assuming one parent response per student), and the percentage of all campuses (including non-Title I) with zero responses. The 2019-20 survey was administered at the beginning of the COVID-19 pandemic which is reflected in the lower number of total responses. Prior to COVID, GISD was showing considerable annual growth in the number of responses.

Table 17. GISD Title I Family Engagement Survey Response Data, 2016-17 to 2020-21

Year	Student Enrollment	# Total Responses	Response Rate	% Campuses with 0 Responses
2016-17	57,029	2,138	3.7%	42%
2017-18	56,471	4,976	8.8%	3%
2018-19	55,848	6,599	11.8%	4%
2019-20	55,584	599	1.1%	89%
2020-21	53,834	2,643	4.9%	64%

Source: TEA Texas Academic Performance Reports, 2016-17-2020-21; FE Survey Data provided by GISD

Table 18 presents the total number of Title I Family Engagement Survey responses divided by school type between 2016-17 and 2020-21. Elementary schools annually have the highest number of responses,

ranging between 55 percent of total responses in 2020-21 to 80 percent in 2019-20. In 2020-21, Elementary students made up 41 percent of GISD's overall student population.

Table 18. GISD Title I Family Engagement Total Responses by School Type, 2016-17 to 2020-21

Type	2016-17	2017-18	2018-19	2019-20	2020-21
Pre-K	538	256	499	0	97
Elementary (K-5)	1,481	3,377	4,321	481	1,463
Middle (6-8)	37	982	909	26	252
High (9-12)	82	361	870	92	831
Total	2,138	4,976	6,599	599	2,643

Source: FE Survey Data provided by GISD

Table 19 presents the response rates, by school type, for the 2018-19 Title I Family Engagement Survey. This was calculated by dividing the total responses of a particular school type (e.g., Elementary) by its student enrollment (i.e., all students enrolled in Kindergarten – 5th grade that year), assuming one parent response per student. The 2018-19 survey was the last administered before the COVID-19 pandemic and the one with the highest overall response rate over the last five years. As is common, response rates were highest in Pre-K at 26 percent and steadily decreased before reaching a low of 5 percent at the high school level.

Table 19. GISD Title I Family Engagement Total Responses, Enrollment, Response Rate by School Type, 2018-19

	Pre-K	Elementary	Middle	High	Totals
Total Responses	499	4,321	909	870	6,599
2018-19 Enrollment	1,949	23,573	12,822	17,296	55,640
Response Rate	26%	18%	7%	5%	12%

Source: FE Survey Data provided by GISD

Even before the COVID-19 pandemic, the data presented above suggests a response level that insufficiently represents the GISD community, impeding the District's ability to make decisions related to family engagement programming. Interviews stated that the FACE Department does not have a formal process for analyzing data from the Title I Family Engagement survey. The Federal Programs department is responsible for collecting survey results and disseminating those results to individual campuses.

The FACE Department does conduct their own family surveys to assess progress on specific FACE goals and programs. Since 2018, the FACE Department has administered the following electronic surveys:

- 2021 Pathway to Success Workshop Survey for Foster Care and McKinney-Vento Families – completed by families supported by the FACE Department Case Managers.
- National PTA School of Excellence Survey – completed for the specific campuses that are in the process of applying for PTA School of Excellence designation.

- Summer Reading Program Surveys (2017-18 and 2018-19) – completed by Pre-K, Kindergarten, and 1st grade families who received a book as part of GISD’s Summer Reading Program.
- 2018-19 FACE Parent Workshop Surveys – completed by parents who attended a GISD Parent Workshop during which topics such as bullying, technology, and substance abuse were discussed.
- 2019 Volunteer Surveys – completed by families who volunteered at a campus.

Each of these surveys targets a specific group and one that has already engaged with the District, meaning this feedback is likely not representative of the larger GISD community. Additionally, the FACE Department lacks a formal process by which it incorporates this feedback into a strategic evaluation of Departmental goals and objectives.

Family Events

The family events the FACE Department leads or participates in fall into two primary categories:

- **District-hosted parent workshops** – these include classes, trainings, and information sessions facilitated at the District and campus levels that address topics directly related to parents. Examples include Skyward Family Trainings, Partnership Schools Parent Meetings, and Parent University.
- **Partner-hosted events** – these include events hosted by other GISD departments or external partners that target GISD families. The FACE Department either supports with planning and logistics, volunteers at the event, or attends as a representative of the District. Examples include the NAACP Back to School Event, campus/PTA events, and Special Education parent forums.

FACE Department staff members complete a Google Form for every event (including, but not limited to family events) they lead or participate in. Table 20 shows the total number of family engagement events the FACE Department participated in during 2017-18 and 2018-19. Data were not collected in 2019-20 as a result of the COVID-19 pandemic and has not been tracked since. Instead, the FACE Department began using an internal calendar to track which events Department staff attended. The time commitment reflects a significant investment of FACE Department resources.

Table 20. Count of FACE Department Family Engagement Events, 2017-18 and 2018-19

Year	Total Events
2017-18	154
2018-19	83

Source: FACE Activity Report, 2017-18 and 2018-19

In person events were limited at the end of 2019-20 school year due to the COVID-19 pandemic. FACE staff designed and implemented a virtual call center and were present at the following events/virtual initiatives: 2020 Call Center during the school closure; weekly Facebook Live events during the school closure; food distribution sites. In 2020-21, FACE Department staff were present at the following events/virtual initiatives: 2020 Beginning-of-Year Call Center; monthly Facebook Live Parent University; food distribution sites.

The audit team’s review of the FACE Activity Report and interviews with FACE Department staff revealed data integrity issues. The data fields on the Google Form reflect intentionality – in 2018-19 there were 28 data fields asking FACE staff to include information such as the partner department, the National PTA standard aligned with an event, and how many children/adults attended – but the results show many fields without data and the fields are updated annually, making it challenging to track progress year-over-year. Additionally, interviews showed that the Department lacks a process by which it can evaluate the effectiveness of its participation in these events – the Activity Report is used primarily as a log rather than an input for decision making.

Recommendation 6: Identify and apply metrics and processes that will allow the FACE Department to meaningfully assess family engagement initiatives.

The FACE Department should restructure its approach to data collection to one that ties feedback surveys, participation numbers, and other metrics to specific Departmental objectives.

Federal Way Public Schools in Washington state is considered to have one of the strongest Family and Community Engagement programs in the country. Led by its Family and Community Partnership Office, the district’s family engagement strategies have been cited in research and publications as an exemplar for the ways that they are integrated into the district’s mission and goals, and their robust progress monitoring system. Figure 16 presents Federal Way Public Schools’ Family and Community Engagement Logic Model. The Logic Model is used by the Family and Community Partnership Office to align objectives and strategies, and provide clear benchmarks that allow the department to assess progress and pivot as necessary.

The FACE Department should develop a logic model for its primary family engagement objectives. It should then update the FACE Activity Report’s data fields to collect information that explicitly ties to the logic model (the Activity Report should be monitored for data integrity and fidelity). Similarly, the FACE Department should identify the types of feedback that inform the outcomes described in the logic model and develop instruments designed to assess progress on those specific outcomes.

Figure 16. Federal Way Public Schools Family Engagement Logic Model

<p>Objective(s): Family members become partners in their children’s education in a variety of ways, on a variety of levels throughout the district and within each school (helping students attend and engage in school successfully by practicing learning at home, completing, and turning in assignments on time, participating in partnership conversations with staff).</p>		
Inputs	Activities	Outcomes
<ul style="list-style-type: none"> ▪ Shared vision for family engagement. ▪ Family engagement connected to student learning. ▪ Strategic investments in staff/parent collaboration and leadership. 	<p>Align family engagement practices with district policies and goals, examples:</p> <ul style="list-style-type: none"> ▪ Standards-based parent workgroup ▪ Academic Acceleration Policy ▪ Parent Communications System <p>Create a cadre of trained parent/staff leaders and workshop facilitators</p>	<p>Short-term outcomes:</p> <ul style="list-style-type: none"> ▪ Parents and staff have an early and increased awareness of the “student-focused” benefits of family engagement (more informed). ▪ Parents and staff have an increased knowledge of policies and strategies that

Inputs	Activities	Outcomes
<ul style="list-style-type: none"> ▪ Evaluation for accountability and continuous learning. 	<p>connected to schools, the Family & Community Partnership Office through Neighborhood, Regional and State level education venues, examples:</p> <ul style="list-style-type: none"> ▪ Family/Community Partnership Office Advisory Leadership team ▪ What Every Parent Wants to Know Q&A sessions and 'Partnership 101' workshops, 'Parent Leadership Institute' <p>Provide staff with on-going professional development opportunities, examples:</p> <ul style="list-style-type: none"> ▪ Administrative Training Institute ▪ Continuous Learning Center ▪ CeI 5D Fam/Comm Eval Criteria <p>Create feedback loops with families to plan, implement, and assess progress toward objectives examples:</p> <ul style="list-style-type: none"> ▪ Key Communicator's Quarterly Family/Staff Stakeholder Meetings ▪ Partnership Workgroups and Forums 	<p>support student-focused family engagement (more prepared).</p> <ul style="list-style-type: none"> ▪ Parents and staff are more engaged in the use of family partnership strategies and resources to support student learning. <p>Interim outcomes:</p> <ul style="list-style-type: none"> ▪ Improved perception of welcoming environment and parents as partners as it pertains to school culture/policies. ▪ More participation and use of programs and resources that support student learning. <p>Long-term outcomes:</p> <ul style="list-style-type: none"> ▪ Effective use of family partnerships as a resource to raise student achievement levels. ▪ Effective transitions for students across schools and grades (Pre-K/K, 5th-6th, 8th-9th). ▪ Higher enrollment and greater success levels for students in challenging courses.

Source: Federal Way Public Schools Family and Community Partnership Office

Management Response: Management agrees with this recommendation.

Finding 7: The FACE Department is insufficiently involved in campus family engagement efforts, leading to inconsistencies in outreach and engagement across the District.

Often the most direct and meaningful way a family engages with a school district is through their child's school. A campus's competencies related to family engagement are therefore central to a school district's

ability to develop meaningful relationships with its families. Research has identified eight key indicators of high-quality family engagement, half of which are determined at the campus level:²⁸

- **Ensuring provider’s knowledge of child and family development and family engagement practices** – campus staff must understand and use research-based family engagement practices.
- **Ensuring provider’s family-specific knowledge** – campus staff must be culturally responsive to their community and families.
- **Fostering positive, two-way communication** – families must have opportunities to interact through parent/teacher conferences, open houses, etc.
- **Creating program environments that encourage family engagement** – a campus’s physical space must promote engagement through posted materials, supplies, etc.

Additionally, the second of three core components to establishing systemic family engagement, as identified by the Harvard Family Research Project, is “Building School Capacity”:

- **“Building school capacity”** – districts cannot do it alone; that’s why districts help schools to understand the importance of, and strategies for, meaningfully engaging families. District-level resources and support enable schools to acquire the capacity to carry out family engagement in strategic ways that align with instructional goals. This happens through ongoing professional development and technical assistance for principals, teachers, and other “family-facing” staff in school buildings. It also includes programs and initiatives implemented by districts to help schools welcome and involve families in their child’s learning.²⁹

The remainder of this Finding is divided into a description of how the GISD FACE Departments works with campuses (Collaboration), an analysis of GISD volunteer data (Volunteerism), and an analysis of Title I Family Engagement Survey results (Survey Results).

Collaboration

At GISD, the FACE Department engages with campuses in the following ways:

- **Professional Development** – the FACE Department conducts a Beginning-of-Year training for all staff. This serves as an introduction to the team and their primary initiatives. The Department also conducts periodic programmatic and skill-building trainings over the course of the year. Table 21 presents a list of the trainings conducted by the FACE Department between May 2018 and June 2021.

²⁸ “Key Indicators of High-Quality Family Engagement,” National Center on Parent, Family and Community Engagement, 2018.

²⁹ Westmoreland, Seeing is Believing.

Table 21. FACE Department Campus Trainings, 2018-19 to 2020-21

Training Title	Year
Summer Reading Program Evaluation	2018-19
Connecting with Families through Hopes and Dreams	2018-19
Effective Parent Teacher Conferences	2018-19
Counselor and Front Office Staff Family Engagement Training	2018-19
May 2019 Launch, Celebrate, and Evaluate	2018-19
FACE 101	2019-20
Welcoming Walkthrough Training	2019-20
Summer Reading Program Scholastic	2019-20
Two-Way Communication during COVID	2020-21
Creating Partnership Schools: 6 Types of Family Engagement	2020-21
Welcoming Walkthrough Training – Year 2	2020-21
Connecting with Families of Color	2020-21

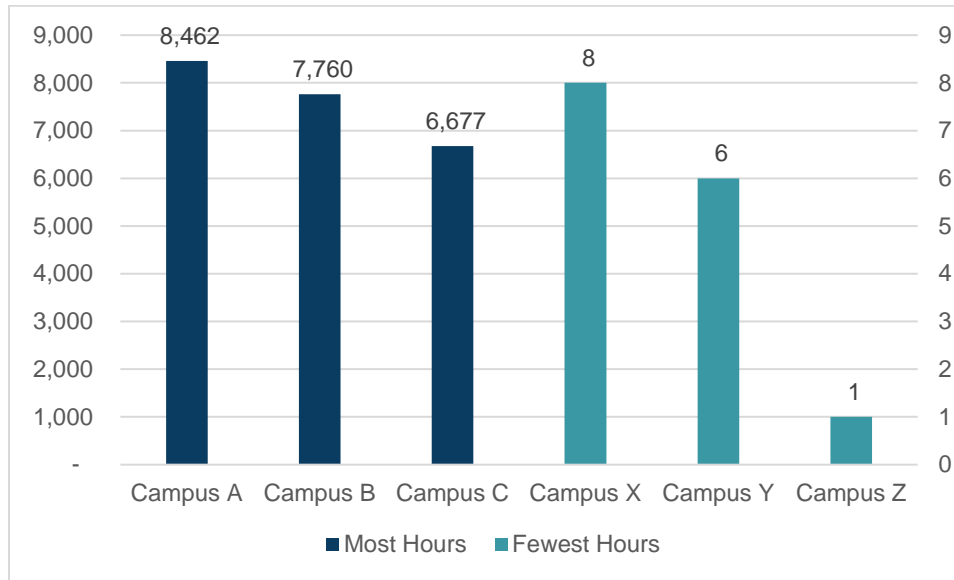
Source: GISD training feedback survey data, 2018-19 to 2020-21

- Complaints – Community Liaisons interface regularly with campus administrators regarding parent complaints. This may take the form of follow up, mediation, etc. According to interviews, the Community Liaison is the FACE Department position with the most interactions with campuses.
- Event Promotion/Participation – as requested/needed FACE Department staff members will attend campus family engagement events. Additionally, the Family Engagement Coordinator will seek out campus events on social media to share on the FACE Department’s social media pages. Interviews stated that the FACE Department is reliant on campuses proactively reaching out to inform the Department of campus-specific events.
- Summer Reading Program (SRP) – an initiative led by the FACE Department which, in collaboration with schools, provided books to all Pre-K through 1st grade GISD students. This program is no longer active as of the 2019-2020 school year.
- Welcoming Walkthroughs – further described in Commendation 1 of this Chapter, Welcoming Walkthroughs were a component of the Partnership Schools Program that continued after the Program was no longer active. Virtual Welcoming Walkthroughs were conducted during the COVID-19 pandemic, but a training did not take place in 2021-22 and, according to interviews, the initiative is no longer active.
- McKinney-Vento and Foster Care Programs – Case Managers interact regularly with campus counselors and office staff regarding McKinney-Vento and Foster Care students on their caseloads. The Case Managers contact campuses monthly and provide resources as needed.

Volunteerism

Through various District, campus, and PTA channels, families and non-parent community members are invited to volunteer at GISD campuses. Campus volunteer data captured in Raptor shows wide variances in participation across campuses. Figure 17 presents 2016-2017 total volunteer hours for the three campuses with the highest totals in the District as well as the three with the lowest totals.

Figure 17. Total Volunteer Hours, Select GISD Campuses, 2016-17

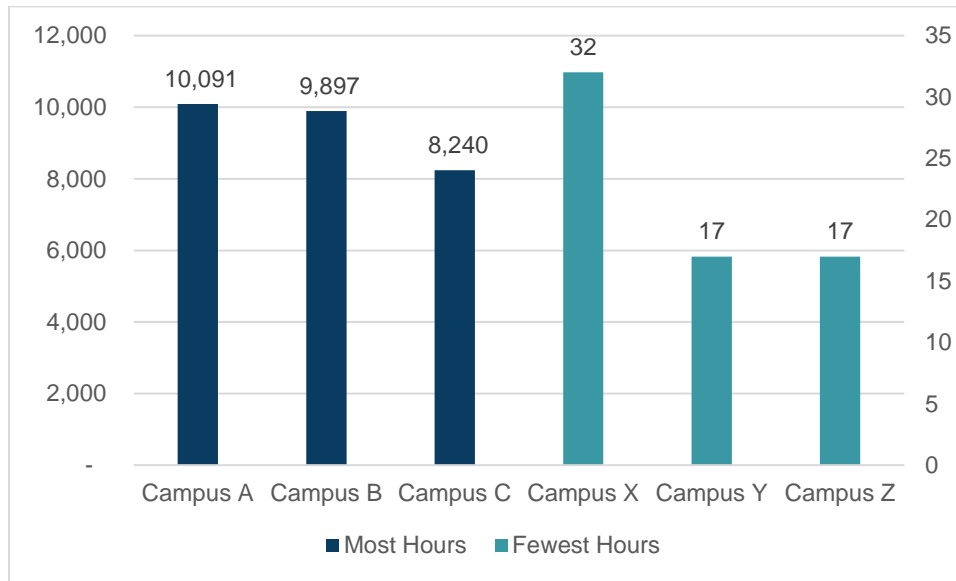


Source: GISD provided Raptor visitor data, 2016-17

Interviews with GISD staff indicated that a number of variables may affect the data presented above. For example, there were instances reported of parents not logging the volunteer hours worked because they are not doing it for “the credit.” There were also instances reported where a small group of parents – sometimes one parent – represented the majority of a campus’s total volunteer hours. In consideration of the above information, it is apparent that the volunteer data currently tracked is insufficient to fully evaluate parent volunteer efforts at GISD schools.

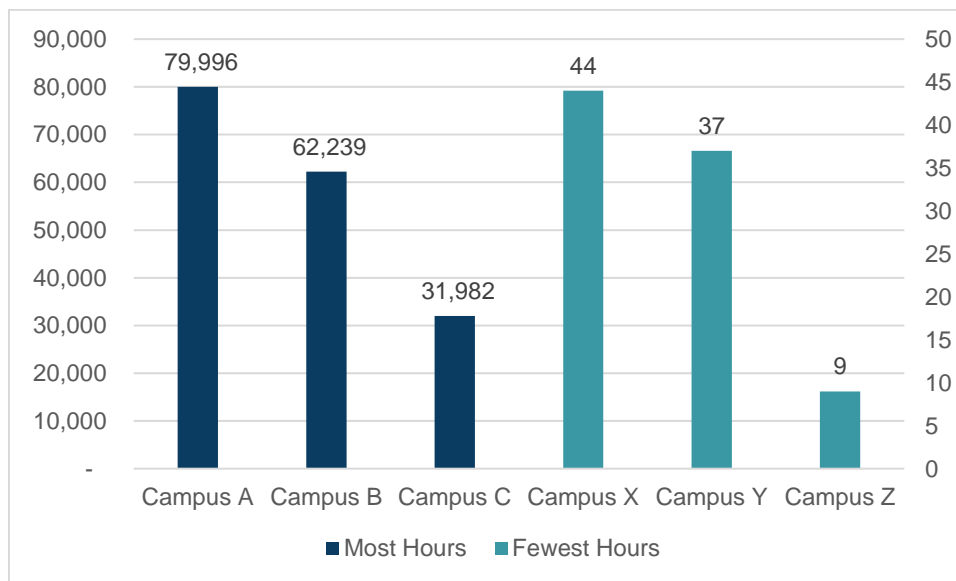
Figures 18 and 19 present the same data for 2017-18 and 2018-19, respectively. In 2018-19, the GISD Security Department conducted a training in an effort to align campuses on how volunteers should be tracked. This resulted in significantly more volunteer hours captured in Raptor, however, the gaps between campuses are still evident. Subsequent years were not included in the audit team’s analysis because of the COVID-19 pandemic’s impact on volunteer policies.

Figure 18. Total Volunteer Hours, Select GISD Campuses, 2017-18



Source: GISD provided Raptor visitor data, 2017-18

Figure 19. Total Volunteer Hours, Select GISD Campuses, 2018-19



Source: GISD provided Raptor visitor data, 2018-19

Survey Results

The audit team analyzed results from the Title I Family Engagement Surveys administered between 2016-17 and 2020-21. The analysis included in this report is limited to the 2018-19 Title I Family Engagement Survey for the primary reason that it is the most recent survey prior to the COVID-19 pandemic which, according to interviews and response numbers, has impacted the reliability of survey responses. The audit team selected six questions from the 2018-19 survey that are particularly germane to the work of family engagement:

- This school provides materials and trainings to help parents work with their children to improve student achievement.
- Our school supports and appreciates sharing of new ideas by parents at our schools.
- School administrators welcome and support my concerns about my child.
- Parents are encouraged to be involved in activities at this school.
- Parents are actively recruited to serve on campus or district committees.
- I feel welcome at this school.

Families were asked to reply “Always,” “Sometimes,” “Never/Not at All,” or “Do Not Know.” If there was no response on a particular question it is marked “No Answer.” Tables 22 through 27 present the responses to those six questions four ways:

- Overall District Average – the average of all responses on a particular question
- Targeted District Average – to more accurately depict campus ranges, the audit team removed all campuses with 10 or fewer total responses on a given question. The targeted district average is the average once any campuses were removed from the overall calculation.
- Campus High – the highest percentage (across all campuses after the removal of campuses with 10 or fewer responses) scored on a given response.
- Campus Low – the lowest percentage (across all campuses after the removal of campuses with 10 or fewer responses) scored on a given response.

Similar to volunteer data, Title I Family Engagement Survey data shows significant variance between campuses. For example, at one GISD campus 100% of respondents stated that they always feel welcome at school. At another GISD campus only 43% of respondents stated that they always feel welcome. Similar gaps exist across all six questions and responses, suggesting inconsistency in the family engagement policies and programming across GISD campuses. It is important to view the analysis of the Title I Family Engagement survey in the context of the low response rates described in Finding 6.

Table 22. Question 4: This school provides materials and trainings to help parents work with their children to improve student achievement.

Scores	Always	Sometimes	Never/Not at All	Do Not Know	No Answer
Overall District Average	66%	15%	3%	7%	9%
Targeted District Average	67%	15%	3%	7%	9%
Campus High	92%	35%	14%	33%	27%
Campus Low	20%	0%	0%	0%	0%

Source: GISD Title I Family Engagement Survey Responses, 2018-19

Table 23. Question 9: Our school supports and appreciates sharing of new ideas by parents at our schools.

Scores	Always	Sometimes	Never/Not at All	Do Not Know	No Answer
Overall District Average	64%	11%	2%	13%	11%
Targeted District Average	64%	10%	2%	13%	11%
Campus High	94%	26%	11%	38%	35%
Campus Low	30%	0%	0%	0%	0%

Source: GISD Title I Family Engagement Survey Responses, 2018-19

Table 24. Question 13: School administrators welcome and support my concerns about my child.

Scores	Always	Sometimes	Never/Not at All	Do Not Know	No Answer
Overall District Average	73%	10%	1%	5%	11%
Targeted District Average	73%	10%	1%	5%	11%
Campus High	95%	26%	15%	17%	35%
Campus Low	30%	0%	0%	0%	0%

Source: GISD Title I Family Engagement Survey Responses, 2018-19

Table 25. Question 16: Parents are encouraged to be involved in activities at this school.

Scores	Always	Sometimes	Never/Not at All	Do Not Know	No Answer
Overall District Average	74%	11%	2%	2%	12%
Targeted District Average	74%	11%	2%	2%	12%
Campus High	95%	33%	13%	11%	43%
Campus Low	38%	0%	0%	0%	0%

Source: GISD Title I Family Engagement Survey Responses, 2018-19

Table 26. Question 17: Parents are actively recruited to serve on campus or district committees.

Scores	Always	Sometimes	Never/Not at All	Do Not Know	No Answer
Overall District Average	63%	13%	3%	9%	12%
Targeted District Average	63%	13%	3%	9%	12%
Campus High	92%	27%	14%	31%	43%
Campus Low	25%	0%	0%	0%	0%

Source: GISD Title I Family Engagement Survey Responses, 2018-19

Table 27. Question 18: I feel welcome at this school.

Scores	Always	Sometimes	Never/Not at All	Do Not Know	No Answer
Overall District Average	78%	8%	1%	1%	12%
Targeted District Average	78%	8%	1%	1%	12%
Campus High	100%	31%	14%	35%	43%
Campus Low	43%	0%	0%	0%	0%

Source: GISD Title I Family Engagement Survey Responses, 2018-19

Recommendation 7: Standardize certain elements of family engagement across campuses through increased FACE Department involvement.

Campuses need the ability to tailor their family engagement programming to their individual community's needs, but standardizing certain elements of the District's overall approach will have two primary benefits:

- Allows campuses to leverage the resources of the FACE Department more effectively, decreasing the workload of campus administrators; and

- Increases the opportunities for District administrators to monitor family engagement programming at the campus level.

Below are several best practices representing different ways GISD can consider standardizing elements of family engagement at the District – efforts which the FACE Department should be responsible for planning, executing, and monitoring:³⁰

- At Prince George’s County Public Schools in Maryland, family engagement is a required component of every school improvement plan.
- At Wichita Public Schools in Kansas, a school-based employee is identified as the family engagement contact and is responsible for the school’s family engagement programming. This position meets monthly with the district family engagement office to report progress and receives ongoing training from the central office. GISD currently has a similar role, but the position does not have regular contact with the FACE Department and the initiative is led by the Federal Programs Department.
- At Boston Public Schools in Massachusetts, the district family engagement office partners with the district’s professional learning department in the development of principal trainings.
- At St. Paul Public Schools in Minnesota, the district family engagement office identifies grant opportunities and supports schools in the application process. The office then partners with the school in the implementation of the grant and shares any lessons learned with other schools.
- At Oakland Unified School District in California, the district family engagement office developed a rubric that allows campuses to assess the quality of their family engagement programming. This builds the capacity of the campus while also allowing the district family engagement office to monitor the types of strategies employed at the campus. This practice is similar to GISD’s Welcoming Walkthroughs.

Management Response: *Management agrees with this recommendation.*

³⁰ Westmoreland, Seeing is Believing.

Chapter 5 – Community Engagement

In a study titled “Partnerships for Learning,” HFRP states that “grounded in research on the many ways and places that children learn, there is a growing acknowledgement that schools can’t do it alone and that increased investment in other learning settings such as afterschool, summer, mental health, and other programs is essential to supporting the learning and success of our nation’s children.”³¹

Part of a school district’s role in enhancing student learning, then, is to facilitate the connections between its students and the external partners that specialize in these complementary settings. This responsibility should be at the core of a district’s community engagement efforts. In “Partnerships for Learning” HFRP also identified five strategies, collected from exemplar districts, that lead to successful community partnerships:

- A shared vision of learning – finding partners that align with the district’s mission;
- Multi-level and active relationships among partners – facilitating strong and frequent communication;
- Intentionally blended staffing models – creating multiple touchpoints with representatives in both partner organizations;
- Regular and reciprocal data sharing – strengthening programs through data collaboration; and
- Strong connections with families and other community resources – bringing families into the creation and maintenance of partnerships.

This Chapter contains findings and recommendations related to the community engagement function at GISD.

According to GISD job descriptions there are three positions in the FACE Department that are responsible for activities related to community engagement. Table 28 presents those positions and the primary community engagement work for which they are responsible.

Table 28. FACE Department Community Engagement Responsibilities by Position

Position	Community Engagement Responsibilities
Director	<ul style="list-style-type: none"> ▪ Plan, develop, and administer programs and services designed to engage families and community members and meet the identified needs of all learners of the community, early learners through senior citizens. ▪ Establish and maintain a process that enhances collaborative efforts between county, cities, and other agencies within the school district to better serve all learners. ▪ Facilitate community partnerships focused on enhanced learning and overall engagement.

³¹ “Partnerships for Learning: Profiles of Three School-Community Partnership Efforts,” *Harvard Family Research Project*, 2010.

Position	Community Engagement Responsibilities
	<ul style="list-style-type: none"> ▪ Keep the Superintendent and the Board of Education informed on potential of expanded programs and services based on the community input process. ▪ Increase the authenticity and frequency of engagement between Garland ISD and its key stakeholder populations including Vietnamese, Spanish-Speaking, and African-American communities. ▪ Articulate the District’s mission and goals in the areas of discipline and attendance to the community and solicit community support in realizing the mission. ▪ Maintain an updated list of partners working within and on behalf of the schools and the district as a whole. ▪ Manage strategy for maximizing utility of school-based partners, especially with college access partners, agencies, and organizations that support students’ socio-emotional needs. ▪ Cultivate relationships with community leaders within the neighborhoods and communities of the GISD (Garland, Rowlett and Sachse).
District Community Liaison to the African American Community	<ul style="list-style-type: none"> ▪ Assist in the recruitment of community resources; i.e., local businesses, corporations, and organizations. ▪ Assist in the recruitment and training of community volunteers. ▪ Provide technical assistance to district staff to achieve a broader understanding of the student community and school partnerships. ▪ Work with appropriate community agencies to alleviate problems adversely affecting student attendance and learning. ▪ Expose students to and inform parents of district and community activities, i.e., cultural events, the arts, college and career awareness activities, educational events etc. ▪ Establish partnerships with community and business volunteers and disseminate information to campuses about potential community and business partners; volunteers.
District Community Liaison to the Hispanic Community	<ul style="list-style-type: none"> ▪ Same as those described for the District Community Liaison to the African American Community

Source: GISD Job Descriptions

Table 29 presents a list of the citizen and community groups with which the FACE Department is involved, the FACE point of contact with the group, and the frequency of group meetings.

Table 29. FACE Department Community Group Involvement, 2021-22

Community Group	FACE Contact	Meeting Frequency
Garland ISD Council of PTAs	FACE Director and Family Engagement Coordinator serve on the board	Monthly
Garland Area Service Providers	Case Managers attend meetings	Monthly
Salvation Army Board	Case Manager serves on the board	Monthly

Community Group	FACE Contact	Meeting Frequency
City of Rowlett Diversity and Inclusion Committee	Community Liaison serves on the board	Twice Annually
Leadership Garland Alumni Board	Community Liaison serves on the board	Monthly
Youth Leadership Garland Committee	Community Liaison serves on the board; FACE Director is a member	Monthly
Garland Chamber of Commerce Steering Committee	Community Liaison serves on the board	Monthly
Good Samaritan Garland	Community Liaison serves on the board	Monthly
Kiwanis Club (North East Dallas Club)	Community Liaison serves on the board	Twice Monthly
Kiwanis Club of Garland	Family Engagement Coordinator is a member	Monthly
Boy Scouts Duck Creek District	Family Engagement Coordinator is a member	Monthly
Noon Exchange Club Garland	Community Liaisons are members	Weekly
Garland Area Alliance of Black School Educators	Community Liaison is a member	Monthly
Texas Education Policy Institute	Community Liaison is a member	Monthly
Garland NAACP Education Committee	Community Liaison serves on the board	Monthly
City of Garland Diversity and Inclusion Committee	Community Liaison is a member	Twice Annually
Garland Association for Hispanic Affairs	Community Liaison and FACE Director are members	Monthly
HOPE Clinic Executive Board	Community Liaison is a member	Monthly

Source: FACE Department provided list of citizen and community groups

Table 30 presents a list of the community events the FACE Department plans to participate in during the 2021-22 school year.

Table 30. FACE Department Community Event Calendar, 2021-22

Event	Date
NAACP Health Fair and Back-to-School Rally	August 2021
Garland Board and Volunteer Fair	September 2021
Celebrate "DiverCity"	October 2021
Youth Leadership Garland Event	October 2021
Ghost Tour Event	October 2021

Event	Date
Dia de los Muertos Event	November 2021
Youth Leadership Garland Event	November 2021
Noon Exchange Christmas Shopping	November 2021
Tinsel and Trivia Event	December 2021
Noon Exchange Christmas Gift Wrapping	December 2021
Kiwanis Christmas Service Project	December 2021
Noon Exchange Christmas Party	December 2021
Garland NAACP Education Forum	December 2021
Youth Leadership Garland Event	January 2022
Youth Leadership Garland Event	February 2022
Black History Month Celebration	February 2022
Youth Leadership Garland Event	March 2022
McKinney-Vento Family Resource Fair	March 2022
Youth Leadership Garland Event	April 2022

Source: FACE Department Event Sign-Up Sheet, 2021-22

Findings and Recommendations

Finding 8: Memoranda of Understanding (MOUs) are not consistently used to define the purpose, roles, and responsibilities of the FACE Department’s community partnerships, limiting the Department’s ability to assess outcomes.

MOUs detail the roles, responsibilities, and expectations in a partnership between parties. These documents are important because they enhance transparency and provide expectations which can be used to judge a partnership’s purpose and utility. Table 31 presents a list of community partners with which GISD has an active MOU and the year each took effect.

Table 31. GISD Community Partners with Active MOUs and Start Date

Community Partner	Date
19 Ministries Rowlett	November 2019
Altrusa	September 2020
Anthem Strong Families	November 2019
Boy Scouts of America	July 2020
Dallas College	September 2020
Garland Public Library	September 2020

Community Partner	Date
The Gideon Group	June 2021
Grand Canyon University	December 2019
Home Visit Project	June 2020
Kids Beach Club	November 2019
Kiwanis Club of Garland	February 2020
The Men and Ladies of Honor	November 2019
Noon Exchange	February 2020
Rowlett Friendship Church	June 2020
Salvation Army	September 2020
South Garland Baptist Church	January 2021
Unite DFW	October 2021

Source: GISD provided list of FACE MOU community partners

The FACE Department did not use MOUs with its community partners prior to 2019, and, according to interviews, they are not consistently used with all District's community partners since then. Table 32 presents a comparison of the community groups with which the District has an active MOU and the community groups that work with the District. Instances where the two align (i.e., a community group from the District's list of partners with MOUs is also represented on the list of groups that work with the District) are highlighted.

Table 32. Comparison of Community Partners with MOUs and Community Groups Working with GISD

Community Partners with MOUs	Community Groups Working with GISD
19 Ministries Rowlett	NAACP Garland Unit #6256
Altrusa	The Altrusa Club of Garland
Anthem Strong Families	Garland Area of Alliance of Black School Educators
Boy Scouts of America	Boy Scouts Duck Creek District
Dallas College	Garland Association of Latino Administrators
Garland Public Library	NANPBWC, Inc.
The Gideon Group	Garland Rotary
Grand Canyon University	Good Samaritan
Home Visit Project	Garland Association for Hispanic Affairs
Kids Beach Club	5 Loaves in Sachse
Kiwanis Club of Garland	Kiwanis Club of Garland
The Men and Ladies of Honor	Operation Community Outreach

Community Partners with MOUs	Community Groups Working with GISD
Noon Exchange	Noon Exchange Club of Garland
Rowlett Friendship Church	Springcreek Church
Salvation Army	Salvation Army
South Garland Baptist Church	First Rowlett United Methodist Church
Unite DFW	Life Message
	Friendship House
	Mosaic
	Jonathan's Place: Foster Care and RESET Program
	Traffic 911
	Dallas Child and Advocacy Center
	North Texas Regional Office of the Governor: Tomi Grover
	New Friends New Life
	Juliette Fowler
	Ebby House
	Le Tot
	Youth 180
	Promise House
	City House
	Autistic Treatment Center
	World Trade Clothing Assistance

Source: GISD provided list of FACE MOU community partners; GISD provided list of community groups that work with the District

In addition to the lack of consistent use of MOUs, the MOU currently used by the FACE Department does not capture sufficient information related to the purpose, productivity or expected outcomes related to its community partnerships. The “Garland ISD Memorandum of Understanding with Community Organization” lists five expectations for community partners:³²

- Follow and abide by all District board policies and procedures;
- Follow and abide by all Campus policies and procedures;

³² “Garland ISD MOU with Community Organization,” *Garland ISD*.

- Facilitate, perform, and maintain volunteer or employee background checks to ensure compliance with law;
- Have all visitors Raptor into the school (i.e., swipe their driver’s license to obtain criminal history check); and
- Maintain the confidentiality of all student information and acknowledge that any student information may only be used for purposes related to and within the scope of the Community Organization’s programs. Consent must be obtained from parents to utilize students in public or promotional materials.

The responsibilities the District assumes are:

- Designate individuals serving in campus leadership roles as specific points of contact at each participating campus;
- Designate a public space for the Community Organization to conduct activities after school; and
- Provide appropriate oversight/supervision.

This document adequately details the compliance component of a community partnership but does not allow the FACE Department to critically assess its purpose or productivity.

Additionally, the FACE Department lacks an annual MOU report. This report should be used to assess the status of all active partnerships using the expectations described in the MOU (i.e., is this partnership achieving its intended outcome?).

Recommendation 8: Consistently apply a standard MOU that incorporates progress monitoring for all community partnerships.

The FACE Department should consistently use MOUs to define its partnerships with community groups. This practice will allow the Department to better assess the responsibilities and outcomes of a particular partnership. Additionally, the FACE Department should revise its current MOU or incorporate an addendum that captures the key elements of a district partnership. An effective community partnership MOU should include the following elements:³³

- Purpose – explain the purpose of the MOU and how the relationship benefits both parties.
- Roles and Responsibilities – explicitly define the roles and responsibilities of both parties that will lead to the “success” of the partnership.
- Reporting Requirements – describe what data will be collected to assess progress, the timeline for its collection, and who is responsible.

³³ “Guidelines for a Memorandum of Understanding,” Oregon Department of Justice, 2008.

- Timeframe – define the beginning and end dates of the partnership.

In addition to updating its MOU, the FACE Department should develop an internal document that is used to track its partnerships. The Department currently lacks a central document that organizes this information. The following elements should be included:

- Organization Name
- Organization Type (i.e., business, college, non-profit)
- Contact Person and Info
- Purpose (copied from MOU)
- Past Activity (for the year)
- Upcoming Activity (for the year)
- Annual Goal – On/Off Track

This document should then inform an annual MOU report produced by the FACE Department (in collaboration with its community partners) which the Department and District leadership can use to assess the status of its community partnership and the outcomes achieved.

Management Response: *Management agrees with this recommendation.*

Finding 9: The FACE Department lacks sufficient mechanisms for capturing and analyzing non-parent community member perceptions.

The FACE Department currently accesses non-parent community member perceptions in the following ways:

- District Advisory Groups – the District maintains advisory groups, some of which include non-parent community members. The FACE Department is involved in varying capacities with several of these groups.
- Community Group Meetings – several positions in the FACE Department include regular meetings of local community groups. A complete list and the FACE Department representative are presented in Table 29 above.
- GISD “Contact Us” – the GISD website includes a page that invites visitors to ask general questions about the District. The Communications Department monitors this information and, when appropriate, forwards specific questions to the FACE Department.

As stated above, the District has several advisory groups which include non-parent community members, but these groups generally serve a targeted purpose and the FACE Department’s involvement varies across

groups. Table 33 presents the District advisory groups which include non-parent community members, a description of the group, and the FACE Department's involvement.

Table 33. District Advisory Groups Including Non-Parent Community Members and FACE Department Involvement

Advisory Group	Description	FACE Involvement
Multi-Ethnic Committee (MEC)	As part of an agreed legal judgment in 1987, the Multi-ethnic Committee meets to discuss topics covered in a Federal Court order related to educational issues and discrimination. ³⁴	Community Liaison serves as District representative and liaison.
Student Health Advisory Council (SHAC)	SHAC is made up of parents, district staff, and community members appointed by the district. These members provide recommendations to the GISD Board of Trustees on coordinated school health programming and its impact on student health and learning. ³⁵	Family Engagement Coordinator serves as a District representative.
Districtwide Educational Improvement Council	Made up of GISD staff, parents, and community members, the DEIC advises the Board of Trustees on educational goals and objectives.	If asked, the FACE Department will support in recruiting new committee members when a seat is open.
Safety and Security Committee	Key district administrators and representatives from local police departments work together to implement programs and procedures for supporting student and staff safety. ³⁶	If asked, the FACE Department will support in recruiting new committee members when a seat is open.
Campus Improvement Teams	Campus-based team comprised of principals, parents, teachers, and community members who develop and implement the Campus Improvement Plan.	If asked, the FACE Department will support in recruiting new committee members when a seat is open.
Calendar Committee	Responsible for drafting the District's academic calendar. In 2021-22, this committee included community member focus groups.	FACE Director serves as a committee lead.

Source: GISD provided list of District Advisory Groups and interviews with GISD staff

Several positions in the FACE Department (Director, Family Engagement Coordinator, and Community Liaisons) regularly attend a number of community group meetings, detailed in Table 29 above. However, interviews stated that when feedback is received in these meetings it is anecdotal and informal. Rather than being captured through a formal process, any feedback received relies upon the strength of the relationships that FACE Department staff have with committee members.

³⁴ "Multi-Ethnic Committee," Garland ISD, <https://garlandisd.net/about/multi-ethnic-committee-mec>.

³⁵ "Coordinated School Health," Garland ISD, <https://garlandisd.net/about/coordinated-school-health>.

³⁶ "Student Safety," Garland ISD, <https://garlandisd.net/school-operations/student-safety>.

Additionally, the FACE Department lacks the processes that would enable the feedback received to inform Departmental decision making. Interviews stated that there are currently no formal mechanisms to capture, track, or analyze feedback received from non-parent community members.

Recommendation 9: Develop tools to formally collect and analyze GISD non-parent community member perceptions.

Using the Logic Model described in Chapter 4, Recommendation 6, the FACE Department should identify and develop its key objectives related to community engagement. As part of that process, the Department should use the community participation continuum presented in Table 34 to decide what type of engagement is required for a particular strategy as well as the appropriate methods to achieve it. This process will ensure the alignment between the mode of feedback collection, its analysis, and its connection to a broader FACE Department objective.

Table 34. Community Participation Continuum³⁷

	Inform	Consult	Involve	Collaborate	Empower
Purpose	Provide information	Get and incorporate feedback	Ensure needs and interests are considered	Partner and share decision-making power	Support and follow the community's lead
Methods	Town Halls; Community Meetings; Social media	Stakeholder groups; Surveys; Interviews	Advisory groups; Steering committees; Audience testing	Collective impact; Coalition building	Community mobilization; Community immersion
Promise	We will keep you informed about this project.	We will listen to you and incorporate your feedback into our project.	We will ensure your concerns and needs are reflected in our project.	We will work with you in planning all aspects of this project.	We will implement the project you come up with.

Source: DOH Community Engagement Guide

Management Response: *Management agrees with this recommendation.*

³⁷ *Community Engagement Guide*, Washington State Department of Health, 4.

Appendix A – Interview List

Interviews

- Dr. Susanna Russell – Chief Academics and Leadership Officer
- Dr. Ricardo Lopez – Superintendent
- Lisa Cox – President of the Garland ISD Education Foundation
- Erika Alvarado – Secretary to the Community Liaisons
- Annette Himmelreich – Case Manager
- Dr. Babetta Hemphill – Executive Director of Student Services
- Meighan Hylton – Case Manager
- Kelly Cornelius – Title I Parent and Family Engagement Coordinator
- Mary Garcia – Assistant Director of Student Services
- Dr. Kimberly Caddell – Assistant Superintendent of Curriculum and Instruction
- Dr. Ramona Aguilar – Director of the Family and Community Engagement Department
- Lakisha Culpepper – District Community Liaison to the African-American Community
- Jonathan Armstrong – Family Engagement Coordinator
- Javier Solis – District Community Liaison to the Hispanic Community
- Sofia Nunez – Title III Parent Engagement Facilitator
- Esther Ramirez – McKinney-Vento Office Aide
- Isabel Ortiz – McKinney-Vento Office Aide
- Ray Merrill – Executive Director of Leadership
- James Walker – GIS Program Manager

Focus Groups

- GISD Parents and Families

- Community Members



Garland Independent School District Board of Trustees

Date of Meeting: October 25, 2022

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 24, 2022 - October 30, 2022

October 2022							November 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												

Monday, October 24

Tuesday, October 25

4:00pm - 5:00pm Dinner with Leadership Rowlett Class 31 (GRCTC, Chick Fil-A Room)

5:00pm - 8:00pm Board Meeting-Leadership Rowlett Class 31 (Board Room) ↻

Wednesday, October 26

Thursday, October 27

Friday, October 28

11:30am - 1:00pm 2nd Annual Principal Trunk or Treat (HBJ Parking Lot)

Saturday, October 29

Sunday, October 30

October 31, 2022 - November 6, 2022

October 2022							November 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												

Monday, October 31

- Halloween** (United States)
- 11:30am - 12:00pm SPARK Luncheon** (The Atrium at Granville Arts Center)

Tuesday, November 1

Wednesday, November 2

- 9:00am - 10:00am Council PTA Meeting** (Student Services Department Auditorium) - Mechelle Hogan

Thursday, November 3

Friday, November 4

Saturday, November 5

Sunday, November 6

November 7, 2022 - November 13, 2022

November 2022							December 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5				1	2	3	
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

Monday, November 7

Tuesday, November 8

- Election Day (United States)
- 11:30am - 1:00pm Sachse Chamber Luncheon (Chase Oaks Church, 2709 3rd St, Sachse, TX 75048) ↻
- 3:00pm - 5:00pm Finance, Facilities and Operations Committee Meeting (Board Room) - Mechelle Hogan ↻
- 5:30pm - 7:30pm Academic and District Affairs Committee Meeting (Board Room) - Mechelle Hogan ↻

Wednesday, November 9

- 11:30am - 1:00pm Rowlett Chamber of Commerce (Rowlett Community Center) - Ricardo Lopez ↻

Thursday, November 10

Friday, November 11

- Veteran's Day (United States)

Saturday, November 12

Sunday, November 13

November 14, 2022 - November 20, 2022

November 2022

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 2022

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 14

Tuesday, November 15

Wednesday, November 16

Thursday, November 17

Friday, November 18

Saturday, November 19

Sunday, November 20

November 21, 2022 - November 27, 2022

November 2022

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 2022

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 21

12:00am Thanksgiving Break

Tuesday, November 22

Thanksgiving Break

Wednesday, November 23

Thanksgiving Break

Thursday, November 24

Thanksgiving Break

Thanksgiving Day (United States)

Friday, November 25

12:00am Thanksgiving Break

Day After Thanksgiving Day (United States)

Saturday, November 26

Sunday, November 27

November 28, 2022 - December 4, 2022

November 2022							December 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

Monday, November 28

Tuesday, November 29

5:00pm - 8:00pm Board Meeting (Board Room) 

Wednesday, November 30

Thursday, December 1

Friday, December 2

Saturday, December 3

Sunday, December 4

3:00pm - 4:30pm Austin Jazz Ensemble Midwest Preview Concert
(Garland High School Auditorium)



Garland Independent School District Board of Trustees

Date of Meeting:	October 25, 2022
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).

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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 25, 2022
Agenda Item:	Future Agenda Items
Agenda Section:	Discussion Item
Administrator Responsible:	Dr. Ricardo López Superintendent
Board Goal Objective:	

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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 25, 2022
Agenda Item: Consider Approval of 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 new personnel, terminations, leaves of absence, and resignations for the 2022-23 school year.

Administrative Recommendations:

Administration recommends approval.

New Hire Agenda
October 25, 2022

Name	Exp	College	Degree	Job Title	School/Dept.	Date
Akhavan, Salar	2	UNT	BS	Teacher - ESL	Naaman Forest H.S.	9/29/2022
Brannon, Kennedy	0	UNT	BS	Teacher - Reading	Bussey M.S.	10/3/2022
Clavijo, Katherin	0	UT- San Antonio	BS	Teacher - 5th Grade Bilingual	Walnut Glen Acad.	9/26/2022
Collier, Jessica	0	Stephen F. Austin State Univ.	BA	Teacher - 3rd Grade	Herfurth Elem.	10/3/2022
Daniels, Marquel	0	Grand Canyon Univ.	MEd	Teacher - 2nd Grade	Hillside Academy	8/26/2022
		Southern Univ. and A&M College	BA			
Delgado, Xavier	0	UNT	BS	Teacher - Social Studies	Sellers M.S.	9/21/2022
Delle, Denise	35	Univ of Houston	BS	Teacher - 1st Grade	Keeley Elem.	10/17/2022
Gallagher, Aaron	10	Oklahoma State Univ.	MA	Teacher - Theater	Austin Academy	10/17/2022
		Austin College	BA			
Hewlett, Heather	0	Nebraska Wesleyan Univ.	MS	Teacher - Science	Bussey M.S.	10/18/2022
		Nebraska Wesleyan Univ.	BS			
Johnson, Sharon	0	TWU	MBA	Teacher - 2nd Grade	Handley Elem.	9/26/2022
		TWU	BA			
Kunz, Brett	0	A&M- College Station	BS	Teacher - SPED	Sellers M.S.	9/26/2022
Lee-Bell, Cynthia	0	Delta St. Univ.	BS	Teacher - 4th Grade	Ethridge Elem.	9/26/2022
Mondragon, Rene	0	UNT	BS	Teacher - Science	Sam Houston M.S.	10/17/2022
Moya, Leah	0	UT- Rio Grande Valley	BS	Teacher - Kindergarten	Shorehaven Elem.	10/6/2022
Ololo, Sylvan	0	UT - Austin	BS	Teacher - Math	Bussey M.S.	10/17/2022
Price, Spenser	0	Univ of Phoenix	BS	Teacher - SPED	Sam Houston M.S.	10/18/2022
Smith, Erin	0	Mississippi St. Univ	MA	Teacher - SPED	Sellers M.S.	10/17/2022
		Mississippi St. Univ	BS			
Templin, Lowell	15	Texas St. Univ	BS	Teacher - Construction	Naaman Forest H.S.	9/26/2022

New Hire Agenda
October 25, 2022

Thompson, Shelia	19	TX Tech Univ.	MEd	Teacher - Credit Recovery	Lakeview Cent. H.S.	9/26/2022
		Angelo State Univ.	BS			
Tran, Han	0	UT - Dallas	BS	Teacher 2nd Grade Bilingual	Lister Elem.	10/4/2022
Administrative New Hires	Exp	College	Degree	Job Title	School/Dept.	Effective Date
Horvath, Pamela	17	UNT	MEd	Assistant Campus Administrator	Centerville Elem.	09/12/2022
		UNT	BS			
Rakovan, Krista	30	Lanar Univ	MEd	Coordinator Secondary ELAR Title II	Teaching & Learning	10/06/2022
		UT - Austin	BA			
Administrative Appointments/Transfers						
Name		Current Position		Recommended Position		Effective Date
Pilcher, Jeffrey		Areas - Leadership Inst. Design Facilitator RLA		Teacher & Learning - Coordinator Secondary ELAR Title II		09/15/2022

Resignations Retirements
October 25, 2022

<u>Name</u>	<u>Job Title</u>	<u>School/Dept.</u>	<u>Experience</u>	<u>Reasons</u>	<u>Effective Date</u>
Adams, Kimberly	Teacher/Marketing Ed Career Prep	North Garland High School	26 years/24 years with GISD	Resignation/ Professional Development	10/14/2022
Agis, Elizabeth	Teacher/Bilingual 1st Gr.	Club Hill Elementary School	15 years/ 8 years with GISD	Retirement/ TRS	08/31/2022
Angelo, Silvia	Teacher/Bilingual 1st Gr.	Shugart Elementary School	30 years/ 22 years with GISD	Retirement/ TRS	12/31/2022
Arredondo Garcia, Sandra	Teacher/Dyslexia Bilingual	Daugherty Elementary School	14 years/8 years with GISD	Resignation/ Other TX School	10/07/2022
Balk, Michael	Supervisor	Student Nutrition Services	14 years with GISD	Resignation/ Other	09/30/2022
Battiste-Perkins, Cheryl	Counselor	Lyles Middle School	28 years/ 7 years with GISD	Retirement/ TRS	10/31/2022
Celver, Benjamin	Teacher/Science 7th & 8th Gr.	O'Banion Middle School	0 years with GISD	Resignation/ Health Reasons	10/06/2022
Choi, Chya	Teacher/Math 7th & 8th Gr.	Webb Middle School	3 years/ 1 year with GISD	Resignation/ Personal	10/28/2022
Civello, Deanna	Teacher/5th Gr.	Classical Center at Vial Elementary School	0 years with GISD	Resignation/ Health Reasons	09/27/2022
De Leon, Stephanie	Teacher/Math 7th & 8th Gr.	Hudson Middle School	9 years/4 years with GISD	Resignation/ Personal	09/30/2022
Di Bernardini, Loretto	Teacher/Bilingual Kindergarten	Cisneros Prekindergarten School	21 years with GISD	Resignation/ Health Reasons	10/23/2022
Gardner-Williams, Megan	Teacher/Science 7th & 8th Gr.	Coyle Middle School	0 years with GISD	Resignation/ Personal	10/07/2022
Garrett, Michael	Teacher/3rd Gr.	Club Hill Elementary School	14 years/2 years with GISD	Resignation/ Personal	10/03/2022
Giudice, Carla	Speech Language Pathologist SPED	Caldwell Elementary School	0 years with GISD	Resignation/ Personal	10/07/2022
Halpin, Marc	Teacher/Science 7th & 8th Gr.	Jackson Technology Center for Math & Scien	10 years/7 years with GISD	Resignation/ Career Change	10/07/2022
Holloway, Laura	Teacher/English 7th & 8th Gr.	Webb Middle School	15 years/10 years with GISD	Resignation/ Health Reasons	09/21/2022
Jennings, Elizabeth	Programmer Analyst	Transportation	25 years with GISD	Retirement/ TRS	06/30/2023
Joyal, Kristine	Teacher/Social Studies	Lakeview Centennial High School	19 years/2 years with GISD	Resignation/ Moving out of State	10/07/2022
Kaur, Amandeep	Teacher/English 7th & 8th Gr.	Sellers Middle School	0 years with GISD	Resignation/ Personal	10/31/2022
Kelley, Kathleen	Teacher/SPED ALE	Webb Middle School	0 years with GISD	Resignation/ Personal	10/03/2022
Lyles, Teresa	Teacher/SPED Resource	O'Banion Middle School	33 years/31 years with GISD	Retirement/ TRS	12/31/2022
Mangham, Michael	Teacher/Science 7th & 8th Gr,	Bussey Middle School	23 years/0 years with GISD	Resignation/ Health Reasons	09/29/2022
Melton, James	Teacher/Math	Naaman Forest High School	0 years with GISD	Resignation/ Personal	10/14/2022
Mitchell, Demarcus	Teacher/Social Studies 6th Gr.	Houston Middle School	0 years with GISD	Resignation/	08/26/2022

Resignations Retirements
October 25, 2022

Murillo, Elia	Data Clerk	Classical Center at Brandenburg Middle Schd	22 years/8 years with GISD	Resignation/ Other TX School	10/14/2022
Perez Licea, Georgia	Aide/Dual PreKindergarten	Bradfield Elementary School	0 years with GISD	Resignation/ Personal	10/21/2022
Ramirez, Annel	Aide/Instructional ELL	Montclair Elementary School	0 years with GISD	Resignation/ Unsatisfied with Job	09/29/2022
Rexroad, Isabel	Aide/PreKindergarten	Luna Elementary School	3 years/0 years with GISD	Resignation/ Personal	10/07/2022
Rodriguez, Betsy	Data Clerk	Weaver Elementary School	37 years with GISD	Retirement/ TRS	12/16/2022
Spampinato, Frank	Field Service Software Specialist	Dr Marvin D Roden Technology Center	19 years with GISD	Retirement/ TRS	12/31/2022
Velasquez, Ileana	Aide/SPED ALE	Kimberlin Academy for Excellence	3 years with GISD	Resignation/ Personal	10/28/2022
ParaProfessional Resignation/Retirements:		Approved to Date: 31			
		Current: 15			
		Total: 46			



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022
Agenda Item: 2022-2023 District & Campus Improvement Plans
Agenda Section: Action Item
Administrator Responsible: Dr. Kimberly Caddell, Assistant Superintendent, C&I
Lauren McKinney, Federal Programs 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: 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 C: SCIENTIFIC UNDERSTANDING

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

OBJECTIVE D: 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 E: 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 F: POSTSECONDARY READINESS (AP Exams)

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

OBJECTIVE G: STUDENT MANAGEMENT

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

OBJECTIVE H: 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:

Per [Texas Education Code §11.251](#), “the board of trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans.”

The District & Campus Improvement Plans serve as an overview of the focus on students and the strategies 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 improvement plans align to the single goal and corresponding performance objectives as the foundation for intentional focus, measurement, and monitoring during the 2022-2023 school year.

This item is being presented to the Academic & District Affairs Committee as an information item to 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, C&I
Lauren A. McKinney, Federal Programs Grant Manager

CC: Dr. Ricardo López, GISD Superintendent
Dr. Jason Adams, GISD Chief Academic Officer
Dr. Susanna Russell, GISD Chief Leadership Officer

Date: October 3, 2022

Subject: 2022 - 2023 District & Campus Improvement Plans

During the upcoming meeting of the School Board scheduled for Tuesday, October 25, 2022, we will be sharing with you an Action Item regarding the 2022-2023 District & Campus Improvement Plans. To meet federal and state compliance requirements campus improvement plans must be reviewed and approved by the Garland Independent School District School Board. The improvement plans are the 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 improvement plans highlight 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.

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, we've prepared the following documents for your review:

- Draft copy of the presentation to be provided to trustees,
- Current copy for review/approval of 2022-2023 District Improvement Plan, and

- Current virtual copies for review/approval of the 2022-2023 Campus Improvement Plans for all GISD campuses are accessible at <https://drive.google.com/drive/folders/1kJSzFvysQwGqs1iZJuedomn7QcdJbH79>.

The District Improvement Plan (DIP) is currently under review by our Districtwide Educational Improvement Council. Preliminary committee feedback will be shared with Trustees during the ADAC committee meeting. In the event that revisions are made to the DIP after receipt of complete DEIC feedback/input, those changes/updates will be noted for Trustees during the Regular Meeting later in October, prior to seeking Trustee approval.

Campus Improvement Plans (CIPs) have been collaboratively reviewed by Principals, Executive Directors of Learning, the Federal Programs Department, Student Services, and other district staff to ensure that all state and federal requirements are addressed, including Title I, Part A. The objective of the 2022-2023 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).

We look forward to sharing this information with you.

2022-2023 District & Campus Educational Improvement Plans

as required by TEC §11.251(a)

Presentation to the Garland ISD Board of Trustees
Academic & District Affairs Committee
Tuesday, October 18, 2022

Vision
Reaching the future by driving excellence, one student at a time.
GISD

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.

V 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.

Improvement Plan Development Process

#GISDEffect

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

Did you know?:
The District Improvement Plan is developed across instructional and leadership departments to ensure that the strategies respond to the needs of all students.

Did you know?:
Campus Improvement Plans are developed by campus teams and reviewed by district instructional and leadership departments to ensure alignment to district initiatives.

District & Improvement Plan Overview

#GISDEffect

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 |

Improvement Plan Addendums

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

#GISDEffect

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

Parent & Family Engagement Components

Annual Title I, Part A Parent Meeting

- A meeting, offered at multiple times, to review the campus Title I, Part A Program and seek feedback from parents and families.

PFE Compact & Policy

- A written parental engagement policy that is developed jointly with and agreed upon by parents.
- A written agreement between the parents and families, students, and school to support student learning and expectations.

PFE Strategies

- Building the capacity of parents and families to support the learning at home.

More details can be found on the [Federal Programs Department Google Site](#).

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Improvement Plan Review Process



QUICK REFERENCE SHEET

2022 - 2023 COMPREHENSIVE NEEDS ASSESSMENT AND CAMPUS IMPROVEMENT PLAN CHECKLIST

Title I, Part A program participating campuses will have until close of business on Friday, June 24, 2022 to submit a draft 2022 - 2023 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 M & Ms of the ESSA are included within the CIP. However, best practice would also include the Mays as applicable.	

UPDATED ON: February 21, 2022

The Ten Components of a Title I, Part A Schoolwide Program were a requirement in developing "a comprehensive reform strategy designed to upgrade the entire educational program in a Title I 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 I, 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 failing, or are at-risk of failing, 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 "1116; - -(8) 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"

Region 10 Education Service Center

Special Revenue Services

www.Region10.org/Title1

Updated On: June 4, 2017

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Campus Improvement Plan Funding Sources



FUNDING SOURCE	CAMPUSES ELIGIBLE	AMOUNT
Magnet Program	19	Variable
State Allotments Programs (PIC 23, PIC 24, & PIC 25)	66	Variable
Title I, Part A Program	65	Variable <i>(HS campuses saw drastic increase in funding)</i>
Title I, Part A Program, Parent and Family Engagement	65	\$2,229 Per Campus

2022-2023 District & Campus Educational Improvement Plans

as required by TEC §11.251(a)

Questions?

Garland Independent School District

District Improvement Plan

2022-2023



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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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	2021-2022
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%	47.3%

ENGLISH LANGUAGE ACQUISITION

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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	38.3%

SCIENTIFIC UNDERSTANDING

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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%	43.1%

MATHEMATICAL PROFICIENCY

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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%	46.7%

POSTSECONDARY READINESS (Gr 11 SAT SCHOOL DAY EXAMS)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
CR Benchmark: Evidence-Based Reading & Writing	52%	50%	50%	52%	48%	46%	44%
CR Benchmark: Mathematic	29%	26%	24%	28%	29%	25%	23%

POSTSECONDARY READINESS (AP EXAMS)

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Qualifying Exam Score (>3)	43.5%	42.4%	36.7%	27.8%	28.1%	34.8%	38.6%	43.9%	28.6%	31.9%
# AP Exams Administered	3,388	3,979	5,920	10,583	10,722	9,641	9,338	7,886	7,603	8,892
# Students Participating in AP Exams	1,954	2,249	3,147	5,452	5,538	5,325	5,054	4,448	4,641	5,526

STUDENT MANAGEMENT

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
% of Incidents Resulting in Exclusionary Consequences	53.7%	51.6%	51.9%	47.2%	44.1%	n/a	40.1%	34.8%
# of Exclusionary Consequences: Hispanic	8,299	10,091	10,455	10,004	9,700	n/a	1,164	7,516
# of Exclusionary Consequences: African American	7,115	8,230	7,000	7,065	6,460	n/a	922	6,103
# of Exclusionary Consequences: White	2,683	2,687	2,645	2,722	2,339	n/a	387	1,599
# of Exclusionary Consequences: Asian	260	310	351	335	280	n/a	55	335
# of Exclusionary Consequences: Other Ethnicities	496	629	617	578	562	n/a	73	572

GRADUATION OUTCOMES*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
4-year Graduation Rate	90.4%	89.8%	91.3%	91.3%	91.7%	92.0%	92.6%	94.1%	94.5%	95.2%
CCR-CCMR^ Graduates	n/a	n/a	71.6%	65.9%	67.5%	48.5%^	59.1%	70.9%	68.8%	78.7%

*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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion 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
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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% in 2026. (SY2022 actual = 47.3%; SY2023 interim goal = 71.0%)

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Deploy, monitor, and evaluate a comprehensive literacy plan aligned to 2019 ELAR/SLAR state standards that strengthens the existing balanced literacy program through use of TEA's core instructional material products, Amplify RLA (K-8).</p> <p>Strategy's Expected Result/Impact: The anticipated result is that students will receive a curriculum that is founded on the science of teaching reading that includes integrated reading and writing instruction and delivered through high quality & well-planned 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 Multilingual Programs Executive Directors of Leadership</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), with embedded STAAR 2.0 item types as appropriate.</p> <p>Strategy's Expected Result/Impact: The anticipated result is increased student RLA 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 Executive Directors of Leadership RAAD</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue 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: Teaching & Learning Executive Directors of Leadership</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide targeted reading instruction that addresses individual student needs (e.g., dyslexia, RtI, tutoring, 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: Student Support & Specialized Services (S4) Teaching & Learning Multilingual Programs</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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 an 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: Teaching & Learning Multilingual Programs Student Support & Specialized Services (S4) RAAD</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement Academic Acceleration Plan (adopted 05/11/2021; updated Sept. 2022) 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 an increased percentage of students meeting expected reading growth and an 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 Academics Division of Leadership</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 2: Percent of Emergent Bilingual students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 56% in 2017 to 76% by 2026. (SY2022 actual = 38.3%; SY2023 interim goal = 58.0%)

High Priority

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) and Sheltered Instructional strategies 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 Multilingual Programs</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide coaching, support, and professional development 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 an 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 increased teacher capacity to support ELPS.</p> <p>Staff Responsible for Monitoring: Multilingual Programs Teaching & Learning Executive Directors of Leadership</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Sheltered Instruction (i.e. linguistic accommodations for Emergent Bilinguals in a general education classroom setting) for EBs at all campuses to enhance student learning opportunities and academic content knowledge.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Multilingual Programs Teaching & Learning Executive Directors of Leadership</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 3: Percent of students in grade 8 demonstrating scientific understanding, as measured by Meets Grade Level performance on STAAR Science, will increase from 43.8% in 2017 to 80% by 2026. (SY2022 actual 43.1%; SY2023 interim goal = 62.0%)

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>	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: Teaching & Learning Executive Directors of Leadership</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Weekly Data Meeting protocol district-wide to identify science 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 science 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: Teaching & Learning Executive Directors of Leadership</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide direct support to science 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 Executive Directors of Leadership</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 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 52.8% in 2017 to 90% by 2026. (SY2022 actual 46.7%; SY2023 interim goal = 75.0%)

High Priority

HB3 Goal

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Deploy, monitor, and evaluate a comprehensive mathematics plan aligned to state standards through use of TEA's core instructional material products, Eureka Math (K-5) and Carnegie Math (6-12).</p> <p>Strategy's Expected Result/Impact: The anticipated result is that students will receive a curriculum that is founded on vertically aligned scope and sequence and delivered through high quality and well-planned instruction. High quality instructional delivery will establish a strong foundation in early numeracy skills and improve mathematics performance and algebra readiness.</p> <p>Staff Responsible for Monitoring: Teaching & Learning Executive Directors of Leadership</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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), with embedded STAAR 2.0 item types as appropriate.</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 Executive Directors of Leadership RAAD</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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: Teaching & Learning Executive Directors of Leadership</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 an 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: Teaching & Learning Multilingual Programs Student Support & Specialized Services (S4) RAAD</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Academic Acceleration Plan (adopted 05/11/2021; updated Sept. 2022) 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 an increased percentage of students meeting expected mathematics growth and an 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 Academics Division of Leadership</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 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 50% in 2018 to 70% in by 2026. (SY2022 actual 44.3%; SY2023 interim goal = 60.0%)





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed relevant and rigorous secondary ELAR 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 Advanced Academics</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide direct support to ELAR 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 Advanced Academics</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 for P/SAT Evidenced-based Reading & Writing.</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: Executive Directors of Leadership Teaching & Learning Advanced Academics CCMR cross-functional team</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 6: Percent of students demonstrating postsecondary readiness exam success, as measured by meeting college ready benchmarks through SAT School Day Mathematics, will increase from 24% in 2018 to 50% by 2026. (SY2022 actual 22.8%; SY2023 interim goal = 34.0%)





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed relevant and rigorous secondary 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 Advanced Academics</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide direct support to 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 Advanced Academics</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/SAT Mathematics.</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: Executive Directors of Leadership Teaching & Learning Advanced Academics CCMR cross-functional team</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 7: Percent of students earning qualifying criterion score on AP exams will increase from 28.1% in 2017 to 45.0% by 2026 while maintaining high levels of student participation in AP exam administrations. (SY2022 actual 31.9%; SY2023 interim goal = 39.5%)

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, two-day workshops, spring training), b) job-embedded instructional support, and c) collaborative vertical/horizontal AP teacher PLCs lead by AP Lead Teachers.</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>	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., teacher lead AP exam study 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>	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>	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 discretionary exclusionary consequences* will decrease from 51.9% in 2017 to 35% by 2026. (SY2022 actual 34.8%; SY2023 interim goal = 42.0%)

*defined as Exclusionary consequences: In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

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 support 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 Guidance & Counseling MTSS</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>	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 calm down corners 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 resources and research based 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 Executive Directors of Leadership Teaching & Learning</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>	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>	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 Family & Community Engagement Student Services</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>	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: Percent of students successfully completing graduation requirements will increase from a) 91.7% in 2017 to 95% by 2026, as measured by 4-year graduation rates (SY2022 actual 95.2%; SY2023 interim goal = 93.5%), and b) 48.5% for Class of 2017 to 80% for Class of 2024 , as measured by the percentage of students meeting College, Career and Military Ready standards (SY2022 actual = 78.7%; SY2023 interim goal = 65.0%) as presented through annual accountability.

High Priority

HB3 Goal

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 HB3 CCMR Plan in addendums]</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 an increased percentage of students graduating with indicators of CCMR, as well as an increase in percentage of graduating students meeting criteria for CCMR Outcomes Bonus.</p> <p>Staff Responsible for Monitoring: RAAD CCMR cross-functional team Guidance & Counseling Career & Technical Education Innovation/Advanced Academics Teaching & Learning Multilingual Programs Student Support & Specialized Services (S4) Executive Directors of Leadership</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Guidance & Counseling</p>	Formative			Summative
	Nov	Feb	Apr	June


Strategy 3 Details	Reviews			
<p>Strategy 3: Support Early College programs (ECHS, P-TECH) in meeting TEA Outcomes Based Measures as indicated on the ECHS and P-TECH blueprint including recruiting the target population, providing professional development for early college cohort teachers and creating support systems for students.</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>	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: Curriculum & Instruction Guidance & Counseling Innovation/Advanced Academics Career & Technical Education Student Support & Specialized Services (S4)</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement Academic Acceleration Plan (adopted 05/11/2021; updated Sept. 2022) EOC Success strategies, including teacher training, strategic student scheduling, aggressive academic performance monitoring and response, plan sustainability, and creative problem solving.</p>	Formative			Summative
	Nov	Feb	Apr	June


[see Academic Acceleration Plan in addendums]

Strategy's Expected Result/Impact: The anticipated results are: a) increased percentage of students meeting with EOC success on first administration, b) increased percentage of students graduating with a 4-year cohort, c) increased percentage of students earning one or more CCMR indicators, and d) increased percentage of students eligible for CCMR Bonus Outcomes.

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 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 10: 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 actual= 16; SY2023 interim goal = fewer than 10 campuses).

High Priority

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 teacher demographics, 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>	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 Curriculum & Instruction</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 increased Executive Director of Leadership toolkit for supporting campus principals, particularly at low-performing schools. A secondary anticipated result is to increase the capacity of principals to lead highly effective schools Increase principal retention.</p> <p>Staff Responsible for Monitoring: Division of Leadership Division of Academics</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 Multilingual Programs Student Support & Specialized Services (S4)</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>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide data dashboards that include tools for data monitoring and disaggregation of local, state, and national assessment programs.</p> <p>Strategy's Expected Result/Impact: The anticipated result is to 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 Executive Directors of Leadership Curriculum & Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Addendums



2022 - 2023 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 2022 – 2023 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.

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.			
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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 (NVCi) 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.



ACADEMIC ACCELERATION PLAN

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

Created in spring 2021, GISD's Academic Acceleration Plan sought to address student academic gaps as a result of COVID-19. This plan detailed 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 - our top priority. With successful implementation and monitoring, students in Garland ISD experienced tremendous amounts of academic growth during the 2021-2022 school year. Based on that work, the Academic Acceleration Plan has been updated to include strategies to be added in the 2022-2023 school year, while continuing with prior year strategies.

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 continues to emphasize four key areas of focus:

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

We continue to live in unprecedented times which require educators 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



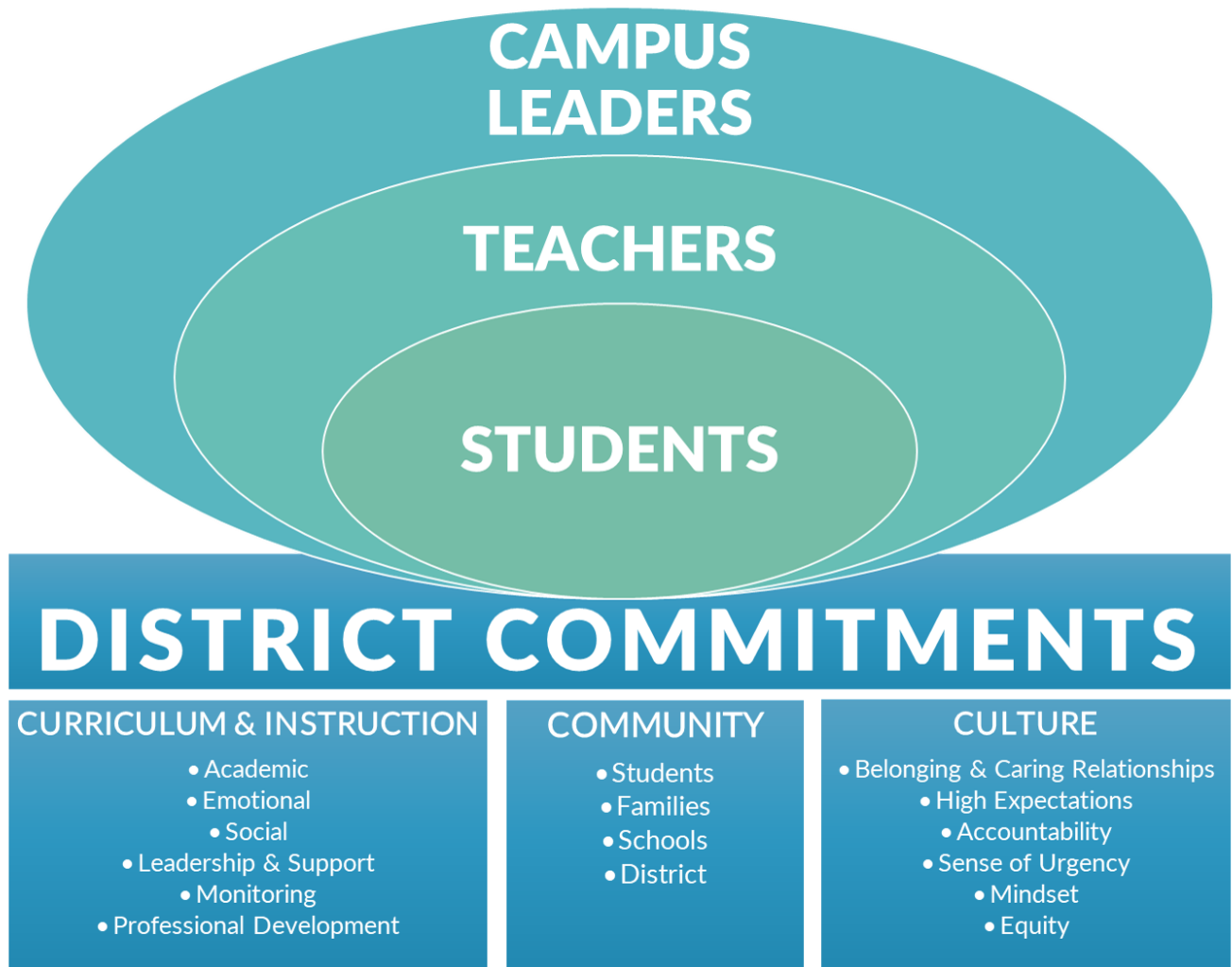
Jason Adams, Ed.D.
Chief Academics Officer



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

	FA19	FA20	FA21	FA22
ALL	52	41	53	52
Hispanic	52	39	54	51
Asian	59	49	57	58
Black/Af Amer	49	41	50	49
White	53	44	55	53
ECDIS	51	39	53	51

*fall to fall reading growth expectations currently available for English language reading assessments

FALL MAP Achievement: Percentage of K-8 Students Performing On Grade Level in Reading (at/above 41st percentile)

	FA19	FA20	FA21	FA22
ALL	64	65	64	64
Hispanic	58	61	60	60
Asian	78	80	81	80
Black/Af Amer	57	59	58	56
White	76	77	77	76
ECDIS	60	59	60	59

Key 2022-2023 Strategies

- ★ Implement [TEA's High Quality Instructional Material \(HQIM\)](#) for Literacy (i.e., Amplify) in grades K-8
- ★ Fully train assistant principals, instructional coaches (6-8) with monthly Amplify in Action Chats; including Amplify look fors aligned with T-ESS.
- ★ Fully utilize curriculum-based assessments embedded in HQIMs and ensure alignment to new STAAR item types
- ★ Leverage [teacher credibility](#), including a) trust, b) competency, c) dynamism, and d) immediacy
- ★ Recommit to use of Lead4ward resources to inform data analysis and instructional decision-making, including 4-part resource learning series for administrators and instructional support
- ★ Fully utilize online student performance data management system, Eduphoria, to evaluate student learning and instructional impact, as well as determine next steps for reteach/intervention
- ★ Refine PLC/CLC processes to hyper-focus on lesson internalization in order to ensure effective first-teach
- ★ Increase instructional planning time allotted to reading language arts teachers with a focus on in-depth review of data analysis, response driven action-planning, and extended time for lesson internalization
- ★ Recalibrate instructional walk tools and teacher appraisal rubrics to ensure alignment between instructional expectations and evaluation scoring
- ★ Deploy, train and retain reading instructional support teachers at elementary and middle school levels to support the implementation of the instructional materials, model teach and engage in PLC/CLC to assist with data analysis, lesson planning and less internalization.

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 EBs 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 the 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.

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.

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
9. Annual TELPAS assessment data

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.

Training Timeline

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

Methods of Monitoring

1. Classroom-based assessments of learning, including student work samples and exemplars
2. Responsive Literacy Collaborative Walks K-8

PK-8 Mathematics



Data-Demonstrated Need

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

	FA19	FA20	FA21	FA22
ALL	51	32	53	57
Hispanic	49	31	53	56
Asian	60	42	57	64
Black/Af Amer	52	33	47	56
White	51	31	59	59
ECDIS	49	32	52	57

FALL MAP Achievement: Percentage of K-8 Students Performing On Grade Level in Mathematics (at/above 41st percentile)

	FA19	FA20	FA21	FA22
ALL	61	60	60	63
Hispanic	56	55	55	59
Asian	80	82	82	83
Black/Af Amer	52	49	49	51
White	75	75	75	77
ECDIS	60	54	54	58

Key 2022-2023 Strategies

- ★ Implement [TEA's High Quality Instructional Material \(HQIM\)](#) for Mathematics (i.e., Eureka) in grades K-5
- ★ Implement [TEA's High Quality Instructional Material \(HQIM\)](#) for Mathematics (i.e., Carnegie) in grades 6-8
- ★ Fully utilize curriculum-based assessments embedded in HQIMs and ensure alignment to new STAAR item types
- ★ Leverage [teacher credibility](#), including a) trust, b) competency, c) dynamism, and d) immediacy
- ★ Recommit to use of Lead4ward resources to inform data analysis and instructional decision-making, including 4-part resource learning series for administrators and instructional support
- Fully utilize online student performance data management system, Eduphoria, to evaluate student learning and instructional impact, as well as determine next steps for reteach/intervention
- ★ Refine PLC/CLC processes to hyper-focus on lesson internalization in order to ensure effective first-teach
- ★ Increase instructional planning time allotted to reading language arts teachers with a focus on in-depth review of data analysis, response driven action-planning, and extended time for lesson internalization
- ★ Recalibrate instructional walk tools and teacher appraisal rubrics to ensure alignment between instructional expectations and evaluation scoring
- ★ Deploy, train and retain mathematics instructional support teachers at elementary and middle school levels to support the implementation of the instructional materials, model teach and engage in PLC/CLC to assist with data analysis, lesson planning and less internalization.

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 EBs 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 the 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).

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.

Training Timeline

	Content	Target Audience
2023-24 School Year	Math Academy	2nd, 3rd Teachers
2022-23 School Year	Math Academy	K-1st, 7th-8th Teachers
2021-22 School Year	Math Academy	4th , 5th , 6th Teachers, Campus Admins
Summer 2021		K-8th Math 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*	21-22
Algebra I	36	37	18	30
Biology	38	34	32	20
English I	20	24	24	18
English II	17	23	26	17
US History	30	32	67	28

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

	18-19	19-20	20-21	21-22
Algebra I	90 39	na	66 10	76 27
Biology	90 37	na	78 21	84 40
English I	75 22	na	66 12	66 18
English II	77 23	na	68 14	74 23
US History	94 55	na	87 33	90 40

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

	18-19	19-20	20-21	21-22
Algebra I	39	na	39	32
Biology	25	na	47	25
English I	15	na	21	18
English II	25	na	33	9
US History	34	na	54	30

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

Key 2022-2023 Strategies

- ★ Implement new Algebra I & Biology instructional resources.
- ★ Realign Algebra I & Biology curriculum scope & sequence to provide increased spiraling of knowledge.
- ★ Utilize Desmos calculator application in all Algebra I classes to ensure student access via 1-to1 device, regardless of physical location.
- ★ Leverage teacher credibility, including a) trust, b) competency, c) dynamism, and d) immediacy.
- ★ Recommit to use of Lead4ward resources to inform data analysis and instructional decision-making, including 4-part resource learning series for administrators and instructional support.
- Fully utilize online student performance data management system, Eduphoria, to evaluate student learning and instructional impact, as well as determine next steps for reteach/intervention.
- ★ Refine PLC/CLC processes to hyper-focus on lesson internalization in order to ensure effective first-teach.
- ★ Increase instructional planning time allotted to reading language arts teachers with a focus on in-depth review of data analysis, response driven action-planning, and extended time for lesson internalization.
- ★ Recalibrate instructional walk tools and teacher appraisal rubrics to ensure alignment between instructional expectations and evaluation scoring.
- ★ Develop a comprehensive system for identifying, intervening and monitoring students who have yet to experience EOC success after initial administration, including:
 - Utilize Renaissance Star to progress monitor our Algebra I, EOC English I and English II re-testers.
 - Utilize available reading intervention curriculum resources (i.e., Odell HS Literacy) in corresponding courses; where curriculum resources are unavailable,

develop internal curriculum resources to support intervention courses.

- Implement advisory classes at secondary campuses to provide content/skill intervention to students with identified needs.

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 support to meet 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 EBs 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.

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.

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
8. Annual TELPAS assessment data

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	2021
ALL	59	71	69	79
Hispanic	57	70	66	76
Asian	80	86	84	92
Black/Af Amer	47	59	59	73
White	64	76	77	83
ECDIS	55	68	65	76

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

	2018	2019	2020	2021*
ECDIS	22	26	26	
Non-ECDIS	37	48	40	
SPED	3	4	2	

*awaiting TEA data finalization

Key 2022-2023 Strategies

- ★ Increase student performance on college readiness assessments through the creation of district-level PSAT, SAT/ACT and AP/IB taskforces to evaluate current college readiness assessment program preparation resources, monitor and support campus site implementation plans, and increase availability of assessment preparation lessons/activities within district curriculum, particularly in honors/advanced coursework.
- ★ Leverage [Advanced Academics Achievement by Design](#) plan to a) improve student achievement, b) retain and incentivize AP and DC teachers, and c) support Early College program success.
- ★ Maximize performance of accelerated learners, i.e., students who participate in EOC during middle school, through the ongoing monitoring and response to annual P/SAT testing to ensure that these accelerated students meet grade level/college ready benchmarks on each annual P/SAT assessment.
- ★ Increase recipients of the Seal of Biliteracy award for graduating seniors, by creating a committee to educate students and staff about this performance acknowledgement and how it can be achieved.
- ★ Increase alignment of Industry-Based Certifications to CTE Programs of Study ensure that students have the curricular background and necessary hands-on experiences before taking certification exams.

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 the 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 EB 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.

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

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)
7. Quarterly meetings with Seal of Biliteracy committee

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.

GISD ACADEMIC ACCELERATION PLAN

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

- Career & Technical Education
- Communications & Public Relations
- Curriculum & Instruction
- Executive Directors of Leadership
- Guidance & Counseling
- Human Resources
- Intervention
- Multilingual Programs
- Research, Assessment & Accountability
- Student Services
- Student Support & Specialized 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.

CAMPUS INFORMATION

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

CAMPUS NAME --
 CAMPUS NUMBER **057909**
 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	53%	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%	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 LITERACY GAP TO GOALS

Closing the Gaps Grade 3 Student Group Data

	All Students	American	Hispanic	White	Indian	Asian	Islander	Races	Eco. Disadv.	monitor)	(current)	(former)	Cont. Enrolled	Enrolled
2018 ACCOUNTABILITY via DOMAIN I														
# 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%	na	58%	na	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 I														
# 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%	na	67%	na	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%	na	56%	na	55%	33%	41%	23%	na	na	na
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	--	--	--
	All Students	American	Hispanic	White	Indian	Asian	Islander	Races	Eco. Disadv.	monitor)	(current)	(former)	Cont. Enrolled	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
2022 ACCOUNTABILITY via DOMAIN I														
# Students Met GL	1,666	260	770	346	6	216	1	67	1,074	642	139	32	1,396	270
Total Students	3,477	658	1,857	513	14	326	1	108	2,599	1,559	447	61	2,849	628
% Met GL	35%	24%	28%	55%	na	50%	na	43%	27%	30%	21%	36%	36%	30%
If Target NOT met, # Met GL students needed	-136	-49	-83	-38	--	25	--	-7	-216	--	--	--	-85	-6
If GISD Target NOT met, # Met GL students needed	594	168	437	-13	--	25	--	3	615	371	152	8	456	138

Early Childhood Literacy Action Plan

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Instructional Programs & Resources					
<p>The expansion of PreK to serve over 2100 students, provides early literacy experiences for our students, creating a greater indicator of subsequent academic success.</p>	<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 addition of 10 ECSE PreK sections, continue to promote PreK enrollment</p>	<ul style="list-style-type: none"> ● Frogstreet PreK Curriculum ● 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 ● Director of Elementary Integrated Literacy Studies ● 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 	
<p>Ensure that students in PreK will engage in at least 120 minutes of daily literacy instruction which includes the following:</p> <ul style="list-style-type: none"> ● 15 mins Morning Message (Phonological Awareness, Alphabet Knowledge) ● 20 mins Read Alouds (2X daily) ● 65 mins Small Group Reading with Practice Centers ● School-Home- Literacy Connection 	<p>2021-2022 Professional Development</p> <ul style="list-style-type: none"> ● Ongoing throughout the 2021-2022 school year to support the adoption of the new Frogstreet curriculum ● Ongoing Thirty Million Words book study ● May 2022 Big Questions for Young Minds ● June 2022 Small Group Interventions ESL & DL Region Cluster Site Region 10 ● July 2022 	<ul style="list-style-type: none"> ● Frogstreet <ul style="list-style-type: none"> ○ ABCmouse ○ AIM Checklists ● MyOn ● CIRCLE assessment ● Thirty Million Words book ● LETRS training 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Early Literacy Support Teachers at PreK satellite campuses ● Early Childhood Coordinator ● SLAR Coordinator ● Classroom Teachers ● Paraprofessionals in each classroom 	<ul style="list-style-type: none"> ● Increased the amount of Highly Qualified Teachers meeting TEA PreK additional requirements ● 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, 	

	<p>Engagement with Playdough & Literacy Practice Centers</p> <ul style="list-style-type: none"> • August 2022 LETRS <p>2022-2023 Professional Development</p> <ul style="list-style-type: none"> • LETRS-Language Essentials for Teachers of Reading and Spelling Training for ESL/DL teachers throughout the school year • Weekly PLCs based on the Texas PreK Guidelines and CIRCLE Data 			Cumulative Formative Assessments)	
<p>Ensure students in k-5 engage in the Amplify Literacy curriculum units, reflecting the research in science of reading and rooted in language acquisition theory.</p> <p>Structured Literacy <i>Kindergarten-2nd grade</i></p> <ul style="list-style-type: none"> • 60 minutes Skills Strand • 60 minutes Knowledge Domain • 30 minutes Small Group Literacy Instruction <p><i>Grade 3</i></p> <ul style="list-style-type: none"> • 120 minutes Knowledge Domain (including integrated skills) 	<p>January & February 2022 CRIMSI Pilot</p> <p>April 2022 CRIMSI Pilot</p> <p>Summer 2022</p> <p>August 2022 Back to School Professional Development</p> <p>Ongoing School Year 2022-2023</p> <ul style="list-style-type: none"> • Lesson Customization <ul style="list-style-type: none"> ○ Differentiation ○ Engagement • Embedding Sheltered Instruction Strategies 	<p>mCLASS DIBELS mCLASS Lectura Amplify Literacy Texas Amplify Instruction Amplify Reading</p>	<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 	

<ul style="list-style-type: none"> • 30 minutes Small Group Literacy Instruction 					
<p>Deliver explicit and systematic Instruction in grades PK-3 in each of the components of literacy through a Structured Literacy Framework</p>	<p>July 2021 and ongoing</p> <p>ELST reinforces through coaching, modeling and co-teaching as needed</p>	<ul style="list-style-type: none"> • mCLASS DIBELS • mCLASS Lectura • Amplify Literacy Texas • Amplify Instruction • Amplify Reading • Sheltered instruction training guides • Frogstreet Resource • Dual Language training materials • Online access to progress monitoring programs 	<ul style="list-style-type: none"> • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • 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) 	
<p>Students in grades PK-3 will receive personalized literacy experiences during Small Group literacy instruction</p>	<p>Spring 2020, July 2021 & ongoing Professional Development for Small Group Instruction</p> <ul style="list-style-type: none"> • PreA Reader • Decodable Reader • mCLASS Diagnostic Screener <p>Summer 2022, Fall 2022 and ongoing</p> <ul style="list-style-type: none"> • Small Group resources provided in curriculum documents • mCLASS Instruction lessons • mCLASS Intervention 	<ul style="list-style-type: none"> • PreA-Reader Protocol • Decodable Reader Protocol • mCLASS Instruction Lessons • mCLASS Intervention • Amplify Reading • Early Literacy Support Teachers 	<ul style="list-style-type: none"> • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • SLAR Coordinator • Campus Administrators • Early Literacy Support Teachers • Classroom Teacher 	<ul style="list-style-type: none"> • 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) 	

<p>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</p>	<p>Amplify Literacy CRIMSI Pilot, Spring 2022 and full year 2022-2023</p>	<ul style="list-style-type: none"> ● Curriculum writing personnel ● Curriculum writing workshops ● Texas Gateway access ● Curriculum resources- Amplify Literacy Texas ● mCLASS Diagnostic Screener ● mCLASS Intervention 	<ul style="list-style-type: none"> ● Director of Elementary Integrated Literacy Studies ● Early Literacy Coordinator ● SLAR Coordinator ● Early Childhood Coordinator ● Curriculum writers 	<ul style="list-style-type: none"> ● Curriculum survey feedback <ul style="list-style-type: none"> ● Assessment survey feedback ● Assessment analytics through Eduphoria 	
<p>Engage in responsive collaborative literacy walks to calibrate on best practices in literacy instruction and evaluate the use of curriculum resources.</p>	<p>October 2021 and beyond, quarterly</p>	<ul style="list-style-type: none"> ● Literacy Walkthrough tool created by the Early Childhood & Literacy teams ● Amplify Literacy Texas Observation Implementation Tool ● CIRCLE Environmental Checklist 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Childhood Coordinator ● Early Literacy Coordinator ● SLAR Coordinator 	<ul style="list-style-type: none"> ● Increased alignment to curriculum pacing guides and grade level standards as evidenced by walk-through forms 	
<p>Focus on lesson internalization and teacher preparedness of Tier 1 instruction.</p>	<p>January/February 2022 pilot Summer 2022 Professional Development 2022-2023 Professional Learning Communities on campuses with support of the Early Literacy Support teachers</p>	<ul style="list-style-type: none"> ● Amplify Literacy Texas resources ● Unit & Lesson Internalization Protocol ● Early Literacy Support Teachers 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Childhood Coordinator ● Early Literacy Coordinator ● SLAR Coordinator 	<ul style="list-style-type: none"> ● Evidence of teacher preparedness during literacy walkthroughs ● Increased student achievement in mCLASS, MAP & STAAR assessments 	
<p>Members of the Early Literacy team engage in monthly administrator information sessions to</p>	<p>Beginning June 2020, ongoing monthly</p>	<ul style="list-style-type: none"> ● Virtual Meeting platform: GoogleMeet 	<ul style="list-style-type: none"> ● Director of Elementary Integrated Literacy Studies ● Campus Administrators 	<ul style="list-style-type: none"> ● Regular administrator attendance at meetings 	

grow instructional leaders in the best practices in early childhood by frontloading curriculum, providing training and collaboration.			<ul style="list-style-type: none"> • Early Childhood Coordinator • Early Literacy Coordinator • SLAR Coordinator 		
Amira Learning	<ul style="list-style-type: none"> • Students work 3 times a week on Reading and Spanish Language Development time 	<ul style="list-style-type: none"> • Student devices • District technology 	<ul style="list-style-type: none"> • SLAR Coordinator • Campus administrators • Early Literacy Support Teachers • Instructional Support Teachers and Campus Support Teachers • Classroom Teachers 	<ul style="list-style-type: none"> • Increased foundational skills and reading development as evidenced by mCLASS DIBELS and mCLASS Lectura, MAP, STAAR 	
Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Reading Academy					
Implement Reading Academies for teachers in grades K-3, district leadership, support teachers, and interventionists to improve knowledge and instructional practices aligned to the Science of Reading with job embedded professional development and application of learning	<p>2020-2021 Early Literacy Support Teachers, Dyslexia Therapists, Interventionists, 1 elementary administrator from each campus, district literacy leaders</p> <p>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</p>	<ul style="list-style-type: none"> • TEA Reading Academies Canvas Course • TEA Reading Academies manuals • Amplify Literacy Texas curriculum resource is aligned to the science of reading 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • SLAR Coordinator • Campus Administrators • Early Literacy Support Teachers • Classroom Teachers 	<ul style="list-style-type: none"> • 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) • Increased student growth on CIRCLE 	

	2022-2023 All 2nd and 3rd grade teachers, and any new staff from the 2020-2022 trained list				
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	<ul style="list-style-type: none"> • Early Literacy Support Teachers • Structured Literacy Curriculum • ESSER funds for professional learning, substitutes and supplemental pay 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • SLAR Coordinator • Early Childhood Coordinator • Campus Administrators • Early Literacy Support Teachers 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Reading Academy cohort leader support and assurance of completion • Early Literacy Support Teacher provides ongoing coaching and collaboration • Targeted professional development in the areas included in the Early Childhood Literacy Action Plan 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Executive Directors of Leadership • Director of Elementary Integrated Literacy Studies • Human Resources • Campus Administrators 	<ul style="list-style-type: none"> • Percentage of Reading Academy graduates • T-TESS ratings • Increased the amount of Highly Qualified Teachers meeting TEA PreK additional requirements 	
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	<ul style="list-style-type: none"> • Ongoing professional learning for Early Literacy Support Teachers • Local and state funds 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Early Literacy Administrator • Early Literacy Coordinator 	<ul style="list-style-type: none"> • Increased student literacy achievement on state and local assessments (NWEA MAP, mClass, Curriculum Based 	

	2022-2023 Unit & Lesson Internalization facilitated by Early Literacy Support Teachers		<ul style="list-style-type: none"> ● SLAR Coordinator ● Campus Administrators 	Assessments, Cumulative & Formative	
Teachers receive ongoing PreK instructional support	<ul style="list-style-type: none"> ● Weekly PLCs hosted by the PreK Centers ● Satellite campuses attend virtually ● Campus Specialists provide support ● Partnered with other departments to provide instructional support for teachers 	<ul style="list-style-type: none"> ● GISD Online Curriculum ● Frogstreet Teacher Portal ● Conscious Discipline book study 	<ul style="list-style-type: none"> ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Literacy Support Teachers at PreK satellite campuses ● Early Childhood Coordinator PreK Centers ● Classroom Teacher ● Paraprofessionals in each classroom ● GISD Coordinators and departments 	<ul style="list-style-type: none"> ● Increased teacher proficiency with new online curriculum ● Increased teacher proficiency with classroom instruction and management ● Increased teacher growth and development with 1:1 coaching and mentoring 	
PreK Paraprofessionals receive ongoing instructional support	<ul style="list-style-type: none"> ● Offered professional development specifically for paraprofessionals to support the new curriculum ● Partnered with the Multilingual Department to provide monthly professional learning for paraprofessionals ● Partnered with Texas A&M and the Multilingual Department to provide a microcredential for paraprofessionals 	<ul style="list-style-type: none"> ● Virtual Meeting Platform ● Monthly Professional Development ● GISD Online Curriculum ● Sheltered Instruction ● Conscious Discipline 	<ul style="list-style-type: none"> ● Director of Teaching and Learning Development ● Director of Elementary Integrated Literacy Studies ● Director of Multilingual Programs ● Coordinator Emergent Bilinguals ● Early Childhood Coordinator ● Campus Administrators ● Early Literacy Support Teachers 	<ul style="list-style-type: none"> ● Increased the instructional knowledge and skills of the paraprofessionals to further support classroom instruction as well as pursue higher education 	

<p>Adopted a K-2 Screener aligned to the Science of Reading</p> <p>Utilize results from mCLASS Texas Edition (Dibels 8 & Lectura) to inform personalized literacy instruction</p>	<p>July 2021 and ongoing</p>	<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 • Executive Directors of Leadership • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • SLAR Coordinator • Campus Administrators • Early Literacy Support Teachers • Classroom Teacher 	<ul style="list-style-type: none"> • Increased student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments) 	
<p>Utilize CIRCLE data in PreK to inform small group instruction</p>	<p>September 2021</p> <ul style="list-style-type: none"> • Professional Development focused on reading & analyzing CIRCLE Reports • Teachers adjust small groups based on data <p>September 2022</p> <ul style="list-style-type: none"> • Professional Development focused on reading & analyzing CIRCLE Reports • Teachers use the small grouping tool in CIRCLE to adjust small groups 	<ul style="list-style-type: none"> • Online curriculum • CLEngage reports • CLEngage targeted lessons 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Executive Directors of Leadership • Campus Administrators • Director of Elementary Integrated Literacy Studies • Early Literacy Support Teachers at PreK satellite campuses • Early Childhood Coordinator • 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 	

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
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 ● Amplify Texas Curriculum 	<ul style="list-style-type: none"> ● Director of Multilingual Programs ● Sheltered Instruction Facilitator/Specialist ● SLAR Coordinator ● Early Literacy Support Teachers ● Classroom Teachers 	<ul style="list-style-type: none"> ● 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	2022-2023 <ul style="list-style-type: none"> ● Updated GLAD strategies in the GISD Online Curriculum based on teacher input. 2021-2022 <ul style="list-style-type: none"> ● Embedded GLAD into the GISD Online Curriculum 	<ul style="list-style-type: none"> ● GLAD training ● GISD Online Curriculum 	<ul style="list-style-type: none"> ● Director of Multilingual Programs ● Director of Elementary Integrated Literacy Studies ● Early Literacy Support Teachers at PreK satellite campuses ● Coordinator-Emergent Bilinguals ● Early Childhood Coordinator ● 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 	
Amplify Reading	<ul style="list-style-type: none"> ● Students work 2-3 times a week on Reading and English Language Development time 	<ul style="list-style-type: none"> ● Student devices ● District technology 	<ul style="list-style-type: none"> ● Early Literacy Coordinator ● SLAR Coordinator ● Campus administrators ● Early Literacy Support 	<ul style="list-style-type: none"> ● Increased foundational skills and reading development as evidenced by 	

			<ul style="list-style-type: none"> Teachers Instructional Support Teachers and Campus Support Teachers Classroom Teachers 	<p>mCLASS DIBELS and mCLASS Lectura, MAP, STAAR</p> <ul style="list-style-type: none"> Increased language development as evidenced by ILL scores and TELPAS 	
Imagine Language & Literacy	<ul style="list-style-type: none"> Newcomers work 15 minutes daily on English Language Development Time 	<ul style="list-style-type: none"> Student devices District technology 	<ul style="list-style-type: none"> Director of Multilingual Programs Coordinator - Emergent Bilinguals Campus administrators Early Literacy Support Teachers Instructional Support Teachers and Campus Support Teachers Classroom Teachers 	<ul style="list-style-type: none"> Increased language development as evidenced by ILL scores and TELPAS 	

CAMPUS INFORMATION

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

CAMPUS NAME --
 CAMPUS NUMBER **057909**
 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%		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	American	Hispanic	White	Indian	Asian	Islander	Races	Eco. Disadv.	monitor)	(current)	(former)	Enrolled	Enrolled
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%	na	69%	na	51%	44%	49%	29%	46%	50%	42%
If TX Target NOT met, # Met GL students needed	--	--	--	4	--	42	--	3	--	--	--	--	--	20
If GISD Target NOT met, # Met GL students needed	44	89	73	4	--	42	--	3	172	17	75	3	--	59
2019 ACCOUNTABILITY via DOMAIN I														
# 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%	na	79%	na	53%	47%	56%	32%	54%	54%	47%
If TX Target NOT met, # Met GL students needed	--	--	--	--	--	11	--	1	--	--	--	--	--	--
If GISD Target 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%	na	48%	na	28%	19%	24%	13%	na	na	na
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	--	--	--
	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
2022 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	1,672	204	864	321	4	219	1	59	1,101	797	139	31	1,422	250
Total Students	3,464	653	1,856	511	13	324	1	106	2,588	1,558	445	61	2,839	625
% Met GL	48%	31%	47%	63%	na	68%	na	56%	43%	51%	31%	51%	50%	40%
If Target NOT met, # Met GL students needed	--	--	--	--	--	47	--	--	--	--	--	--	--	31
If GISD Target NOT met, # Met GL students needed	372	181	231	--	--	47	--	4	426	122	124	5	253	119

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 addition of 10</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 • Director of Elementary Math • 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 	
<p>Ensure that students in PreK will engage in at least 55 minutes of daily math instruction which includes the following:</p> <ul style="list-style-type: none"> • Small group instruction • Practice Centers 	<p>Ongoing throughout the 2021-2022 school year to support the adoption of the new Frogstreet curriculum</p> <p>May 2022 Big Questions for Young Minds</p> <p>June 2022 Small Group Interventions ESL & DL Region Cluster Site Region 10</p> <p>July 2022 Engagement with</p>	<ul style="list-style-type: none"> • Frogstreet- ABCmouse and AIM Checklists • CIRCLE assessment • Local and Federal Funds 	<ul style="list-style-type: none"> • Executive Directors of Leadership • Campus Administrators • Early Learning Program Administrator • Director of Elementary Math • 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) 	
<p>Ensure that K-3 schedules include 120 minutes of structured math daily with small group instruction to increase content knowledge.</p> <ul style="list-style-type: none"> • Fleuncy • Application • Concept Development • Student Debreif/Exit Ticket • Small Group Instruction 	<p>June 2022 Professional Development</p> <p>July 2022 Professional Development</p> <p>CSTs/ISTs reinforce daily through planning and implementation of curriculum plans</p>	<ul style="list-style-type: none"> • Eureka Math • ST Math • Local and Federal Funds 	<ul style="list-style-type: none"> • Executive Directors of Leadership • Campus Administrators • Instructional Support Teachers • Classroom Teacher 	<ul style="list-style-type: none"> • 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.</p> <ul style="list-style-type: none"> • Fleuncy • Application • Concept Development • Student Debreif/Exit Ticket • Small Group Instruction 	<p>August 2022 and ongoing</p> <p>ISTs/CSTs reinforce through coaching, modeling and co-teaching, as needed, for K-3.</p>	<ul style="list-style-type: none"> • Eureka Math • ST Math • Local and Federal Funds 	<ul style="list-style-type: none"> • Campus Administrators • Instructional Support Teachers • Classroom Teacher 	<ul style="list-style-type: none"> • Increased student math achievement on state and local assessments (NWEA MAP data, Curriculum Based Assessments, Interim Assessments, ISIP) 	

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.	August 2022 and ongoing Professional Development for Small Group Instruction Math stations to be used in the classroom: Review Problem Solving ST Math Teacher Table	<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, Interim Assessments)	
Instructional planning videos including unpacking the TEKS, analyzing data for high leverage TEKS, and discussing strategies to be taught during the unit.	Provided for every unit from August 2022 until May 2023	Videos are provided on the scope and sequence for every unit.	<ul style="list-style-type: none"> • Director of Elementary Math • 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, Interim Assessments) 	
ST Math	Students work in ST Math 4-5 times per week for 20 minutes per day.	<ul style="list-style-type: none"> • Student devices • District technology 	<ul style="list-style-type: none"> • Director of Elementary Math • 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.	August 2022 and ongoing refinements	Curriculum writing personnel Curriculum resources- Eureka Math Tier 2 & 3 Resources - iReady	<ul style="list-style-type: none"> • Director of Elementary Math • 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 2022 PD on CIRCLE Reports Teachers adjust small groups based on data January 2023 PD on MAP Reports Teachers adjust small groups based on data October 2022 Professional Development	District provided curriculum resources CLlengage reports CLlengage targeted lessons	<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. Increased number of students that demonstrate Kindergarten readiness according to 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 2022 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 • Director of Elementary Math • Elementary Math Coordinator • Elementary Math Instructional Design Facilitator 	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 collaborating.	Beginning August 2022 and ongoing		<ul style="list-style-type: none"> • Campus Administrators • Director of Elementary Math • Elementary Math Coordinator 	Regular administrator attendance at meetings	
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 • 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 2022-2023 Updated GLAD strategies in the GISD Online Curriculum based on teacher input. 2021-2022 Embedded GLAD into the GISD Online Curriculum	<ul style="list-style-type: none"> • GLAD training • Strategies embedded in the Online Curriculum 	<ul style="list-style-type: none"> • Executive Directors of Leadership • Campus Administrators • Director of Multilingual Programs • Sheltered Instruction Facilitator/Specialist • Elementary Math Coordinator • Childhood Coordinator <p style="text-align: right;">Early</p>	<ul style="list-style-type: none"> • Increased language proficiency for math • Improved performance on the curriculum based assessments 	

CAMPUS INFORMATION

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

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

GISD Board Goal: CCMR Outcome

The percentage of graduates that meet the criteria for CCMR will increase from

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%	na	43%	37%	24%	26%	20%	45%	34%
2018 (2017 seniors)	48%	38%	42%	58%	na	72%	na	48%	43%	26%	29%	21%	51%	28%
2019 (2018 seniors)	57%	45%	55%	62%	na	79%	na	61%	53%	47%	53%	33%	61%	39%
2020 (2019 seniors)	71%	59%	70%	76%	na	86%	na	78%	68%	63%	71%	54%	74%	56%
2021 (2020 seniors)	71%	59%	70%	76%	na	86%	na	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
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%	na	79%	na	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%	na	86%	na	78%	68%	63%	71%	54%	74%	56%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	1	--	--
2021 (Class of 2020) Accountability- 2021 Data Tables														
Total Students	4,283	761	2,200	785	23	434	5	75	2,436	1,710	305	76	3,524	759
# Students Met CCMR	2,901	442	1,436	595	14	362	5	47	1,553	1,159	221	36	2,549	352
% Met CCMR	68%	58%	65%	76%	na	83%	na	63%	64%	68%	72%	47%	72%	46%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	15	--	--	--	--	--	--	--	--	--	10	--	103
If Campus Target NOT met, # CCMR students needed	140	7	104	--	--	11	--	12	103	--	--	5	59	73
2022 (Class of 2021) - Accountability 2022 Data Tables														
Total Students	4,010	719	2,064	698	24	425	3	77	2,476	722	238	68	3,363	647
# Students Met CCMR	3,153	524	1,575	579	20	391	2	62	1,872	498	201	45	2,740	413
% Met CCMR	79%	73%	76%	83%	na	92%	na	81%	76%	69%	84%	66%	81%	64%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	8
If Campus Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	1	--	--	--	--	--	--

CCMR ACTION PLAN

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
TSIA2 test prep	Continual - TSIA2 assesses	None at this time	Teaching & Learning	Campus/district analytics	
PSAT/SAT test prep	Continual - PSAT/SAT	PSAT/SAT specific test prep days built into	Teaching & Learning	College Board data files	
HB5 College Prep Course Program Support through PD,	2022-2023	Texas College Bridge MOU, Texas TCLAS	Advanced Academics	Student course completions	
Improve AP Lit and Lang scores through a vertically	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	AP scores and Local Assessments	
Improve SAT English scores through vertically aligned	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	PSAT and SAT Scores	
Improve AP Math qualifying scores through a vertically	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	AP Scores and local assessments	
Improve SAT Math scores through vertically aligned	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	SAT and PSAT Scores	
OnRamps PreCalculus and College Algebra course	2022-2023	Collaboration with T&L for professional	Advanced Academics	College Course Credit Qualifying	
Improve AP Spanish Lang. and Lit. qualifying scores	2022-2023	Collaboratiton with T&L for course offerings	ELL Dept, Advanced	AP Scores	
improve earned certifications on for all CTE programs	2022-2023		Career and Technical		



Garland Independent School District Board of Trustees

Date of Meeting: October 25, 2022

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

Agenda Section: Information Item

Administrator(s) Responsible: Veronica Salgado Joyner, Director, Research, Assessment & Accountability
Megan Frankenberg, Director of Elementary Integrated Literacy Studies
Tobi Schmidt, Director of Elementary Integrated Math & Science Studies
Traci Vickery, Coordinator, Elementary Math
Coleman Bruman, Director of Career & Technical Education
Kevin Massey, Administrator, Advanced Academics
Denay Taylor, Coordinator, CCMR

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 §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 for Trustee consideration. The presentation materials include the annual goals, annual targets for students in each group evaluated under accountability Domain 3 – Closing the Gaps, as well as the action plans for each area.

Administrative Recommendations:

For review and future approval

Memo

To: GISD School Board Trustees

From: Veronica Salgado Joyner, Director of Research, Assessment & Accountability

CC: Dr. Ricardo López, GISD Superintendent
Dr. Jason Adams, GISD Chief Academics Officer
Dr. Susanna Russel, Chief Leadership Academics Officer
Dr. Kimberly Caddell, Assistant Superintendent, C&I

Date: September 9, 2022

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

During the upcoming school board meeting scheduled for October 25, 2022, I have assembled a cross-functional team to share an Action Item regarding the 2022-2023 Early Childhood and College, Career, Military Readiness (CCMR) improvement plans. 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 is to provide an overview of the goals and growth plans for each area.

In anticipation of the Academic and 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 and improvement plan for early childhood literacy;
- A goal report and improvement plan for early childhood mathematics; and
- A goal report for CCMR.

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



HOUSE BILL 3: BOARD ADOPTED GOALS AND PLANS

Legal Policy EA - Instructional Goals and Objectives

Board of Trustees: Academic & District Affairs Committee, October 18, 2022

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).

Early Childhood Literacy (Reading)

CAMPUS INFORMATION

DISTRICT NAME: GARLAND INDEPENDENT SCHOOL DISTRICT
 DISTRICT NUMBER: 007909 SUPERINTENDENT: DR RICARDO LOPEZ
 CAMPUS NAME: ---
 CAMPUS NUMBER: 007909 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.

	2020 & 2021	2022	2023	2024	2025	2026
TXRWS	48%	48%	44%	32%	32%	32%
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
2017 (Actual)	48%	32%	33%	60%	4%	7%	4%	5%	33%	29%	1%	3%	46%	42%
2017 (Target)	49%	39%	44%	62%	na	6%	na	5%	42%	44%	2%	na	na	na
2018 (Actual)	45%	33%	42%	58%	na	5%	na	4%	38%	41%	2%	3%	36%	43%
2019 (Actual)	48%	37%	45%	56%	na	6%	na	6%	43%	48%	2%	3%	36%	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%
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%

Legend: **bold text = goal** **italic text = projected performance** **non-bold text = actual performance**

5050	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
5052	83%	83%	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%	30%	30%
5053	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%
5055	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
5056 & 5057	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%

Early Childhood Action Plan: Literacy

K-5 Instructional Program & Resources

Amplify Literacy Texas

- Awarded TCLAS grant
- Full year CRIMS pilot
- Curriculum Resource is rooted in the science of reading & language acquisition theory
- Acceleration vs Remediation
- Cross-curricular content and open ended responses align to STAAR redesign
- Grades K-2 includes Skills Unit & Knowledge Domain
- Grades 3-5 Integrated Knowledge Domain
- Take Home Connections

Amplify Reading

- Utilizes data from mCLASS diagnostic screener
- Full adaptivity
- Personalized instruction- remediation & enrichment
- Instruction based on student data
- Reports at every level- teacher, specialists, district, parents & caregivers

Early Childhood Action Plan: Literacy

Instructional Programs & Resources PreK

- Expand PreK to serve over 2195 students
- Open 10 new ECSE classrooms
- PreK Coaching & weekly PLCs
- Monthly professional learning for paraprofessionals
- Conscious Discipline book study

Reading Academy

- Science of Reading (K-5)
- Systematic Implementation model (K-5)
- Early Literacy Support Teachers provide job embedded coaching (PreK-5)
- LETRS(Language Essentials for Teachers of Reading and Spelling) (PreK)

Sheltered Instruction

- Piloting Amplify Literacy that incorporates listening, speaking, reading & writing fostering language acquisition skills (K-5)
- Embedded instructional strategies in the curriculum to increase language acquisition (PreK-5)

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, MAP, CBAs & STAAR.

CAMPUS INFORMATION														
DISTRICT NAME	GARLAND INDEPENDENT SCHOOL DISTRICT							CAMPUS NAME						
DISTRICT NUMBER	85789							CAMPUS NUMBER						
SUPERINTENDENT	DR ENRIQUEDO LOPEZ							PRINCIPAL	857909					
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														
YEAR	2020 & 2021		2022		2023		2024		2025		2026			
GARLAND ISD	59%		65%		71%		78%		84%		90%			
Closing the Gaps Grade 3 Student Group Yearly Targets														
YEAR	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	ELL (current + monitor)	Special Ed (current)	Special Ed (former)	Cent. Enrolled	Non-Cent. Enrolled
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%
2023 (New 2022)	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%

Early Childhood Mathematics

Early Childhood Action Plan: Mathematics

Eureka Math

K-5 Instructional Program & Resources

- TEA-approved High Quality Instructional Material (HQIM)
- Grades K-5
- Full-year CRIMSI pilot
- Acceleration vs Remediation
- Family Tip Sheets

- Fluency practice
- Focus on the WHY
- Alignment across district
- Provides the consistent use of the same models and problem solving strategies across all grade levels

- Teaches conceptually by moving from concrete, to pictorial, to abstract
- Lesson internalization process focuses on teachers actually doing the math so they can provide customized problem sets for each student

7

Early Childhood Action Plan: Mathematics

Instructional Minutes

- PreK expansion
- 120 minutes of Structured Math Block
- Personalized small group instruction
- Eureka Math and ST Math

ST Math

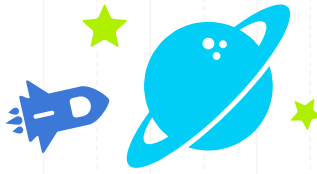
- Aligned to Eureka Math
- Leverages spatial-temporal reasoning
- Presents students with challenging puzzles, non-routine problem solving, and informative feedback

Sheltered Instruction

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

Support teachers have been placed at 45 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.



College, Career & Military-Ready Plan

CAMPUS INFORMATION						
AAE	GARLAND INDEPENDENT SCHOOL DISTRICT			CAMPUS NAME	---	
EA000000	007909				CAMPUS NUMBER	007909
ENDENT	DR RICARDO LOPEZ			PRINCIPAL		

GISD Board Goal: CCMR Outcome						
The percentage of graduates that meet the criteria for CCMR will increase from						
GISD Board Goal Yearly Targets: All Graduating Students						
YEAR	2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)	2025 (Class of 2024)
GARLAND ISD	48%	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	Encl. Disabled	Encl. (current + monitor)	Special Ed (former)	Cont. Enrolled	W. E.
2019 (Class of 2017)	47%	33%	48%	58%	4%	70%	39%	38%	37%	39%	38%	48%	50%
2020 (Class of 2018)	42%	31%	42%	52%	12%	64%	na	43%	37%	24%	26%	20%	45%
2021 (Class of 2019)	48%	38%	42%	58%	na	72%	na	48%	43%	26%	29%	21%	51%
2022 (Class of 2020)	57%	45%	55%	62%	na	79%	na	61%	53%	47%	53%	33%	61%
2023 (Class of 2021)	71%	59%	70%	76%	na	86%	na	78%	68%	63%	71%	54%	74%
2024 (Class of 2022)	71%	59%	70%	76%	na	86%	na	78%	68%	63%	71%	54%	74%
2025 (Class of 2023)	75%	62%	74%	80%	-	90%	-	82%	72%	67%	75%	60%	78%
2026 (Class of 2024)	78%	66%	77%	83%	-	93%	-	85%	75%	70%	78%	65%	81%
2027 (Class of 2025)	82%	71%	81%	87%	-	95%	-	89%	79%	74%	82%	70%	85%
2028 (Class of 2026)	85%	76%	84%	90%	-	95%	-	92%	82%	77%	85%	75%	88%
2029 (Class of 2027)	89%	80%	88%	94%	-	95%	-	96%	86%	80%	89%	79%	92%

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 by 2025. *FYI: our Class of 2021 had a CCMR rate of 79%!*

GISD Actions for CCMR Success



CTE

- Align New IBCs to Programs of Study
- Increase Participation in Programs
- Instructional Alignment Across Campuses
- Focus on Completer Status
- P-TECH Partnership with Innovation



College for All

- AP, IB, Dual Credit, & OnRamps
- Texas College Bridge
- PSAT 8/9, PSAT/NMSQT
- SAT School Day



TSI-A

- TSI-A Success Coaches
- Campus TSI-A testing plans
- Shmoop test prep
- All HS are TSI-A testing sites



SPED

- CCMR coding and ARDs



Military

- ASVAB testing
- Enlistment documentation



Goal Setting & Progress Tracking

- Individualized student CCMR Plans
- Campus CCMR Plans
- OnDataSuite Early Warning System
- Campus CCMR Teams
- District CCMR Team



Recognition

- Social media/campus walls
- CCMR Graduation Medals & Cords
- AP Scholars (EOY Campus Ceremonies)



GISD CCMR Achievements

Student Impact

86.1%** of graduating Class of 2022 met at least one CCMR indicator (79% of Class of 2021)

ACCT 2022: "A" District

All GISD HS campuses achieved "A" ratings in CCMR

Outcomes Bonus Funding

Millions of dollars received from TEA for students earning a combination of CCMR indicators:

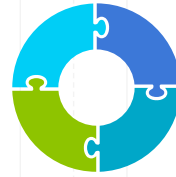
- Class of 2021: *pending*
- Class of 2020: \$3,001,000
- Class of 2019: \$2,610,000
- Class of 2018: \$2,016,000

**Projected for Accountability Year 2023

*Min. of 60% of graduates earning CCMR to earn an A rating



CCMR Difference Makers



GISD Students & Parents

CCMR Student Ambassadors
Parental support



GISD Teachers

All teachers
All subjects



GISD Campus & District Leaders

CCMR District Team
CCMR Campus Teams



GISD Board of Trustees

College for All Commitment
HS Magnets
AP/IB Exams
SAT/ACT/TSI-A Exams
All CTE Certification Exams
All students means ALL!



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**
 DISTRICT NUMBER **057909**
 SUPERINTENDENT **DR RICARDO LOPEZ**

CAMPUS NAME --
 CAMPUS NUMBER **057909**
 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	53%	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%	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 LITERACY GAP TO GOALS

Closing the Gaps Grade 3 Student Group Data

	All Students	American	Hispanic	White	Indian	Asian	Islander	Races	Eco. Disadv.	monitor)	(current)	(former)	Cont. Enrolled	Enrolled
2018 ACCOUNTABILITY via DOMAIN I														
# 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%	na	58%	na	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 I														
# 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%	na	67%	na	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%	na	56%	na	55%	33%	41%	23%	na	na	na
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	--	--	--
	All Students	American	Hispanic	White	Indian	Asian	Islander	Races	Eco. Disadv.	monitor)	(current)	(former)	Cont. Enrolled	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
2022 ACCOUNTABILITY via DOMAIN I														
# Students Met GL	1,666	260	770	346	6	216	1	67	1,074	642	139	32	1,396	270
Total Students	3,477	658	1,857	513	14	326	1	108	2,599	1,559	447	61	2,849	628
% Met GL	35%	24%	28%	55%	na	50%	na	43%	27%	30%	21%	36%	36%	30%
If Target NOT met, # Met GL students needed	-136	-49	-83	-38	--	25	--	-7	-216	--	--	--	-85	-6
If GISD Target NOT met, # Met GL students needed	594	168	437	-13	--	25	--	3	615	371	152	8	456	138

Early Childhood Literacy Action Plan

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Instructional Programs & Resources					
<p>The expansion of PreK to serve over 2100 students, provides early literacy experiences for our students, creating a greater indicator of subsequent academic success.</p>	<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 addition of 10 ECSE PreK sections, continue to promote PreK enrollment</p>	<ul style="list-style-type: none"> ● Frogstreet PreK Curriculum ● 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 ● Director of Elementary Integrated Literacy Studies ● 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 	
<p>Ensure that students in PreK will engage in at least 120 minutes of daily literacy instruction which includes the following:</p> <ul style="list-style-type: none"> ● 15 mins Morning Message (Phonological Awareness, Alphabet Knowledge) ● 20 mins Read Alouds (2X daily) ● 65 mins Small Group Reading with Practice Centers ● School-Home- Literacy Connection 	<p>2021-2022 Professional Development</p> <ul style="list-style-type: none"> ● Ongoing throughout the 2021-2022 school year to support the adoption of the new Frogstreet curriculum ● Ongoing Thirty Million Words book study ● May 2022 Big Questions for Young Minds ● June 2022 Small Group Interventions ESL & DL Region Cluster Site Region 10 ● July 2022 	<ul style="list-style-type: none"> ● Frogstreet <ul style="list-style-type: none"> ○ ABCmouse ○ AIM Checklists ● MyOn ● CIRCLE assessment ● Thirty Million Words book ● LETRS training 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Early Literacy Support Teachers at PreK satellite campuses ● Early Childhood Coordinator ● SLAR Coordinator ● Classroom Teachers ● Paraprofessionals in each classroom 	<ul style="list-style-type: none"> ● Increased the amount of Highly Qualified Teachers meeting TEA PreK additional requirements ● 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, 	

	<p>Engagement with Playdough & Literacy Practice Centers</p> <ul style="list-style-type: none"> • August 2022 LETRS <p>2022-2023 Professional Development</p> <ul style="list-style-type: none"> • LETRS-Language Essentials for Teachers of Reading and Spelling Training for ESL/DL teachers throughout the school year • Weekly PLCs based on the Texas PreK Guidelines and CIRCLE Data 			Cumulative Formative Assessments)	
<p>Ensure students in k-5 engage in the Amplify Literacy curriculum units, reflecting the research in science of reading and rooted in language acquisition theory.</p> <p>Structured Literacy <i>Kindergarten-2nd grade</i></p> <ul style="list-style-type: none"> • 60 minutes Skills Strand • 60 minutes Knowledge Domain • 30 minutes Small Group Literacy Instruction <p><i>Grade 3</i></p> <ul style="list-style-type: none"> • 120 minutes Knowledge Domain (including integrated skills) 	<p>January & February 2022 CRIMSI Pilot</p> <p>April 2022 CRIMSI Pilot</p> <p>Summer 2022</p> <p>August 2022 Back to School Professional Development</p> <p>Ongoing School Year 2022-2023</p> <ul style="list-style-type: none"> • Lesson Customization <ul style="list-style-type: none"> ○ Differentiation ○ Engagement • Embedding Sheltered Instruction Strategies 	<p>mCLASS DIBELS mCLASS Lectura Amplify Literacy Texas Amplify Instruction Amplify Reading</p>	<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 	

<ul style="list-style-type: none"> 30 minutes Small Group Literacy Instruction 					
<p>Deliver explicit and systematic Instruction in grades PK-3 in each of the components of literacy through a Structured Literacy Framework</p>	<p>July 2021 and ongoing</p> <p>ELST reinforces through coaching, modeling and co-teaching as needed</p>	<ul style="list-style-type: none"> mCLASS DIBELS mCLASS Lectura Amplify Literacy Texas Amplify Instruction Amplify Reading Sheltered instruction training guides Frogstreet Resource Dual Language training materials Online access to progress monitoring programs 	<ul style="list-style-type: none"> Director of Elementary Integrated Literacy Studies Early Literacy Coordinator 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) 	
<p>Students in grades PK-3 will receive personalized literacy experiences during Small Group literacy instruction</p>	<p>Spring 2020, July 2021 & ongoing Professional Development for Small Group Instruction</p> <ul style="list-style-type: none"> PreA Reader Decodable Reader mCLASS Diagnostic Screener <p>Summer 2022, Fall 2022 and ongoing</p> <ul style="list-style-type: none"> Small Group resources provided in curriculum documents mCLASS Instruction lessons mCLASS Intervention 	<ul style="list-style-type: none"> PreA-Reader Protocol Decodable Reader Protocol mCLASS Instruction Lessons mCLASS Intervention Amplify Reading Early Literacy Support Teachers 	<ul style="list-style-type: none"> Director of Elementary Integrated Literacy Studies Early Literacy Coordinator SLAR Coordinator Campus Administrators Early Literacy Support Teachers Classroom Teacher 	<ul style="list-style-type: none"> 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) 	

<p>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</p>	<p>Amplify Literacy CRIMSI Pilot, Spring 2022 and full year 2022-2023</p>	<ul style="list-style-type: none"> • Curriculum writing personnel • Curriculum writing workshops • Texas Gateway access • Curriculum resources- Amplify Literacy Texas • mCLASS Diagnostic Screener • mCLASS Intervention 	<ul style="list-style-type: none"> • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • SLAR Coordinator • Early Childhood Coordinator • Curriculum writers 	<ul style="list-style-type: none"> • Curriculum survey feedback <ul style="list-style-type: none"> • Assessment survey feedback • Assessment analytics through Eduphoria 	
<p>Engage in responsive collaborative literacy walks to calibrate on best practices in literacy instruction and evaluate the use of curriculum resources.</p>	<p>October 2021 and beyond, quarterly</p>	<ul style="list-style-type: none"> • Literacy Walkthrough tool created by the Early Childhood & Literacy teams • Amplify Literacy Texas Observation Implementation Tool • CIRCLE Environmental Checklist 	<ul style="list-style-type: none"> • Executive Directors of Leadership • Campus Administrators • Director of Elementary Integrated Literacy Studies • Early Childhood Coordinator • Early Literacy Coordinator • SLAR Coordinator 	<ul style="list-style-type: none"> • Increased alignment to curriculum pacing guides and grade level standards as evidenced by walk-through forms 	
<p>Focus on lesson internalization and teacher preparedness of Tier 1 instruction.</p>	<p>January/February 2022 pilot Summer 2022 Professional Development 2022-2023 Professional Learning Communities on campuses with support of the Early Literacy Support teachers</p>	<ul style="list-style-type: none"> • Amplify Literacy Texas resources • Unit & Lesson Internalization Protocol • Early Literacy Support Teachers 	<ul style="list-style-type: none"> • Executive Directors of Leadership • Campus Administrators • Director of Elementary Integrated Literacy Studies • Early Childhood Coordinator • Early Literacy Coordinator • SLAR Coordinator 	<ul style="list-style-type: none"> • Evidence of teacher preparedness during literacy walkthroughs • Increased student achievement in mCLASS, MAP & STAAR assessments 	
<p>Members of the Early Literacy team engage in monthly administrator information sessions to</p>	<p>Beginning June 2020, ongoing monthly</p>	<ul style="list-style-type: none"> • Virtual Meeting platform: GoogleMeet 	<ul style="list-style-type: none"> • Director of Elementary Integrated Literacy Studies • Campus Administrators 	<ul style="list-style-type: none"> • Regular administrator attendance at meetings 	

grow instructional leaders in the best practices in early childhood by frontloading curriculum, providing training and collaboration.			<ul style="list-style-type: none"> • Early Childhood Coordinator • Early Literacy Coordinator • SLAR Coordinator 		
Amira Learning	<ul style="list-style-type: none"> • Students work 3 times a week on Reading and Spanish Language Development time 	<ul style="list-style-type: none"> • Student devices • District technology 	<ul style="list-style-type: none"> • SLAR Coordinator • Campus administrators • Early Literacy Support Teachers • Instructional Support Teachers and Campus Support Teachers • Classroom Teachers 	<ul style="list-style-type: none"> • Increased foundational skills and reading development as evidenced by mCLASS DIBELS and mCLASS Lectura, MAP, STAAR 	
Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Reading Academy					
Implement Reading Academies for teachers in grades K-3, district leadership, support teachers, and interventionists to improve knowledge and instructional practices aligned to the Science of Reading with job embedded professional development and application of learning	<p>2020-2021 Early Literacy Support Teachers, Dyslexia Therapists, Interventionists, 1 elementary administrator from each campus, district literacy leaders</p> <p>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</p>	<ul style="list-style-type: none"> • TEA Reading Academies Canvas Course • TEA Reading Academies manuals • Amplify Literacy Texas curriculum resource is aligned to the science of reading 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • SLAR Coordinator • Campus Administrators • Early Literacy Support Teachers • Classroom Teachers 	<ul style="list-style-type: none"> • 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) • Increased student growth on CIRCLE 	

	2022-2023 All 2nd and 3rd grade teachers, and any new staff from the 2020-2022 trained list				
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	<ul style="list-style-type: none"> • Early Literacy Support Teachers • Structured Literacy Curriculum • ESSER funds for professional learning, substitutes and supplemental pay 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • SLAR Coordinator • Early Childhood Coordinator • Campus Administrators • Early Literacy Support Teachers 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Reading Academy cohort leader support and assurance of completion • Early Literacy Support Teacher provides ongoing coaching and collaboration • Targeted professional development in the areas included in the Early Childhood Literacy Action Plan 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Executive Directors of Leadership • Director of Elementary Integrated Literacy Studies • Human Resources • Campus Administrators 	<ul style="list-style-type: none"> • Percentage of Reading Academy graduates • T-TESS ratings • Increased the amount of Highly Qualified Teachers meeting TEA PreK additional requirements 	
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	<ul style="list-style-type: none"> • Ongoing professional learning for Early Literacy Support Teachers • Local and state funds 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Early Literacy Administrator • Early Literacy Coordinator 	<ul style="list-style-type: none"> • Increased student literacy achievement on state and local assessments (NWEA MAP, mClass, Curriculum Based 	

	2022-2023 Unit & Lesson Internalization facilitated by Early Literacy Support Teachers		<ul style="list-style-type: none"> ● SLAR Coordinator ● Campus Administrators 	Assessments, Cumulative & Formative	
Teachers receive ongoing PreK instructional support	<ul style="list-style-type: none"> ● Weekly PLCs hosted by the PreK Centers ● Satellite campuses attend virtually ● Campus Specialists provide support ● Partnered with other departments to provide instructional support for teachers 	<ul style="list-style-type: none"> ● GISD Online Curriculum ● Frogstreet Teacher Portal ● Conscious Discipline book study 	<ul style="list-style-type: none"> ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Literacy Support Teachers at PreK satellite campuses ● Early Childhood Coordinator PreK Centers ● Classroom Teacher ● Paraprofessionals in each classroom ● GISD Coordinators and departments 	<ul style="list-style-type: none"> ● Increased teacher proficiency with new online curriculum ● Increased teacher proficiency with classroom instruction and management ● Increased teacher growth and development with 1:1 coaching and mentoring 	
PreK Paraprofessionals receive ongoing instructional support	<ul style="list-style-type: none"> ● Offered professional development specifically for paraprofessionals to support the new curriculum ● Partnered with the Multilingual Department to provide monthly professional learning for paraprofessionals ● Partnered with Texas A&M and the Multilingual Department to provide a microcredential for paraprofessionals 	<ul style="list-style-type: none"> ● Virtual Meeting Platform ● Monthly Professional Development ● GISD Online Curriculum ● Sheltered Instruction ● Conscious Discipline 	<ul style="list-style-type: none"> ● Director of Teaching and Learning Development ● Director of Elementary Integrated Literacy Studies ● Director of Multilingual Programs ● Coordinator Emergent Bilinguals ● Early Childhood Coordinator ● Campus Administrators ● Early Literacy Support Teachers 	<ul style="list-style-type: none"> ● Increased the instructional knowledge and skills of the paraprofessionals to further support classroom instruction as well as pursue higher education 	

<p>Adopted a K-2 Screener aligned to the Science of Reading</p> <p>Utilize results from mCLASS Texas Edition (Dibels 8 & Lectura) to inform personalized literacy instruction</p>	<p>July 2021 and ongoing</p>	<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 • Executive Directors of Leadership • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • SLAR Coordinator • Campus Administrators • Early Literacy Support Teachers • Classroom Teacher 	<ul style="list-style-type: none"> • Increased student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments) 	
<p>Utilize CIRCLE data in PreK to inform small group instruction</p>	<p>September 2021</p> <ul style="list-style-type: none"> • Professional Development focused on reading & analyzing CIRCLE Reports • Teachers adjust small groups based on data <p>September 2022</p> <ul style="list-style-type: none"> • Professional Development focused on reading & analyzing CIRCLE Reports • Teachers use the small grouping tool in CIRCLE to adjust small groups 	<ul style="list-style-type: none"> • Online curriculum • CLEngage reports • CLEngage targeted lessons 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Executive Directors of Leadership • Campus Administrators • Director of Elementary Integrated Literacy Studies • Early Literacy Support Teachers at PreK satellite campuses • Early Childhood Coordinator • 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 	

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
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 ● Amplify Texas Curriculum 	<ul style="list-style-type: none"> ● Director of Multilingual Programs ● Sheltered Instruction Facilitator/Specialist ● SLAR Coordinator ● Early Literacy Support Teachers ● Classroom Teachers 	<ul style="list-style-type: none"> ● 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	<p>2022-2023</p> <ul style="list-style-type: none"> ● Updated GLAD strategies in the GISD Online Curriculum based on teacher input. <p>2021-2022</p> <ul style="list-style-type: none"> ● Embedded GLAD into the GISD Online Curriculum 	<ul style="list-style-type: none"> ● GLAD training ● GISD Online Curriculum 	<ul style="list-style-type: none"> ● Director of Multilingual Programs ● Director of Elementary Integrated Literacy Studies ● Early Literacy Support Teachers at PreK satellite campuses ● Coordinator-Emergent Bilinguals ● Early Childhood Coordinator ● 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 	
Amplify Reading	<ul style="list-style-type: none"> ● Students work 2-3 times a week on Reading and English Language Development time 	<ul style="list-style-type: none"> ● Student devices ● District technology 	<ul style="list-style-type: none"> ● Early Literacy Coordinator ● SLAR Coordinator ● Campus administrators ● Early Literacy Support 	<ul style="list-style-type: none"> ● Increased foundational skills and reading development as evidenced by 	

			<ul style="list-style-type: none"> Teachers Instructional Support Teachers and Campus Support Teachers Classroom Teachers 	<p>mCLASS DIBELS and mCLASS Lectura, MAP, STAAR</p> <ul style="list-style-type: none"> Increased language development as evidenced by ILL scores and TELPAS 	
Imagine Language & Literacy	<ul style="list-style-type: none"> Newcomers work 15 minutes daily on English Language Development Time 	<ul style="list-style-type: none"> Student devices District technology 	<ul style="list-style-type: none"> Director of Multilingual Programs Coordinator - Emergent Bilinguals Campus administrators Early Literacy Support Teachers Instructional Support Teachers and Campus Support Teachers Classroom Teachers 	<ul style="list-style-type: none"> Increased language development as evidenced by ILL scores and TELPAS 	

CAMPUS INFORMATION

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

CAMPUS NAME --
 CAMPUS NUMBER **057909**
 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%		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	American	Hispanic	White	Indian	Asian	Islander	Races	Eco. Disadv.	monitor)	(current)	(former)	Enrolled	Enrolled
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%	na	69%	na	51%	44%	49%	29%	46%	50%	42%
If TX Target NOT met, # Met GL students needed	--	--	--	4	--	42	--	3	--	--	--	--	--	20
If GISD Target NOT met, # Met GL students needed	44	89	73	4	--	42	--	3	172	17	75	3	--	59
2019 ACCOUNTABILITY via DOMAIN I														
# 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%	na	79%	na	53%	47%	56%	32%	54%	54%	47%
If TX Target NOT met, # Met GL students needed	--	--	--	--	--	11	--	1	--	--	--	--	--	--
If GISD Target 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%	na	48%	na	28%	19%	24%	13%	na	na	na
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	--	--	--
2021 ACCOUNTABILITY via DOMAIN 1														
	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
# 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
2022 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	1,672	204	864	321	4	219	1	59	1,101	797	139	31	1,422	250
Total Students	3,464	653	1,856	511	13	324	1	106	2,588	1,558	445	61	2,839	625
% Met GL	48%	31%	47%	63%	na	68%	na	56%	43%	51%	31%	51%	50%	40%
If Target NOT met, # Met GL students needed	--	--	--	--	--	47	--	--	--	--	--	--	--	31
If GISD Target NOT met, # Met GL students needed	372	181	231	--	--	47	--	4	426	122	124	5	253	119

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 addition of 10</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 • Director of Elementary Math • 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 	
<p>Ensure that students in PreK will engage in at least 55 minutes of daily math instruction which includes the following:</p> <ul style="list-style-type: none"> • Small group instruction • Practice Centers 	<p>Ongoing throughout the 2021-2022 school year to support the adoption of the new Frogstreet curriculum</p> <p>May 2022 Big Questions for Young Minds</p> <p>June 2022 Small Group Interventions ESL & DL Region Cluster Site Region 10</p> <p>July 2022 Engagement with</p>	<ul style="list-style-type: none"> • Frogstreet- ABCmouse and AIM Checklists • CIRCLE assessment • Local and Federal Funds 	<ul style="list-style-type: none"> • Executive Directors of Leadership • Campus Administrators • Early Learning Program Administrator • Director of Elementary Math • 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) 	
<p>Ensure that K-3 schedules include 120 minutes of structured math daily with small group instruction to increase content knowledge.</p> <ul style="list-style-type: none"> • Fleuency • Application • Concept Development • Student Debreif/Exit Ticket • Small Group Instruction 	<p>June 2022 Professional Development</p> <p>July 2022 Professional Development</p> <p>CSTs/ISTs reinforce daily through planning and implementation of curriculum plans</p>	<ul style="list-style-type: none"> • Eureka Math • ST Math • Local and Federal Funds 	<ul style="list-style-type: none"> • Executive Directors of Leadership • Campus Administrators • Instructional Support Teachers • Classroom Teacher 	<ul style="list-style-type: none"> • 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.</p> <ul style="list-style-type: none"> • Fleuency • Application • Concept Development • Student Debreif/Exit Ticket • Small Group Instruction 	<p>August 2022 and ongoing</p> <p>ISTs/CSTs reinforce through coaching, modeling and co-teaching, as needed, for K-3.</p>	<ul style="list-style-type: none"> • Eureka Math • ST Math • Local and Federal Funds 	<ul style="list-style-type: none"> • Campus Administrators • Instructional Support Teachers • Classroom Teacher 	<ul style="list-style-type: none"> • Increased student math achievement on state and local assessments (NWEA MAP data, Curriculum Based Assessments, Interim Assessments, ISIP) 	

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.	August 2022 and ongoing Professional Development for Small Group Instruction Math stations to be used in the classroom: Review Problem Solving ST Math Teacher Table	<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, Interim Assessments)	
Instructional planning videos including unpacking the TEKS, analyzing data for high leverage TEKS, and discussing strategies to be taught during the unit.	Provided for every unit from August 2022 until May 2023	Videos are provided on the scope and sequence for every unit.	<ul style="list-style-type: none"> • Director of Elementary Math • 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, Interim Assessments) 	
ST Math	Students work in ST Math 4-5 times per week for 20 minutes per day.	<ul style="list-style-type: none"> • Student devices • District technology 	<ul style="list-style-type: none"> • Director of Elementary Math • 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.	August 2022 and ongoing refinements	Curriculum writing personnel Curriculum resources- Eureka Math Tier 2 & 3 Resources - iReady	<ul style="list-style-type: none"> • Director of Elementary Math • 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 2022 PD on CIRCLE Reports Teachers adjust small groups based on data January 2023 PD on MAP Reports Teachers adjust small groups based on data October 2022 Professional Development	District provided curriculum resources CLlengage reports CLlengage targeted lessons	<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. Increased number of students that demonstrate Kindergarten readiness according to 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 2022 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 • Director of Elementary Math • Elementary Math Coordinator • Elementary Math Instructional Design Facilitator 	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 collaborating.	Beginning August 2022 and ongoing		<ul style="list-style-type: none"> • Campus Administrators • Director of Elementary Math • Elementary Math Coordinator 	Regular administrator attendance at meetings	
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 • 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 2022-2023 Updated GLAD strategies in the GISD Online Curriculum based on teacher input. 2021-2022 Embedded GLAD into the GISD Online Curriculum	<ul style="list-style-type: none"> • GLAD training • Strategies embedded in the Online Curriculum 	<ul style="list-style-type: none"> • Executive Directors of Leadership • Campus Administrators • Director of Multilingual Programs • Sheltered Instruction Facilitator/Specialist • Elementary Math Coordinator • Childhood Coordinator <p style="text-align: right;">Early</p>	<ul style="list-style-type: none"> • Increased language proficiency for math • Improved performance on the curriculum based assessments 	

CAMPUS INFORMATION

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

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

GISD Board Goal: CCMR Outcome

The percentage of graduates that meet the criteria for CCMR will increase from

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%	na	43%	37%	24%	26%	20%	45%	34%
2018 (2017 seniors)	48%	38%	42%	58%	na	72%	na	48%	43%	26%	29%	21%	51%	28%
2019 (2018 seniors)	57%	45%	55%	62%	na	79%	na	61%	53%	47%	53%	33%	61%	39%
2020 (2019 seniors)	71%	59%	70%	76%	na	86%	na	78%	68%	63%	71%	54%	74%	56%
2021 (2020 seniors)	71%	59%	70%	76%	na	86%	na	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
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%	na	79%	na	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%	na	86%	na	78%	68%	63%	71%	54%	74%	56%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	1	--	--
2021 (Class of 2020) Accountability- 2021 Data Tables														
Total Students	4,283	761	2,200	785	23	434	5	75	2,436	1,710	305	76	3,524	759
# Students Met CCMR	2,901	442	1,436	595	14	362	5	47	1,553	1,159	221	36	2,549	352
% Met CCMR	68%	58%	65%	76%	na	83%	na	63%	64%	68%	72%	47%	72%	46%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	15	--	--	--	--	--	--	--	--	--	10	--	103
If Campus Target NOT met, # CCMR students needed	140	7	104	--	--	11	--	12	103	--	--	5	59	73
2022 (Class of 2021) - Accountability 2022 Data Tables														
Total Students	4,010	719	2,064	698	24	425	3	77	2,476	722	238	68	3,363	647
# Students Met CCMR	3,153	524	1,575	579	20	391	2	62	1,872	498	201	45	2,740	413
% Met CCMR	79%	73%	76%	83%	na	92%	na	81%	76%	69%	84%	66%	81%	64%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	8
If Campus Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	1	--	--	--	--	--	--

CCMR ACTION PLAN

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
TSIA2 test prep	Continual - TSIA2 assesses	None at this time	Teaching & Learning	Campus/district analytics	
PSAT/SAT test prep	Continual - PSAT/SAT	PSAT/SAT specific test prep days built into	Teaching & Learning	College Board data files	
HB5 College Prep Course Program Support through PD,	2022-2023	Texas College Bridge MOU, Texas TCLAS	Advanced Academics	Student course completions	
Improve AP Lit and Lang scores through a vertically	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	AP scores and Local Assessments	
Improve SAT English scores through vertically aligned	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	PSAT and SAT Scores	
Improve AP Math qualifying scores through a vertically	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	AP Scores and local assessments	
Improve SAT Math scores through vertically aligned	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	SAT and PSAT Scores	
OnRamps PreCalculus and College Algebra course	2022-2023	Collaboration with T&L for professional	Advanced Academics	College Course Credit Qualifying	
Improve AP Spanish Lang. and Lit. qualifying scores	2022-2023	Collaboratiton with T&L for course offerings	ELL Dept, Advanced	AP Scores	
improve earned certifications on for all CTE programs	2022-2023		Career and Technical		



Garland Independent School District Board of Trustees

Date of Meeting: October 25, 2022

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

Agenda Section: Action Item

Administrator(s) Responsible: Veronica Salgado Joyner, Director, Research, Assessment & Accountability
Megan Frankenberg, Director of Elementary Integrated Literacy Studies
Tobi Schmidt, Director of Elementary Integrated Math & Science Studies
Traci Vickery, Coordinator, Elementary Math
Coleman Bruman, Director of Career & Technical Education
Kevin Massey, Administrator, Advanced Academics
Denay Taylor, Coordinator, CCMR

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 §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 for Trustee consideration. The presentation materials include the annual goals, annual targets for students in each group evaluated under accountability Domain 3 – Closing the Gaps, as well as the action plans for each area.

Administrative Recommendations:

For review and future approval

Memo

To: GISD School Board Trustees

From: Veronica Salgado Joyner, Director of Research, Assessment & Accountability

CC: Dr. Ricardo López, GISD Superintendent
Dr. Jason Adams, GISD Chief Academics Officer
Dr. Susanna Russel, Chief Leadership Academics Officer
Dr. Kimberly Caddell, Assistant Superintendent, C&I

Date: September 9, 2022

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

During the upcoming school board meeting scheduled for October 25, 2022, I have assembled a cross-functional team to share an Action Item regarding the 2022-2023 Early Childhood and College, Career, Military Readiness (CCMR) improvement plans. 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 is to provide an overview of the goals and growth plans for each area.

In anticipation of the Academic and 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 and improvement plan for early childhood literacy;
- A goal report and improvement plan for early childhood mathematics; and
- A goal report for CCMR.

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



HOUSE BILL 3: BOARD ADOPTED GOALS AND PLANS

Legal Policy EA - Instructional Goals and Objectives

Board of Trustees: Academic & District Affairs Committee, October 18, 2022

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).

Early Childhood Literacy (Reading)

CAMPUS INFORMATION

DISTRICT NAME: GARLAND INDEPENDENT SCHOOL DISTRICT
 DISTRICT NUMBER: 007909 SUPERINTENDENT: DR RICARDO LOPEZ
 CAMPUS NAME: ---
 CAMPUS NUMBER: 007909 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.

	2020 & 2021	2022	2023	2024	2025	2026
TXAS	48%	48%	44%	32%	32%	32%
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
2017 (Actual)	48%	32%	33%	60%	4%	7%	4%	5%	3%	2%	1%	1%	4%	4%
2017 (Target)	49%	39%	44%	62%	na	6%	na	5%	4%	4%	2%	na	na	na
2018 (Actual)	45%	33%	42%	58%	na	5%	na	4%	3%	4%	2%	3%	4%	4%
2019 (Actual)	48%	37%	45%	56%	na	6%	na	4%	3%	4%	2%	3%	4%	4%
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%
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%

Legend: **bold text = goal** **italic text = projected performance** **non-bold text = actual performance**

5050	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
5052	83%	83%	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%	30%	30%
5053	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%
5055	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
5056 & 5057	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%

Early Childhood Action Plan: Literacy

K-5 Instructional Program & Resources

Amplify Literacy Texas

- Awarded TCLAS grant
- Full year CRIMS pilot
- Curriculum Resource is rooted in the science of reading & language acquisition theory
- Acceleration vs Remediation
- Cross-curricular content and open ended responses align to STAAR redesign
- Grades K-2 includes Skills Unit & Knowledge Domain
- Grades 3-5 Integrated Knowledge Domain
- Take Home Connections

Amplify Reading

- Utilizes data from mCLASS diagnostic screener
- Full adaptivity
- Personalized instruction- remediation & enrichment
- Instruction based on student data
- Reports at every level- teacher, specialists, district, parents & caregivers

Early Childhood Action Plan: Literacy

Instructional Programs & Resources PreK

- Expand PreK to serve over 2195 students
- Open 10 new ECSE classrooms
- PreK Coaching & weekly PLCs
- Monthly professional learning for paraprofessionals
- Conscious Discipline book study

Reading Academy

- Science of Reading (K-5)
- Systematic Implementation model (K-5)
- Early Literacy Support Teachers provide job embedded coaching (PreK-5)
- LETRS(Language Essentials for Teachers of Reading and Spelling) (PreK)

Sheltered Instruction

- Piloting Amplify Literacy that incorporates listening, speaking, reading & writing fostering language acquisition skills (K-5)
- Embedded instructional strategies in the curriculum to increase language acquisition (PreK-5)

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, MAP, CBAs & STAAR.

CAMPUS INFORMATION														
DISTRICT NAME	GARLAND INDEPENDENT SCHOOL DISTRICT							CAMPUS NAME						
DISTRICT NUMBER	85799							CAMPUS NUMBER						
SUPERINTENDENT	DR ENCARDO LOPEZ							PRINCIPAL	85799					
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														
YEAR	2020 & 2021		2022		2023		2024		2025		2026			
GARLAND ISD	59%		65%		71%		78%		84%		90%			
Closing the Gaps Grade 3 Student Group Yearly Targets														
EA TARGETS (New 2022)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	ELL (current + monitor)	Special Ed (current)	Special Ed (former)	Cent. Enrolled	Non-Cent. Enrolled
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%
EA TARGETS (New 2022)	70%	70%	70%	71%	.	90%	.	70%	70%	70%	70%	70%	70%	70%
2023	76%	76%	76%	76%	.	93%	.	76%	76%	76%	76%	76%	76%	76%
2024	83%	83%	83%	83%	.	97%	.	83%	83%	83%	83%	83%	83%	83%
2025	89%	89%	89%	89%	.	95%	.	89%	89%	89%	89%	89%	89%	89%
2026	89%	89%	89%	89%	.	95%	.	89%	89%	89%	89%	89%	89%	89%

Early Childhood Mathematics

Early Childhood Action Plan: Mathematics

Eureka Math

K-5 Instructional Program & Resources

- TEA-approved High Quality Instructional Material (HQIM)
- Grades K-5
- Full-year CRIMSI pilot
- Acceleration vs Remediation
- Family Tip Sheets

- Fluency practice
- Focus on the WHY
- Alignment across district
- Provides the consistent use of the same models and problem solving strategies across all grade levels

- Teaches conceptually by moving from concrete, to pictorial, to abstract
- Lesson internalization process focuses on teachers actually doing the math so they can provide customized problem sets for each student

7

Early Childhood Action Plan: Mathematics

Instructional Minutes

- PreK expansion
- 120 minutes of Structured Math Block
- Personalized small group instruction
- Eureka Math and ST Math

ST Math

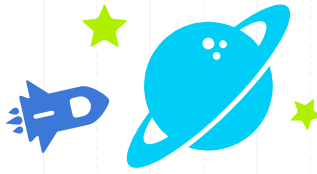
- Aligned to Eureka Math
- Leverages spatial-temporal reasoning
- Presents students with challenging puzzles, non-routine problem solving, and informative feedback

Sheltered Instruction

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

Support teachers have been placed at 45 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.



College, Career & Military-Ready Plan

CAMPUS INFORMATION						
AAE	ADDRESS	PRINCIPAL	CAMPUS NAME	CAMPUS NUMBER	STATE	ZIP
00000000	GARLAND INDEPENDENT SCHOOL DISTRICT	DR RICARDO LOPEZ		057909		

GISD Board Goal: CCMR Outcome
The percentage of graduates that meet the criteria for CCMR will increase from

GISD Board Goal Yearly Targets: All Graduating Students						
YEAR	2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)	2025 (Class of 2024)
GARLAND ISD	55%	60%	65%	70%	75%	80%

Closing the Gaps Student Group Yearly Targets												
YEAR	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Encl. Disabled	Encl. LEP	Special Ed (current)	Special Ed (former)
2020 (Class of 2019)	47%	33%	48%	58%	4%	70%	39%	38%	37%	39%	30%	48%
2021 (Class of 2020)	42%	31%	42%	52%	12%	64%	na	43%	37%	24%	26%	20%
2022 (Class of 2021)	48%	38%	42%	58%	na	72%	na	48%	43%	26%	29%	21%
2023 (Class of 2022)	57%	45%	55%	62%	na	79%	na	61%	53%	47%	53%	33%
2024 (Class of 2023)	71%	59%	70%	76%	na	86%	na	78%	68%	63%	71%	54%
2025 (Class of 2024)	71%	59%	70%	76%	na	86%	na	78%	68%	63%	71%	54%
2026 (Class of 2025)	75%	62%	74%	80%	-	90%	-	82%	72%	67%	75%	60%
2027 (Class of 2026)	78%	66%	77%	83%	-	93%	-	85%	75%	70%	78%	65%
2028 (Class of 2027)	82%	71%	81%	87%	-	95%	-	89%	79%	74%	82%	70%
2029 (Class of 2028)	85%	76%	84%	90%	-	95%	-	92%	82%	77%	85%	75%
2030 (Class of 2029)	89%	80%	88%	94%	-	95%	-	96%	86%	80%	89%	79%

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 by 2025. *FYI: our Class of 2021 had a CCMR rate of 79%!*

GISD Actions for CCMR Success



CTE

- Align New IBCs to Programs of Study
- Increase Participation in Programs
- Instructional Alignment Across Campuses
- Focus on Completer Status
- P-TECH Partnership with Innovation



College for All

- AP, IB, Dual Credit, & OnRamps
- Texas College Bridge
- PSAT 8/9, PSAT/NMSQT
- SAT School Day



TSI-A

- TSI-A Success Coaches
- Campus TSI-A testing plans
- Shmoop test prep
- All HS are TSI-A testing sites



SPED

- CCMR coding and ARDs



Military

- ASVAB testing
- Enlistment documentation



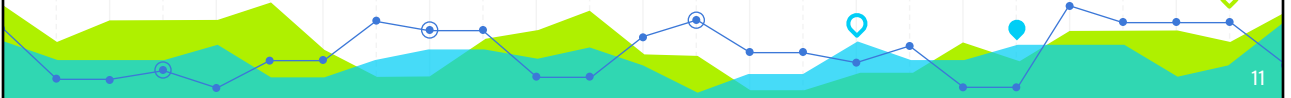
Goal Setting & Progress Tracking

- Individualized student CCMR Plans
- Campus CCMR Plans
- OnDataSuite Early Warning System
- Campus CCMR Teams
- District CCMR Team



Recognition

- Social media/campus walls
- CCMR Graduation Medals & Cords
- AP Scholars (EOY Campus Ceremonies)



GISD CCMR Achievements

Student Impact

86.1%** of graduating Class of 2022 met at least one CCMR indicator (79% of Class of 2021)

ACCT 2022: "A" District

All GISD HS campuses achieved "A" ratings in CCMR

Outcomes Bonus Funding

Millions of dollars received from TEA for students earning a combination of CCMR indicators:

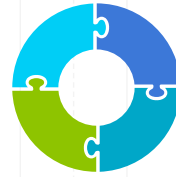
- Class of 2021: *pending*
- Class of 2020: \$3,001,000
- Class of 2019: \$2,610,000
- Class of 2018: \$ 2,016,000

**Projected for Accountability Year 2023

*Min. of 60% of graduates earning CCMR to earn an A rating



CCMR Difference Makers



GISD Students & Parents

CCMR Student Ambassadors
Parental support



GISD Teachers

All teachers
All subjects



GISD Campus & District Leaders

CCMR District Team
CCMR Campus Teams



GISD Board of Trustees

College for All Commitment
HS Magnets
AP/IB Exams
SAT/ACT/TSI-A Exams
All CTE Certification Exams
All students means ALL!



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 home-ownership
 - ▶ 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**
 DISTRICT NUMBER **057909**
 SUPERINTENDENT **DR RICARDO LOPEZ**

CAMPUS NAME --
 CAMPUS NUMBER **057909**
 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	53%	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%	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 LITERACY GAP TO GOALS

Closing the Gaps Grade 3 Student Group Data

	All Students	American	Hispanic	White	Indian	Asian	Islander	Races	Eco. Disadv.	monitor)	(current)	(former)	Cont. Enrolled	Enrolled
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%	na	58%	na	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%	na	67%	na	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%	na	56%	na	55%	33%	41%	23%	na	na	na
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	--	--	--
	All Students	American	Hispanic	White	Indian	Asian	Islander	Races	Eco. Disadv.	monitor)	(current)	(former)	Cont. Enrolled	Enrolled
2021 ACCOUNTABILITY via DOMAIN 1														
# 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
2022 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	1,666	260	770	346	6	216	1	67	1,074	642	139	32	1,396	270
Total Students	3,477	658	1,857	513	14	326	1	108	2,599	1,559	447	61	2,849	628
% Met GL	35%	24%	28%	55%	na	50%	na	43%	27%	30%	21%	36%	36%	30%
If Target NOT met, # Met GL students needed	-136	-49	-83	-38	--	25	--	-7	-216	--	--	--	-85	-6
If GISD Target NOT met, # Met GL students needed	594	168	437	-13	--	25	--	3	615	371	152	8	456	138

Early Childhood Literacy Action Plan

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Instructional Programs & Resources					
<p>The expansion of PreK to serve over 2100 students, provides early literacy experiences for our students, creating a greater indicator of subsequent academic success.</p>	<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 addition of 10 ECSE PreK sections, continue to promote PreK enrollment</p>	<ul style="list-style-type: none"> ● Frogstreet PreK Curriculum ● 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 ● Director of Elementary Integrated Literacy Studies ● 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 	
<p>Ensure that students in PreK will engage in at least 120 minutes of daily literacy instruction which includes the following:</p> <ul style="list-style-type: none"> ● 15 mins Morning Message (Phonological Awareness, Alphabet Knowledge) ● 20 mins Read Alouds (2X daily) ● 65 mins Small Group Reading with Practice Centers ● School-Home- Literacy Connection 	<p>2021-2022 Professional Development</p> <ul style="list-style-type: none"> ● Ongoing throughout the 2021-2022 school year to support the adoption of the new Frogstreet curriculum ● Ongoing Thirty Million Words book study ● May 2022 Big Questions for Young Minds ● June 2022 Small Group Interventions ESL & DL Region Cluster Site Region 10 ● July 2022 	<ul style="list-style-type: none"> ● Frogstreet <ul style="list-style-type: none"> ○ ABCmouse ○ AIM Checklists ● MyOn ● CIRCLE assessment ● Thirty Million Words book ● LETRS training 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Early Literacy Support Teachers at PreK satellite campuses ● Early Childhood Coordinator ● SLAR Coordinator ● Classroom Teachers ● Paraprofessionals in each classroom 	<ul style="list-style-type: none"> ● Increased the amount of Highly Qualified Teachers meeting TEA PreK additional requirements ● 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, 	

	<p>Engagement with Playdough & Literacy Practice Centers</p> <ul style="list-style-type: none"> • August 2022 LETRS <p>2022-2023 Professional Development</p> <ul style="list-style-type: none"> • LETRS-Language Essentials for Teachers of Reading and Spelling Training for ESL/DL teachers throughout the school year • Weekly PLCs based on the Texas PreK Guidelines and CIRCLE Data 			Cumulative Formative Assessments)	
<p>Ensure students in k-5 engage in the Amplify Literacy curriculum units, reflecting the research in science of reading and rooted in language acquisition theory.</p> <p>Structured Literacy <i>Kindergarten-2nd grade</i></p> <ul style="list-style-type: none"> • 60 minutes Skills Strand • 60 minutes Knowledge Domain • 30 minutes Small Group Literacy Instruction <p><i>Grade 3</i></p> <ul style="list-style-type: none"> • 120 minutes Knowledge Domain (including integrated skills) 	<p>January & February 2022 CRIMSI Pilot</p> <p>April 2022 CRIMSI Pilot</p> <p>Summer 2022</p> <p>August 2022 Back to School Professional Development</p> <p>Ongoing School Year 2022-2023</p> <ul style="list-style-type: none"> • Lesson Customization <ul style="list-style-type: none"> ○ Differentiation ○ Engagement • Embedding Sheltered Instruction Strategies 	<p>mCLASS DIBELS mCLASS Lectura Amplify Literacy Texas Amplify Instruction Amplify Reading</p>	<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 	

<ul style="list-style-type: none"> 30 minutes Small Group Literacy Instruction 					
<p>Deliver explicit and systematic Instruction in grades PK-3 in each of the components of literacy through a Structured Literacy Framework</p>	<p>July 2021 and ongoing</p> <p>ELST reinforces through coaching, modeling and co-teaching as needed</p>	<ul style="list-style-type: none"> mCLASS DIBELS mCLASS Lectura Amplify Literacy Texas Amplify Instruction Amplify Reading Sheltered instruction training guides Frogstreet Resource Dual Language training materials Online access to progress monitoring programs 	<ul style="list-style-type: none"> Director of Elementary Integrated Literacy Studies Early Literacy Coordinator 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) 	
<p>Students in grades PK-3 will receive personalized literacy experiences during Small Group literacy instruction</p>	<p>Spring 2020, July 2021 & ongoing Professional Development for Small Group Instruction</p> <ul style="list-style-type: none"> PreA Reader Decodable Reader mCLASS Diagnostic Screener <p>Summer 2022, Fall 2022 and ongoing</p> <ul style="list-style-type: none"> Small Group resources provided in curriculum documents mCLASS Instruction lessons mCLASS Intervention 	<ul style="list-style-type: none"> PreA-Reader Protocol Decodable Reader Protocol mCLASS Instruction Lessons mCLASS Intervention Amplify Reading Early Literacy Support Teachers 	<ul style="list-style-type: none"> Director of Elementary Integrated Literacy Studies Early Literacy Coordinator SLAR Coordinator Campus Administrators Early Literacy Support Teachers Classroom Teacher 	<ul style="list-style-type: none"> 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) 	

<p>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</p>	<p>Amplify Literacy CRIMSI Pilot, Spring 2022 and full year 2022-2023</p>	<ul style="list-style-type: none"> ● Curriculum writing personnel ● Curriculum writing workshops ● Texas Gateway access ● Curriculum resources- Amplify Literacy Texas ● mCLASS Diagnostic Screener ● mCLASS Intervention 	<ul style="list-style-type: none"> ● Director of Elementary Integrated Literacy Studies ● Early Literacy Coordinator ● SLAR Coordinator ● Early Childhood Coordinator ● Curriculum writers 	<ul style="list-style-type: none"> ● Curriculum survey feedback <ul style="list-style-type: none"> ● Assessment survey feedback ● Assessment analytics through Eduphoria 	
<p>Engage in responsive collaborative literacy walks to calibrate on best practices in literacy instruction and evaluate the use of curriculum resources.</p>	<p>October 2021 and beyond, quarterly</p>	<ul style="list-style-type: none"> ● Literacy Walkthrough tool created by the Early Childhood & Literacy teams ● Amplify Literacy Texas Observation Implementation Tool ● CIRCLE Environmental Checklist 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Childhood Coordinator ● Early Literacy Coordinator ● SLAR Coordinator 	<ul style="list-style-type: none"> ● Increased alignment to curriculum pacing guides and grade level standards as evidenced by walk-through forms 	
<p>Focus on lesson internalization and teacher preparedness of Tier 1 instruction.</p>	<p>January/February 2022 pilot Summer 2022 Professional Development 2022-2023 Professional Learning Communities on campuses with support of the Early Literacy Support teachers</p>	<ul style="list-style-type: none"> ● Amplify Literacy Texas resources ● Unit & Lesson Internalization Protocol ● Early Literacy Support Teachers 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Childhood Coordinator ● Early Literacy Coordinator ● SLAR Coordinator 	<ul style="list-style-type: none"> ● Evidence of teacher preparedness during literacy walkthroughs ● Increased student achievement in mCLASS, MAP & STAAR assessments 	
<p>Members of the Early Literacy team engage in monthly administrator information sessions to</p>	<p>Beginning June 2020, ongoing monthly</p>	<ul style="list-style-type: none"> ● Virtual Meeting platform: GoogleMeet 	<ul style="list-style-type: none"> ● Director of Elementary Integrated Literacy Studies ● Campus Administrators 	<ul style="list-style-type: none"> ● Regular administrator attendance at meetings 	

grow instructional leaders in the best practices in early childhood by frontloading curriculum, providing training and collaboration.			<ul style="list-style-type: none"> • Early Childhood Coordinator • Early Literacy Coordinator • SLAR Coordinator 		
Amira Learning	<ul style="list-style-type: none"> • Students work 3 times a week on Reading and Spanish Language Development time 	<ul style="list-style-type: none"> • Student devices • District technology 	<ul style="list-style-type: none"> • SLAR Coordinator • Campus administrators • Early Literacy Support Teachers • Instructional Support Teachers and Campus Support Teachers • Classroom Teachers 	<ul style="list-style-type: none"> • Increased foundational skills and reading development as evidenced by mCLASS DIBELS and mCLASS Lectura, MAP, STAAR 	
Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
Reading Academy					
Implement Reading Academies for teachers in grades K-3, district leadership, support teachers, and interventionists to improve knowledge and instructional practices aligned to the Science of Reading with job embedded professional development and application of learning	<p>2020-2021 Early Literacy Support Teachers, Dyslexia Therapists, Interventionists, 1 elementary administrator from each campus, district literacy leaders</p> <p>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</p>	<ul style="list-style-type: none"> • TEA Reading Academies Canvas Course • TEA Reading Academies manuals • Amplify Literacy Texas curriculum resource is aligned to the science of reading 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • SLAR Coordinator • Campus Administrators • Early Literacy Support Teachers • Classroom Teachers 	<ul style="list-style-type: none"> • 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) • Increased student growth on CIRCLE 	

	2022-2023 All 2nd and 3rd grade teachers, and any new staff from the 2020-2022 trained list				
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	<ul style="list-style-type: none"> • Early Literacy Support Teachers • Structured Literacy Curriculum • ESSER funds for professional learning, substitutes and supplemental pay 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • SLAR Coordinator • Early Childhood Coordinator • Campus Administrators • Early Literacy Support Teachers 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Reading Academy cohort leader support and assurance of completion • Early Literacy Support Teacher provides ongoing coaching and collaboration • Targeted professional development in the areas included in the Early Childhood Literacy Action Plan 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Executive Directors of Leadership • Director of Elementary Integrated Literacy Studies • Human Resources • Campus Administrators 	<ul style="list-style-type: none"> • Percentage of Reading Academy graduates • T-TESS ratings • Increased the amount of Highly Qualified Teachers meeting TEA PreK additional requirements 	
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	<ul style="list-style-type: none"> • Ongoing professional learning for Early Literacy Support Teachers • Local and state funds 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Early Literacy Administrator • Early Literacy Coordinator 	<ul style="list-style-type: none"> • Increased student literacy achievement on state and local assessments (NWEA MAP, mClass, Curriculum Based 	

	2022-2023 Unit & Lesson Internalization facilitated by Early Literacy Support Teachers		<ul style="list-style-type: none"> ● SLAR Coordinator ● Campus Administrators 	Assessments, Cumulative & Formative	
Teachers receive ongoing PreK instructional support	<ul style="list-style-type: none"> ● Weekly PLCs hosted by the PreK Centers ● Satellite campuses attend virtually ● Campus Specialists provide support ● Partnered with other departments to provide instructional support for teachers 	<ul style="list-style-type: none"> ● GISD Online Curriculum ● Frogstreet Teacher Portal ● Conscious Discipline book study 	<ul style="list-style-type: none"> ● Campus Administrators ● Director of Elementary Integrated Literacy Studies ● Early Literacy Support Teachers at PreK satellite campuses ● Early Childhood Coordinator PreK Centers ● Classroom Teacher ● Paraprofessionals in each classroom ● GISD Coordinators and departments 	<ul style="list-style-type: none"> ● Increased teacher proficiency with new online curriculum ● Increased teacher proficiency with classroom instruction and management ● Increased teacher growth and development with 1:1 coaching and mentoring 	
PreK Paraprofessionals receive ongoing instructional support	<ul style="list-style-type: none"> ● Offered professional development specifically for paraprofessionals to support the new curriculum ● Partnered with the Multilingual Department to provide monthly professional learning for paraprofessionals ● Partnered with Texas A&M and the Multilingual Department to provide a microcredential for paraprofessionals 	<ul style="list-style-type: none"> ● Virtual Meeting Platform ● Monthly Professional Development ● GISD Online Curriculum ● Sheltered Instruction ● Conscious Discipline 	<ul style="list-style-type: none"> ● Director of Teaching and Learning Development ● Director of Elementary Integrated Literacy Studies ● Director of Multilingual Programs ● Coordinator Emergent Bilinguals ● Early Childhood Coordinator ● Campus Administrators ● Early Literacy Support Teachers 	<ul style="list-style-type: none"> ● Increased the instructional knowledge and skills of the paraprofessionals to further support classroom instruction as well as pursue higher education 	

<p>Adopted a K-2 Screener aligned to the Science of Reading</p> <p>Utilize results from mCLASS Texas Edition (Dibels 8 & Lectura) to inform personalized literacy instruction</p>	<p>July 2021 and ongoing</p>	<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 • Executive Directors of Leadership • Director of Elementary Integrated Literacy Studies • Early Literacy Coordinator • SLAR Coordinator • Campus Administrators • Early Literacy Support Teachers • Classroom Teacher 	<ul style="list-style-type: none"> • Increased student literacy achievement on state and local assessments (NWEA MAP data, mClass, Curriculum Based Assessments, Cumulative Formative Assessments) 	
<p>Utilize CIRCLE data in PreK to inform small group instruction</p>	<p>September 2021</p> <ul style="list-style-type: none"> • Professional Development focused on reading & analyzing CIRCLE Reports • Teachers adjust small groups based on data <p>September 2022</p> <ul style="list-style-type: none"> • Professional Development focused on reading & analyzing CIRCLE Reports • Teachers use the small grouping tool in CIRCLE to adjust small groups 	<ul style="list-style-type: none"> • Online curriculum • CLEngage reports • CLEngage targeted lessons 	<ul style="list-style-type: none"> • Director of Teaching and Learning Development • Executive Directors of Leadership • Campus Administrators • Director of Elementary Integrated Literacy Studies • Early Literacy Support Teachers at PreK satellite campuses • Early Childhood Coordinator • 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 	

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
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 ● Amplify Texas Curriculum 	<ul style="list-style-type: none"> ● Director of Multilingual Programs ● Sheltered Instruction Facilitator/Specialist ● SLAR Coordinator ● Early Literacy Support Teachers ● Classroom Teachers 	<ul style="list-style-type: none"> ● 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	2022-2023 <ul style="list-style-type: none"> ● Updated GLAD strategies in the GISD Online Curriculum based on teacher input. 2021-2022 <ul style="list-style-type: none"> ● Embedded GLAD into the GISD Online Curriculum 	<ul style="list-style-type: none"> ● GLAD training ● GISD Online Curriculum 	<ul style="list-style-type: none"> ● Director of Multilingual Programs ● Director of Elementary Integrated Literacy Studies ● Early Literacy Support Teachers at PreK satellite campuses ● Coordinator-Emergent Bilinguals ● Early Childhood Coordinator ● 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 	
Amplify Reading	<ul style="list-style-type: none"> ● Students work 2-3 times a week on Reading and English Language Development time 	<ul style="list-style-type: none"> ● Student devices ● District technology 	<ul style="list-style-type: none"> ● Early Literacy Coordinator ● SLAR Coordinator ● Campus administrators ● Early Literacy Support 	<ul style="list-style-type: none"> ● Increased foundational skills and reading development as evidenced by 	

			<ul style="list-style-type: none"> Teachers Instructional Support Teachers and Campus Support Teachers Classroom Teachers 	<p>mCLASS DIBELS and mCLASS Lectura, MAP, STAAR</p> <ul style="list-style-type: none"> Increased language development as evidenced by ILL scores and TELPAS 	
Imagine Language & Literacy	<ul style="list-style-type: none"> Newcomers work 15 minutes daily on English Language Development Time 	<ul style="list-style-type: none"> Student devices District technology 	<ul style="list-style-type: none"> Director of Multilingual Programs Coordinator - Emergent Bilinguals Campus administrators Early Literacy Support Teachers Instructional Support Teachers and Campus Support Teachers Classroom Teachers 	<ul style="list-style-type: none"> Increased language development as evidenced by ILL scores and TELPAS 	

CAMPUS INFORMATION

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

CAMPUS NAME --
 CAMPUS NUMBER **057909**
 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%		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	American	Hispanic	White	Indian	Asian	Islander	Races	Eco. Disadv.	monitor)	(current)	(former)	Enrolled	Enrolled
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%	na	69%	na	51%	44%	49%	29%	46%	50%	42%
If TX Target NOT met, # Met GL students needed	--	--	--	4	--	42	--	3	--	--	--	--	--	20
If GISD Target NOT met, # Met GL students needed	44	89	73	4	--	42	--	3	172	17	75	3	--	59
2019 ACCOUNTABILITY via DOMAIN I														
# 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%	na	79%	na	53%	47%	56%	32%	54%	54%	47%
If TX Target NOT met, # Met GL students needed	--	--	--	--	--	11	--	1	--	--	--	--	--	--
If GISD Target 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%	na	48%	na	28%	19%	24%	13%	na	na	na
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	--	--	--
2021 ACCOUNTABILITY via DOMAIN 1														
	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
# 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
2022 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	1,672	204	864	321	4	219	1	59	1,101	797	139	31	1,422	250
Total Students	3,464	653	1,856	511	13	324	1	106	2,588	1,558	445	61	2,839	625
% Met GL	48%	31%	47%	63%	na	68%	na	56%	43%	51%	31%	51%	50%	40%
If Target NOT met, # Met GL students needed	--	--	--	--	--	47	--	--	--	--	--	--	--	31
If GISD Target NOT met, # Met GL students needed	372	181	231	--	--	47	--	4	426	122	124	5	253	119

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 addition of 10</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 • Director of Elementary Math • 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 	
<p>Ensure that students in PreK will engage in at least 55 minutes of daily math instruction which includes the following:</p> <ul style="list-style-type: none"> • Small group instruction • Practice Centers 	<p>Ongoing throughout the 2021-2022 school year to support the adoption of the new Frogstreet curriculum</p> <p>May 2022 Big Questions for Young Minds</p> <p>June 2022 Small Group Interventions ESL & DL Region Cluster Site Region 10</p> <p>July 2022 Engagement with</p>	<ul style="list-style-type: none"> • Frogstreet- ABCmouse and AIM Checklists • CIRCLE assessment • Local and Federal Funds 	<ul style="list-style-type: none"> • Executive Directors of Leadership • Campus Administrators • Early Learning Program Administrator • Director of Elementary Math • 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) 	
<p>Ensure that K-3 schedules include 120 minutes of structured math daily with small group instruction to increase content knowledge.</p> <ul style="list-style-type: none"> • Fleuency • Application • Concept Development • Student Debreif/Exit Ticket • Small Group Instruction 	<p>June 2022 Professional Development</p> <p>July 2022 Professional Development</p> <p>CSTs/ISTs reinforce daily through planning and implementation of curriculum plans</p>	<ul style="list-style-type: none"> • Eureka Math • ST Math • Local and Federal Funds 	<ul style="list-style-type: none"> • Executive Directors of Leadership • Campus Administrators • Instructional Support Teachers • Classroom Teacher 	<ul style="list-style-type: none"> • 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.</p> <ul style="list-style-type: none"> • Fleuency • Application • Concept Development • Student Debreif/Exit Ticket • Small Group Instruction 	<p>August 2022 and ongoing</p> <p>ISTs/CSTs reinforce through coaching, modeling and co-teaching, as needed, for K-3.</p>	<ul style="list-style-type: none"> • Eureka Math • ST Math • Local and Federal Funds 	<ul style="list-style-type: none"> • Campus Administrators • Instructional Support Teachers • Classroom Teacher 	<ul style="list-style-type: none"> • Increased student math achievement on state and local assessments (NWEA MAP data, Curriculum Based Assessments, Interim Assessments, ISIP) 	

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.	August 2022 and ongoing Professional Development for Small Group Instruction Math stations to be used in the classroom: Review Problem Solving ST Math Teacher Table	<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, Interim Assessments)	
Instructional planning videos including unpacking the TEKS, analyzing data for high leverage TEKS, and discussing strategies to be taught during the unit.	Provided for every unit from August 2022 until May 2023	Videos are provided on the scope and sequence for every unit.	<ul style="list-style-type: none"> • Director of Elementary Math • 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, Interim Assessments) 	
ST Math	Students work in ST Math 4-5 times per week for 20 minutes per day.	<ul style="list-style-type: none"> • Student devices • District technology 	<ul style="list-style-type: none"> • Director of Elementary Math • 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.	August 2022 and ongoing refinements	Curriculum writing personnel Curriculum resources- Eureka Math Tier 2 & 3 Resources - iReady	<ul style="list-style-type: none"> • Director of Elementary Math • 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 2022 PD on CIRCLE Reports Teachers adjust small groups based on data January 2023 PD on MAP Reports Teachers adjust small groups based on data October 2022 Professional Development	District provided curriculum resources CLlengage reports CLlengage targeted lessons	<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. Increased number of students that demonstrate Kindergarten readiness according to 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 2022 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 • Director of Elementary Math • Elementary Math Coordinator • Elementary Math Instructional Design Facilitator 	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 collaborating.	Beginning August 2022 and ongoing		<ul style="list-style-type: none"> • Campus Administrators • Director of Elementary Math • Elementary Math Coordinator 	Regular administrator attendance at meetings	
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 • 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 2022-2023 Updated GLAD strategies in the GISD Online Curriculum based on teacher input. 2021-2022 Embedded GLAD into the GISD Online Curriculum	<ul style="list-style-type: none"> • GLAD training • Strategies embedded in the Online Curriculum 	<ul style="list-style-type: none"> • Executive Directors of Leadership • Campus Administrators • Director of Multilingual Programs • Sheltered Instruction Facilitator/Specialist • Elementary Math Coordinator • Childhood Coordinator <p style="text-align: right;">Early</p>	<ul style="list-style-type: none"> • Increased language proficiency for math • Improved performance on the curriculum based assessments 	

CAMPUS INFORMATION

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

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

GISD Board Goal: CCMR Outcome

The percentage of graduates that meet the criteria for CCMR will increase from

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%	na	43%	37%	24%	26%	20%	45%	34%
2018 (2017 seniors)	48%	38%	42%	58%	na	72%	na	48%	43%	26%	29%	21%	51%	28%
2019 (2018 seniors)	57%	45%	55%	62%	na	79%	na	61%	53%	47%	53%	33%	61%	39%
2020 (2019 seniors)	71%	59%	70%	76%	na	86%	na	78%	68%	63%	71%	54%	74%	56%
2021 (2020 seniors)	71%	59%	70%	76%	na	86%	na	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
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%	na	79%	na	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%	na	86%	na	78%	68%	63%	71%	54%	74%	56%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	1	--	--
2021 (Class of 2020) Accountability- 2021 Data Tables														
Total Students	4,283	761	2,200	785	23	434	5	75	2,436	1,710	305	76	3,524	759
# Students Met CCMR	2,901	442	1,436	595	14	362	5	47	1,553	1,159	221	36	2,549	352
% Met CCMR	68%	58%	65%	76%	na	83%	na	63%	64%	68%	72%	47%	72%	46%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	15	--	--	--	--	--	--	--	--	--	10	--	103
If Campus Target NOT met, # CCMR students needed	140	7	104	--	--	11	--	12	103	--	--	5	59	73
2022 (Class of 2021) - Accountability 2022 Data Tables														
Total Students	4,010	719	2,064	698	24	425	3	77	2,476	722	238	68	3,363	647
# Students Met CCMR	3,153	524	1,575	579	20	391	2	62	1,872	498	201	45	2,740	413
% Met CCMR	79%	73%	76%	83%	na	92%	na	81%	76%	69%	84%	66%	81%	64%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	8
If Campus Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	1	--	--	--	--	--	--

CCMR ACTION PLAN

Strategy Description	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress	Progress Toward Goal
TSIA2 test prep	Continual - TSIA2 assesses	None at this time	Teaching & Learning	Campus/district analytics	
PSAT/SAT test prep	Continual - PSAT/SAT	PSAT/SAT specific test prep days built into	Teaching & Learning	College Board data files	
HB5 College Prep Course Program Support through PD,	2022-2023	Texas College Bridge MOU, Texas TCLAS	Advanced Academics	Student course completions	
Improve AP Lit and Lang scores through a vertically	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	AP scores and Local Assessments	
Improve SAT English scores through vertically aligned	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	PSAT and SAT Scores	
Improve AP Math qualifying scores through a vertically	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	AP Scores and local assessments	
Improve SAT Math scores through vertically aligned	2022-2023	Textbooks, sub and supplemental pay,	Teaching & Learning	SAT and PSAT Scores	
OnRamps PreCalculus and College Algebra course	2022-2023	Collaboration with T&L for professional	Advanced Academics	College Course Credit Qualifying	
Improve AP Spanish Lang. and Lit. qualifying scores	2022-2023	Collaboratiton with T&L for course offerings	ELL Dept, Advanced	AP Scores	
improve earned certifications on for all CTE programs	2022-2023		Career and Technical		



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Budget Transfers and Amendments to the 2022-2023 General Fund and Debt Service Fund

Agenda Section: Action Item

Administrator Responsible: Mrs. Brandy Mayo
Executive Director of Budget

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 are the transfers and amendments proposed for approval and their respective impacts on the General Fund and Debt Service Fund.

This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on October 18, 2022.

Administrative Recommendations:

Provided for your consideration.



**BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2022-2023
October 25, 2022**

REVENUES:

	Original Budget	Revised Budget	Current Transfers Requested	Current Amendments Requested	Proposed Amended Budget
57 Local Revenue	\$ 230,757,209	\$ 232,511,644	\$ -	\$ 1,000,000	\$ 233,511,644
58 State Revenue	261,091,692	259,315,193			259,315,193
59 Federal Revenue	16,400,000	16,400,000			16,400,000
Total Revenues	\$ 508,248,901	\$ 508,226,837	\$ -	\$ 1,000,000	\$ 509,226,837

EXPENDITURES:

11 Instruction	\$ 328,921,556	\$ 329,421,290	\$ (263,103)	\$ -	\$ 329,158,187
12 Instructional Resources and Media Services	8,164,013	8,164,198			8,164,198
13 Curriculum Development and Instructional Staff Development	15,044,413	15,045,038	449,968		15,495,006
21 Instructional Leadership	9,943,401	9,835,585	(60,000)		9,775,585
23 School Leadership	34,456,718	34,456,818	2,360		34,459,178
31 Guidance, Counseling and Evaluation	27,449,597	27,418,523			27,418,523
32 Social Work Services	659,967	664,967			664,967
33 Health Services	8,765,168	8,767,668	1,300		8,768,968
34 Student Transportation	19,584,114	19,594,114			19,594,114
35 Food Service	352,111	352,111			352,111
36 Extracurricular Activities	12,672,902	12,742,911	(131,000)		12,611,911
41 General Administration	20,877,560	20,968,723			20,968,723
51 Facilities Maintenance & Operations	49,375,146	49,600,030		74,745	49,674,775
52 Security and Monitoring Services	8,896,894	8,897,894	(825)		8,897,069
53 Data Processing Services	15,833,006	15,969,699			15,969,699
61 Community Services	1,736,811	1,736,811	1,300		1,738,111
71 Debt Service - Principal on Long-Term Debt	482,517	482,517			482,517
72 Debt Service Interest on Long-Term Debt					-
73 Bond Issuance Cost and Fees					-
81 Facilities Acquisition and Construction					-
95 Juvenile Justice Program	36,000	36,000			36,000
99 Other Intergovernmental Charges	983,947	983,947			983,947
Total Expenditures	\$ 564,235,841	\$ 565,138,844	\$ -	\$ 74,745	\$ 565,213,589

Excess(Deficiency) Revenues Over(Under) Expenditures \$ (55,986,940) \$ (56,912,007) \$ - \$ 925,255 \$ (55,986,752)

Other Financing Sources \$ - \$ - \$ - \$ - \$ -

Other Financing Uses \$ - \$ (2,396,375) \$ - \$ - \$ (2,396,375)

Net Change in Fund Balance \$ (55,986,940) \$ (59,308,382) \$ - \$ 925,255 \$ (58,383,127)



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2022-2023
October 25, 2022**

Budget Transfers

Expenditures

	Increase	Decrease	Net
11 Instruction	\$ 194,915	\$ 458,018	\$ (263,103)
13 Curriculum Development and Instructional Staff Development	449,968		449,968
21 Instructional Leadership		60,000	(60,000)
23 School Leadership	5,000	2,640	2,360
33 Health Services	1,300		1,300
36 Extracurricular Activities		131,000	(131,000)
52 Security and Monitoring Services	450	1,275	(825)
61 Community Services	1,300		1,300
Total Expenditures	\$ 652,933	\$ 652,933	\$ -

Budget neutral transfers to realign expenditures.

Budget Amendments

	Increase	Decrease	Net
57 Local Revenue	\$ 1,000,000	\$ -	\$ 1,000,000
Total Revenue	\$ 1,000,000	\$ -	\$ 1,000,000

Increases in local revenue for interest income due to changes in rates.

Expenditures

	Increase	Decrease	Net
51 Facilities Maintenance & Operations	\$ 74,745	\$ -	\$ 74,745
Total Expenditures	\$ 74,745	\$ -	\$ 74,745

Increasing budget for fine arts at Garland HS to replace motor and rigging theater equipment.



**BUDGET TRANSFERS AND AMENDMENTS
FOR THE DEBT SERVICE FUND
FISCAL YEAR 2022-2023
October 25, 2022**

	Original Budget	Revised Budget	Current Transfers Requested	Current Amendments Requested	Proposed Amended Budget
REVENUES:					
57 Local Revenue	\$ 73,836,516	\$ 84,838,353	\$ -	\$ -	\$ 84,838,353
58 State Revenue				630,000	630,000
59 Federal Revenue	471,993	471,993			471,993
Total Revenues	\$ 74,308,509	\$ 85,310,346	\$ -	\$ 630,000	\$ 85,940,346
EXPENDITURES:					
71 Debt Service - Principal on Long-Term Debt	\$ 41,900,000	\$ 41,900,000	\$ -	\$ -	\$ 41,900,000
72 Debt Service Interest on Long-Term Debt	18,598,642	18,598,642			18,598,642
73 Bond Issuance Cost and Fees	1,000,000	1,000,000			1,000,000
Total Expenditures	\$ 61,498,642	\$ 61,498,642	\$ -	\$ -	\$ 61,498,642
Excess(Deficiency) Revenues Over(Under) Expenditures	\$ 12,809,867	\$ 23,811,704	\$ -	\$ 630,000	\$ 24,441,704
Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -
Other Financing Uses	\$ -	\$ -	\$ -	\$ -	\$ -
Net Change in Fund Balance	\$ 12,809,867	\$ 23,811,704	\$ -	\$ 630,000	\$ 24,441,704



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS
FOR THE DEBT SERVICE FUND
FISCAL YEAR 2022-2023
October 25, 2022**

Budget Amendments	Increase	Decrease	Net
58 State Revenue	\$ 630,000	\$ -	\$ 630,000
Total	\$ 630,000	\$ -	\$ 630,000

Increase in state funding for debt service revenue loss due to additional homestead exemption.



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of the Independently Audited Financial Statements for Fiscal Year 2022

Agenda Section: Action Item

Administrator Responsible: Ms. Allison Davenport
Executive Director of Finance

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:

The accounting firm of WhitleyPenn performed the independent audit of the District's financial statements for the fiscal year ended June 30, 2022. Final copies of the audited financial statements will be provided at the board meeting. A representative of WhitleyPenn will present the audit and answer questions.

This agenda item will be presented to the Finance, Facilities and Operations Committee for review on October 18, 2022.

Administrative Recommendations:

Provided for your consideration.



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Purchase of Career and Technical Education Automotive Equipment, Supplies and Services
One (1) Year with Three (3) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Mr. Coleman Bruman
Director of Career and Technical Education

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.

Summary/Background Information:

Shown is the recommendation of the bids for career and technical education automotive equipment, supplies and services for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Autozone Part, Inc.

The estimated total amount of the bid is not to exceed \$149,999. Potential funding is indicated below.

General Fund (199) – 85%
Career and Technical- Basic Grant (244) – 5%
Campus Activity Funds (461) – 5%
Student Activity Account (865) – 5%

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

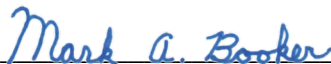
It is the administration's recommendation that the offer(s) for **Career and Technical Education Automotive Equipment, Supplies and Services** from the company or companies listed below provides the best value to the Garland Independent School District.

Autozone Part, Inc.


NOT TO EXCEED AMOUNT:

\$ 149,999

Procurement Method:	Cooperative Purchase Contract National Intergovernmental Purchasing Alliance DBA Omnia Partners	
Contract Number:	32-22-04	
Contract Term:	One (1) year with three (3) annual renewal options.	
Potential Funding Source:	(199 General Fund)	85%
	(244 Career and Technical- Basic Grant)	5%
	(461 Campus Activity Funds)	5%
	(865 Student Activity Account)	5%



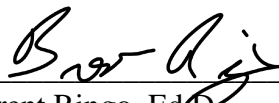
 Mark A. Booker
 Executive Director of Purchasing



 Coleman Bruman, M.Ed.
 Director of Career and
 Technical Education

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 12, 2022

To: Mark A. Booker, Executive Director of Purchasing

From: Coleman Bruman, Director of Career and Technical Education

RE: Recommendation to Award Contract 32-22-04 Career and Technical
Automotive Equipment, Supplies and Services

Action Required

New Award

Material/Service

Equipment, parts and services

Purpose

To provide equipment and services to classrooms in the transportation programs of study in Garland ISD.

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.

Recommended Amount

\$149,999 - 199 General Fund 85%, 244 Career and Technical - Basic Grant 5%, 461 Campus Activity Funds 5%, 865 Student Activity Account 5%



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Purchase of Transportation Routing Software and Related Services
Two (2) Years with Three (3) Annual Renewal Options

Agenda Section: Action Item

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

Board Goal Objective:

Not Applicable

Superintendent's Goal:

Superintendent Goal #5 – District Management

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

Summary/Background Information:

Shown is the recommendation of the bids for transportation routing software and related services for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Transfinder Corporation

The estimated total amount of the bid and the bid tab sheets will be provided under separate cover. Potential funding is indicated below.

General Fund (199) - 22%
ESSER II of CRRSA (281) - 78%

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 **Transportation Routing Software and Related Services** from the company or companies listed below provides the best value to the Garland Independent School District.

Transfinder Corporation

NOT TO EXCEED AMOUNT:

Confidential Information

Procurement Method:	Request for Proposal
Contract Number:	46-22
Contract Term:	Two (2) years with three (3) annual renewal options.
Potential Funding Source:	(199 General Fund 22% (281 ESSER II of CRRSA) 78%

Mark A. Booker

Mark A. Booker
Executive Director of Purchasing

Shelley Garrett

Shelley Garrett, Ed.D.
Assistant Superintendent of
Safety and Operations

Attest:

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

Brent Ringo

Brent Ringo, Ed.D.
Chief Financial Officer



Garland Independent School District

Date: September 14, 2022

To: Mark A. Booker, Executive Director of Purchasing

From: Anna Banner, Director of Transportation

RE: Recommendation to Award RFP 46-22 Transportation Routing Software and Related Services

Action Required

New Award

Material/Service

All-in-one routing software solution to optimize bus routes and student wait time, increase efficiencies, enhance services, and reduce costs. This system includes a parent app, turn-by-turn navigation for drivers, and integrates with the district student data management system.

Pricing Components

Pricing used for Price Comparison Purposes	██████████
Customized Onsite training (only provided by Transfinder)	██████████
Contingency	██████████
Year 2 Software and Support	██████████
Recommendation Not To Exceed Amount	██████████

Contract will be funded through ESSER II for Year 1 and General Fund for all annual renewal options.

Purpose

This routing software will help accomplish the GISD mission of providing safe, reliable, and efficient transportation. It will positively affect all stakeholders: campus staff, principals, bus drivers, students, parents, and community members.

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

Confidential Information – 199 General Fund 22% and 281 ESSER II of CRRSA 78%

RFP 46-22 TRANSPORTATION ROUTING SOFTWARE AND RELATED SERVICES

EVALUATION CRITERIA		FIRM	FIRM
		EDUCATION LOGISTICS INC	TRANSFINDER CORPORATION **Confidential**
Parameters:	Max Points		
PROPOSED PRICING:		\$642,030	
The purchase price	40	40	39
The reputation of the vendor and the vendor's goods or services	10	0	4
The quality of the vendor's goods or services	15	7	15
The extent to which the goods or services meet the district's needs	30	25	30
The vendor's past relationship with the district	0	0	0
The impact on the ability of the district to comply with the laws and rules relating to historically under-utilized businesses (HUB)	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
VPAT	5	0	0
Total Points	100	72	88

Transfinder Corporation proposed an amount, not proposed by Education Logistics Inc, for training 310 drivers, 15 route supervisors and 213 campus staff. This amount was not included for point comparison purposes but will be recommended for inclusion in the contract award total.

The District solicited 1046 suppliers and received 2 responses.



Garland Independent School District Board of Trustees

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Purchase of Trash Bags and Can Liners - Warehouse
One (1) Year

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 bids for trash bags and can liners - warehouse for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

See attached list

The estimated total amount of the bid is not to exceed \$150,000. Potential funding is indicated below.

General Fund (199)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

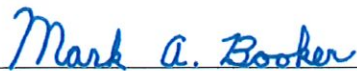
It is the administration's recommendation that the offer(s) for **Trash Bags and Can Liners - Warehouse** from the company or companies listed below provides the best value to the Garland Independent School District.

See attached list

NOT TO EXCEED AMOUNT:

\$ 150,000

Procurement Method:	Request for Proposal
Contract Number:	93-22
Contract Term:	One (1) year
Potential Funding Source:	(199 General Fund)



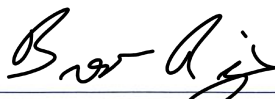
Mark A. Booker
Executive Director of Purchasing



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: September 2, 2022

To: Mark A. Booker, Executive Director of Purchasing

From: Janet Curtis-Fuller, Buyer

RE: Recommendation to Award RFP 93-22 Trash Bags and Can Liners -
Warehouse

Action Required

New Award

Material/Service

Trash bags and can liners. Samples were received and reviewed by the Maintenance Department.

Purpose

Provide product for district-wide custodial use.

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

\$150,000 – 199 General Fund

BID TABULATION
RFP 93-22 TRASH BAGS AND CAN LINERS - WAREHOUSE

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Price	Extended Price	Supplier							
1	N	4NS	TRASH BAG 43 X 47" 55 GAL 1.1 MIL, (CLEAR) 100/CS, 14.82 LB PER BOX, 70 LB MINIMUM DRY LOAD CAPACITY	2,000	CS	18.24	36,480.00	DISPOSE N SAVE	Not to specification PRIMARY Did not provide sample SECONDARY						
	Y					18.80	37,600.00	UNIPAK CORP							
	N					19.45	38,900.00	FORDION PACKAGING LLC							
	Y					20.36	40,720.00	SAFEWAY SUPPLY INCORPORATED							
						20.90	41,800.00	CENTRAL POLY-BAG CORPORATION							
						21.66	43,320.00	WEDGE SUPPLY INC							
						22.31	44,620.00	MANS DISTRIBUTORS INC							
						23.63	47,260.00	ODP BUSINESS SOLUTIONS LLC							
						23.94	47,876.92	COMPLETE SUPPLY INC							
						24.09	48,180.00	POLLOCK PAPER DISTRIBUTORS							
						25.50	51,000.00	VERNA M MELTON							
						26.55	53,100.00	STAPLES CONTRACT & COMMERCIAL, INC.							
	2					N	9PS	TRASH BAG 43 X 47 55 GAL 1.1 MIL BLACK 100/CS, 14.82 LB WEIGHT PER BOX, 70 LB MINIMUM DRY LOAD CAPACITY		4,000	CS	14.38	57,520.00	FORDION PACKAGING LLC	Did not provide sample PRIMARY Not to specification SECONDARY
						Y						18.80	75,200.00	UNIPAK CORP	
N		18.82	75,280.00	DISPOSE N SAVE											
Y		19.10	76,400.00	WEDGE SUPPLY INC											
		19.15	76,615.38	COMPLETE SUPPLY INC											
		19.30	77,200.00	CENTRAL POLY-BAG CORPORATION											
		19.50	78,000.00	VERNA M MELTON											
		20.36	81,440.00	SAFEWAY SUPPLY INCORPORATED											
		22.21	88,840.00	MANS DISTRIBUTORS INC											
		23.34	93,360.00	ODP BUSINESS SOLUTIONS LLC											
		24.09	96,360.00	POLLOCK PAPER DISTRIBUTORS											
		24.70	98,800.00	STAPLES CONTRACT & COMMERCIAL, INC.											
3		N	4NS	TRASH BAG, CLASSROOM, 24" X 33", 8 MICRON, BLACK 1000/CS, 16.63 LB WEIGHT PER BOX, 15 LB MINIMUM DRY LOAD CAPACITY	1,000	CS			16.34			16,340.00	DISPOSE N SAVE	Not to specification PRIMARY SECONDARY	
		Y							20.80			20,800.00	CENTRAL POLY-BAG CORPORATION		
	Y	22.10					22,100.00	UNIPAK CORP							
		22.64					22,640.00	FORDION PACKAGING LLC							
		22.85					22,850.00	SAFEWAY SUPPLY INCORPORATED							
		25.38					25,380.00	WEDGE SUPPLY INC							
		25.68					25,680.00	MANS DISTRIBUTORS INC							
		26.77					26,770.00	ODP BUSINESS SOLUTIONS LLC							
		29.05					29,050.00	VERNA M MELTON							
		36.11					36,107.69	COMPLETE SUPPLY INC							
		42.26					42,260.00	POLLOCK PAPER DISTRIBUTORS							

The District solicited 255 suppliers and received 12 responses.



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Purchase of General Retail, School Groceries and Bakery Goods
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Mr. Mark a. Booker
Executive Director of Purchasing

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 bids for general retail, school groceries and bakery goods for the District, discussed in the October 8, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

See Attached List

The estimated total amount of the bid is not to exceed \$650,000. 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 **General Retail, School Groceries and Bakery Goods** from the company or companies listed below provides the best value to the Garland Independent School District.

Kroger Texas, LP/DBA The Kroger Company
Sam's Club- N Garland Location
T's Southern Maid Donuts
Walmart- N Garland Location

NOT TO EXCEED AMOUNT:

\$650,000

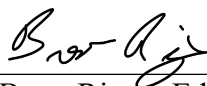
Procurement Method:	Request for Proposal
Contract Number:	114-22
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(199 General Fund)



Mark A. Booker
Executive Director of Purchasing

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, 2022

To: Mark A. Booker, Executive Director of Purchasing

From: Maria Cobar, Buyer

RE: Recommendation to Award RFP 114-22 General Retail, School Groceries and Bakery Goods

Action Required

New Award

Material/Service

General Retail, School Groceries and Bakery Goods

Purpose

Make Purchases for General Retail and School Groceries District wide. The District received 5 responses. Out of the 5 responses only 4 are being recommended for an award. The vendor USA Fundraisers is not being recommended since the services the company offers are outside the scope of work for this solicitation and the vendor has no physical store.

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

\$650,000 – 199 General Fund



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Purchase of Catering Services
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Mr. Mark A. Booker
Executive Director of Purchasing

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 bids for catering services for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

See Attached List

The estimated total amount of the bid is not to exceed \$500,000. Potential funding is indicated below.

General Fund (199) – 77%
Campus Activity Funds (461) – 23%

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

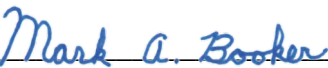
It is the administration's recommendation that the offer(s) for **Catering Services** from the company or companies listed below provides the best value to the Garland Independent School District.

See Attached List

NOT TO EXCEED AMOUNT:

\$500,000

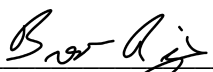
Procurement Method:	Request for Proposal
Contract Number:	371-22-02
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(199 General Fund) 77% (461 Campus Activity Funds) 23%



Mark A. Booker
Executive Director of Purchasing

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 28, 2022

To: Mark A. Booker, Executive Director of Purchasing

From: Mayte R. Martinez, Assistant Director of Purchasing

RE: Recommendation to Award RFP 371-22-02 Catering Services

Action Required

New Award

Material/Service

Catering Services

Purpose

Provide Catering Services Districtwide

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

\$500,000 – 199 General Fund 77% and 461 Campus Activity Funds 23%

**RFP 371-22-02 Catering Services
Awarded Suppliers**

**Baker's Ribs Inc
BLC1 Inc DBA Barrocos Latin Cuisine
Chick Fil A of North Garland
Chick Fil A of Rowlett FSU
Cowboy Chicken Enterprises LP
Deli Management Inc DBA Jason's Deli
Desperados Mexican Restaurant
Dickey's Barbecue Pit #1 LLC
Ferah Foods LLC
Fiveash LLC
Joe and David Tacos LTD
Labella Italian Grill
La Madeleine de Corps Incorporated
Longhorn Pizza Inc
OTB Acquisition LLC
Palio's Pizza Cafe
Richardson Cakes LLC
Rovin Incorporated- Babe's Chicken
Royal Catering Inc
Shanay Rozan Wise
Sonny Bryans Smokehouse
Texas Taco Cabana LP
Thornhill Catering LLC
Two Skillets**



Garland Independent School District Board of Trustees

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Purchase of Athletic Training Supplies (Catalog)
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Dr. Ron Griffen
Executive Director of Athletics

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 bids for athletic training supplies (catalog) for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Henry Schein Medical a division Henry Schein, Inc.
Performance Health Holdings, Inc. dba Medco Supply Co.
Riddell All American
Varsity Brands Holdings Co, Inc.

The estimated total amount of the bid is not to exceed \$150,000. 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 **Athletic Training Supplies (Catalog)** from the company or companies listed below provides the best value to the Garland Independent School District.

Henry Schein Medical a division Henry Schein, Inc.
Performance Health Holdings, Inc. dba Medco Supply Co.
Riddell All American
Varsity Brands Holdings Co, Inc.

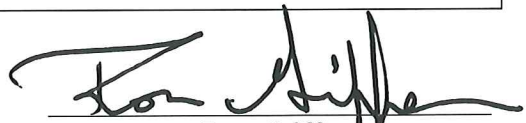
NOT TO EXCEED AMOUNT:

\$150,000

Procurement Method:	Request for Proposal
Contract Number:	320-22
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(199 General Fund)



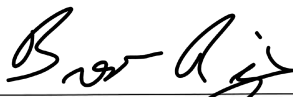
Mark A. Booker
Executive Director of Purchasing



Ron Griffen
Executive Director of Athletics

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 7, 2022

To: Misty Roberts, Buyer

From: Dr. Quentin Oliphant, Coordinator Athletics

RE: Recommendation to Award RFP 320-22 Athletic Training Supplies
(Catalog)

Action Required

New Award

Material/Service

Athletic Training Supplies

Purpose

To assist our Athletic Trainers with prevention, immediate care, treatment and rehabilitation of our student athletes. The District solicited 463 suppliers and received 6 responses. Promaxima Strength & Conditioning was deemed non-responsive.

Board Goal Objective

Not Applicable

Superintendent's Goal

Superintendent's Goal #5 - District Management

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

Recommended Amount

\$150,000- 199 General Fund

**BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT**

Auction Title: 320-22 Athletic Training Supplies (Catalog)	Bid Rfq Num: 51532
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Ln #	Bav Attribute Level	Award (Y/N)	Reason	Item Description	Quantity	UOM	Price	Extended Price	Supplier	Min Release Amount	
1		Y		Cramer, Active Ankle T1 Trainer's Model, (will specify sizes and colors when ordered)	100	EA	32.49	3,249.00	MEDCO SUPPLY CO INC	32.49	
								33.61	3,361.00	HENRY SCHEIN	33.61
2	LINE	Y		Cramer, Sam Splint, 4.5" x 36"	28	EA	7.37	206.36	MEDCO SUPPLY CO INC	7.37	
								7.46	208.08	HENRY SCHEIN	7.46
3	LINE	Y		McDavid, 429 P5II hinged knee brace, (will specify size when ordered)	50	EA	39.35	1,967.50	RIDDELL ALL AMERICAN		
								42.17	2,108.50	HENRY SCHEIN	42.17
								43.72	2,186.00	MEDCO SUPPLY CO INC	43.72
								50.00	2,500.00	DAN CAREYS SPORTING GOODS LTD	12.00
4	LINE	Y		Mueller, E297 Hinge 2100	28	EA	33.13	927.64	MEDCO SUPPLY CO INC	33.13	
								37.37	1,046.36	HENRY SCHEIN	
5	LINE	Y		Mueller, Jumpers Knee Strap, (will specify color when ordered)	70	EA	6.98	488.60	HENRY SCHEIN		
								7.11	497.70	MEDCO SUPPLY CO INC	7.11
6	LINE	Y		Pro Care, Comfort Form Wrist/Thumb Brace, (will specify right/left and size when ordered)	50	EA	10.34	517.00	MEDCO SUPPLY CO INC	10.34	
								24.01	1,200.50	HENRY SCHEIN	
7	LINE	Y		Pro Care, Comfort Form Wrist Brace, (will specify right/left and size when ordered)	15	EA	10.34	155.10	MEDCO SUPPLY CO INC	10.34	
								11.40	171.00	HENRY SCHEIN	
8	LINE	Y		Pro Care, Thumb Spica Splint, (will specify right/left and size when ordered)	15	EA	10.33	154.95	HENRY SCHEIN		
								22.68	340.20	MEDCO SUPPLY CO INC	
9	LINE	Y		Sully, Shoulder Stabilizer, large	14	EA	119.47	1,672.58	MEDCO SUPPLY CO INC	119.47	
								184.58	2,584.12	HENRY SCHEIN	
10	LINE	Y		Sully, Shoulder Stabilizer, medium	14	EA	117.09	1,639.26	MEDCO SUPPLY CO INC	117.09	
								184.56	2,583.84	HENRY SCHEIN	
11	LINE	Y		Swedo, Trimlok Lace-up Ankle Brace, large (will specify color and size when ordered)	200	EA	14.88	2,976.00	MEDCO SUPPLY CO INC	14.88	
								16.49	3,298.00	HENRY SCHEIN	
12	LINE	NA		Alcohol, gallon	14	GL	1.00	14.00	MEDCO SUPPLY CO INC	1.00	
								15.55	217.70	HENRY SCHEIN	
13	LINE	Y		Cotton Tip Applicators, 60/1000/box	14	BX	4.40	61.60	MEDCO SUPPLY CO INC	4.40	
								7.37	103.18	HENRY SCHEIN	
14	LINE	Y		Cramer, Flexi Wrap w/handle, 6 rolls/case	35	CS	37.90	1,326.50	HENRY SCHEIN		
								39.38	1,378.30	MEDCO SUPPLY CO INC	39.38
15	LINE	Y		Cramer, Ice Bags, 1500/roll	35	RL	80.43	2,815.05	MEDCO SUPPLY CO INC	80.43	
								80.60	2,821.00	HENRY SCHEIN	
								90.98	3,184.30	VARSITY BRANDS HOLDINGS CO INC	1.00
16	LINE	Y		Crutches, Adult Aluminum Quick Fit, 58" 66"	28	PR	9.97	279.16	MEDCO SUPPLY CO INC	9.97	
								21.56	603.68	HENRY SCHEIN	
17	LINE	Y		Crutches, Adult Aluminum Quick Fit, 52" 58"	56	PR	10.48	586.88	MEDCO SUPPLY CO INC	10.48	
								21.56	1,207.36	HENRY SCHEIN	
18	LINE	Y		Health-O-Meter, Pro Series, Large Dial, Large Platform Scale, 400 lb. capacity, model 160LB	7	EA	79.98	559.86	VARSITY BRANDS HOLDINGS CO INC	1.00	
								95.40	667.80	MEDCO SUPPLY CO INC	95.40
								95.51	668.57	HENRY SCHEIN	
19	LINE	Y		Hydrocollator hot pack, standard	70	EA	7.58	530.60	MEDCO SUPPLY CO INC	7.58	
								10.18	712.60	HENRY SCHEIN	
20	LINE	Y		Lister, Tape & Bandage Scissors, double ring, 7 1/4"	140	EA	3.69	516.60	MEDCO SUPPLY CO INC	3.69	
								14.65	2,051.00	HENRY SCHEIN	
21	LINE	Y		Mueller, Whizzer disinfectant, gallon	14	GL	47.54	665.56	MEDCO SUPPLY CO INC	47.54	
								48.55	679.70	HENRY SCHEIN	
								52.91	740.74	VARSITY BRANDS HOLDINGS CO INC	1.00
22	LINE	Y		Omron, Automatic Blood Pressure Monitor w/ adult cuff, Model HEM-739AC	7	EA	35.27	246.89	HENRY SCHEIN		
								47.19	330.33	MEDCO SUPPLY CO INC	47.19
23	LINE	Y		Pen Lights (disposable) with pupil gauge, 6/pack	20	EA	4.11	82.20	MEDCO SUPPLY CO INC	4.11	
								4.75	95.00	HENRY SCHEIN	
24	LINE	Y		Sphygmomanoter w/large cuff	7	EA	10.94	76.58	MEDCO SUPPLY CO INC	10.94	
								18.05	126.35	HENRY SCHEIN	
25	LINE	Y		Super Pro Shears	14	EA	34.07	476.98	MEDCO SUPPLY CO INC	34.07	
								35.33	494.62	HENRY SCHEIN	
26	LINE	Y		Tongue Depressors, 500/box	7	EA	4.98	34.86	MEDCO SUPPLY CO INC	4.98	
								7.47	52.29	HENRY SCHEIN	
27	LINE	Y		Welch Allyn, Sure Temp Model 679	7	EA	278.33	1,948.31	HENRY SCHEIN		
								313.62	2,195.34	MEDCO SUPPLY CO INC	313.62
28	LINE	Y		Gott, Water Cooler, 10 gallon	14	EA	73.34	1,026.76	VARSITY BRANDS HOLDINGS CO INC	1.00	
								77.45	1,084.30	HENRY SCHEIN	
								81.48	1,140.72	MEDCO SUPPLY CO INC	81.48
29	LINE	Y		Gott, Water Cooler, 5 gallon	7	EA	48.77	341.39	HENRY SCHEIN		
								50.98	356.86	VARSITY BRANDS HOLDINGS CO INC	1.00
								54.68	382.76	MEDCO SUPPLY CO INC	54.68
30	LINE	Y		Igloo, Ice Chest, 60 quart	7	EA	87.72	614.04	HENRY SCHEIN		
								92.23	645.61	MEDCO SUPPLY CO INC	92.23

The District solicited 463 suppliers and received 6 responses.

BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT

31	LINE	y	Igloo, Ice Cube, 60 quart w/ ultra rollers	10	EA	92.23	922.30	MEDCO SUPPLY CO INC	92.23
						93.98	939.80	VARSITY BRANDS HOLDINGS CO INC	1.00
						287.48	2,874.80	HENRY SCHEIN	
32	LINE	y	Waterboy, Levers for HPM-T, 6/set	9	SET	2.82	25.38	HENRY SCHEIN	
						23.20	208.80	RIDDELL ALL AMERICAN	
						24.74	222.66	MEDCO SUPPLY CO INC	24.74
33	LINE	y	Waterboy, PN-1 nozzle	14	EA	16.40	229.60	RIDDELL ALL AMERICAN	
						17.51	245.14	MEDCO SUPPLY CO INC	17.51
						17.95	251.30	HENRY SCHEIN	
34	LINE	y	Gloves (latex free), examination, 100/box, (will specify sizes when ordered)	100	BX	4.69	469.00	HENRY SCHEIN	
						19.07	1,907.00	MEDCO SUPPLY CO INC	19.07
35	LINE	y	Gloves (latex), examination, 100/box, (will specify sizes when ordered)	100	BX	4.68	648.00	HENRY SCHEIN	
						19.07	1,907.00	MEDCO SUPPLY CO INC	19.07
36	LINE	y	GymWipes Antibacterial, 10 lb bucket	14	BU	17.44	244.16	MEDCO SUPPLY CO INC	17.44
						46.91	656.74	VARSITY BRANDS HOLDINGS CO INC	1.00
						N/B	N/B	HENRY SCHEIN	
37	LINE	y	Lysol, Disinfectant Spray, 18 oz	35	CN	8.46	296.10	MEDCO SUPPLY CO INC	8.46
						16.59	580.65	HENRY SCHEIN	
38	LINE	y	MDI Microshield CPR Mask w/pocket carrying case	28	CN	5.18	145.04	MEDCO SUPPLY CO INC	5.18
						5.20	145.60	HENRY SCHEIN	
39	LINE	y	Purell, Instant Hand Sanitizer, 5 oz bottle, 60 btls/container	14	CN	1.00	14.00	MEDCO SUPPLY CO INC	1.00
						36.21	506.94	HENRY SCHEIN	
40	LINE	y	Sani-Cloth Plus Germicidal Disposable Cloth, large 6" x 6 3/4", pop-up dispenser of 160	28	CN	5.11	143.08	HENRY SCHEIN	
						6.64	185.92	MEDCO SUPPLY CO INC	6.64
41	LINE	y	Chattanooga, Dura-Stick II Self Adhesive Electrodes, 2" x 3.5" rectangle, 4/pack	50	CN	4.98	249.00	MEDCO SUPPLY CO INC	4.98
						5.01	250.50	HENRY SCHEIN	
42	LINE	y	Chattanooga, Dura-Stick II Self Adhesive Electrodes, 2" x 2" square, 4/pack	50	CN	3.72	186.00	MEDCO SUPPLY CO INC	3.72
						3.83	191.50	HENRY SCHEIN	
43	LINE	y	Chattanooga, Dura-Stick II Self Adhesive Electrodes, 2" round, 4/pack	50	CN	3.72	186.00	MEDCO SUPPLY CO INC	3.72
						5.26	263.00	HENRY SCHEIN	
44	LINE	y	Thera-Band, Exercise Band, blue (x-heavy), 50yds/rol	7	CN	81.91	573.37	MEDCO SUPPLY CO INC	81.91
						69.08	672.56	HENRY SCHEIN	
45	LINE	y	Thera-Band, Exercise Band, green (heavy), 50yds/rol	7	CN	78.35	548.45	MEDCO SUPPLY CO INC	78.35
						82.71	578.97	HENRY SCHEIN	
46	LINE	y	Thera-Band, Exercise Band, red (medium), 50yds/roll	7	CN	68.03	476.21	MEDCO SUPPLY CO INC	68.03
						75.31	527.17	HENRY SCHEIN	
47	LINE	y	Thera-Band, Exercise Tubing, blue, 100 ft/roll	7	CN	52.59	368.13	MEDCO SUPPLY CO INC	52.59
						81.79	572.53	HENRY SCHEIN	
48	LINE	y	Thera-Band, Exercise Tubing, green, 100 ft/roll	7	CN	47.45	332.15	MEDCO SUPPLY CO INC	47.45
						72.94	510.58	HENRY SCHEIN	
49	LINE	y	Thera-Band, Exercise Tubing, red, 100 ft/roll	7	CN	43.63	305.41	MEDCO SUPPLY CO INC	43.63
						68.51	479.57	HENRY SCHEIN	
50	LINE	y	Andover, Power Flex Cohesive Tape, 2" x 6yds, 24 rolls/case (will specify colors when ordered)	525	CN	28.52	14,973.00	MEDCO SUPPLY CO INC	28.52
						29.15	15,303.75	HENRY SCHEIN	
51	LINE	y	Andover, Power Flex Cohesive Tape, 3" x 6yds, 16 rolls/case (will specify colors when ordered)	35	CN	28.52	998.20	MEDCO SUPPLY CO INC	28.52
						29.15	1,020.25	HENRY SCHEIN	
52	LINE	y	Beiersdorf, Lightplast Tape, 1 1/2" x 7 1/2 yds, 32 rolls/case	8	CN	54.99	439.92	HENRY SCHEIN	
						64.69	517.52	MEDCO SUPPLY CO INC	64.69
53	LINE	y	Beiersdorf, Lightplast Tape, 2" x 7 1/2 yds, 24 rolls/case	27	CN	65.49	1,768.23	HENRY SCHEIN	
						75.98	2,051.46	MEDCO SUPPLY CO INC	75.98
54	LINE	y	Beiersdorf, Tensoplast Tape, 3" x 5 yds, 16 rolls/case	6	CN	66.21	397.26	HENRY SCHEIN	
						68.37	410.22	MEDCO SUPPLY CO INC	68.37
55	LINE	y	Cramer, QDA, 8oz spray	28	EA	7.48	209.44	HENRY SCHEIN	
						8.21	229.88	MEDCO SUPPLY CO INC	8.21
						10.80	302.40	RIDDELL ALL AMERICAN	
56	LINE	y	J & J, Coach Athletic Tape, 1.5" x 15yds, 32/case	350	CS	66.37	23,229.50	HENRY SCHEIN	
						69.47	24,314.50	MEDCO SUPPLY CO INC	69.47
						89.98	31,493.00	VARSITY BRANDS HOLDINGS CO INC	1.00
57	LINE	y	Mueller or Cramer, Under Wrap, 2 3/4" x30yds, 48/case, (will specify colors when ordered)	35	CS	42.93	1,502.55	MEDCO SUPPLY CO INC	42.93
						46.47	1,626.45	HENRY SCHEIN	
						47.25	1,653.75	RIDDELL ALL AMERICAN	
						54.98	1,924.30	VARSITY BRANDS HOLDINGS CO INC	1.00
58	LINE	y	Aleemed (Aleve), 100x1 ind. Paks/box, 220mg	14	BX	14.58	204.12	HENRY SCHEIN	
						16.92	236.88	MEDCO SUPPLY CO INC	16.92
59	LINE	y	Bausch & Lomb Saline Solution (sensitive eyes), 12oz. Bottle:	50	BX	3.83	191.50	MEDCO SUPPLY CO INC	3.83
						3.95	197.50	HENRY SCHEIN	
60	LINE	y	Benadryl, 60 ind. paks/box	14	BX	9.50	133.00	MEDCO SUPPLY CO INC	9.50
						19.62	274.68	HENRY SCHEIN	
61	LINE	y	Benzoin Tincture Ampules, 100 ampules/box	7	BX	27.02	189.14	MEDCO SUPPLY CO INC	27.02
						27.97	195.79	HENRY SCHEIN	
62	LINE	y	Bio-freeze, 5 gram package, 100/box	28	BX	29.39	822.92	MEDCO SUPPLY CO INC	29.39
						30.35	849.80	HENRY SCHEIN	
63	LINE	y	Bio-freeze, One gallon pump bottle	14	BX	113.59	1,590.26	MEDCO SUPPLY CO INC	113.59
						132.33	1,852.62	HENRY SCHEIN	
64	LINE	NA	Cepacol throat lozenges, original, 648/box	7	BX	1.00	7.00	MEDCO SUPPLY CO INC	1.00
						N/B	N/B	HENRY SCHEIN	
65	LINE	y	Chloroseptic (menthol) 6 oz. spray	14	BX	5.08	71.12	HENRY SCHEIN	

The District solicited 463 suppliers and received 6 responses.

BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT

						5.49	76.86	MEDCO SUPPLY CO INC	5.49	
66	LINE	Y		Collyrium Eye Lotion, 6 oz. bottle	14	BX	4.00	56.00	MEDCO SUPPLY CO INC	4.00
							4.18	58.52	HENRY SCHEIN	
67	LINE	Y		Cramer, Iso Quinn Germicide, Gallon	14	GL	34.18	478.52	MEDCO SUPPLY CO INC	34.18
							34.51	483.14	HENRY SCHEIN	
							45.05	630.70	RIDDELL ALL AMERICAN	
68	LINE	Y		Decorel Forte Cold Tablets, 2 x 250 packs/box	14	BX	31.54	441.56	MEDCO SUPPLY CO INC	31.54
							34.11	477.54	HENRY SCHEIN	
69	LINE	Y		Excedrin Extra Strength, 100/bottle	14	BX	4.43	62.02	MEDCO SUPPLY CO INC	4.43
							13.08	183.12	HENRY SCHEIN	
70	LINE	NA		Heat Guard, 1000 tablets/bottle	14	BX	1.00	14.00	MEDCO SUPPLY CO INC	1.00
							N/B	N/B	HENRY SCHEIN	
71	LINE	Y		Hibiclens Antiseptic/Antimicrobial Skin Cleanser, 16 oz w/ pump	14	BX	10.52	147.28	MEDCO SUPPLY CO INC	10.52
							11.29	158.06	HENRY SCHEIN	
72	LINE	Y		Hydrocortizone Cream 1%, 144 ind packs/box	7	BX	7.40	51.80	MEDCO SUPPLY CO INC	7.40
							7.95	55.65	HENRY SCHEIN	
73	LINE	Y		Hydrogen Peroxide, pint	140	BX	0.52	72.80	HENRY SCHEIN	
							0.84	117.60	MEDCO SUPPLY CO INC	0.84
74	LINE	Y		Ibuprophen Tablets, 200mg., 250x2 ind. paks/box	21	BX	17.39	365.19	HENRY SCHEIN	
							17.79	373.59	MEDCO SUPPLY CO INC	17.79
75	LINE	Y		Medique, Medi-Lyte, 250 paks/box	28	BX	16.43	460.04	MEDCO SUPPLY CO INC	16.43
							17.74	496.72	HENRY SCHEIN	
76	LINE	Y		Medique, Pepto (Diatame) Tablets, 250 ind packs/box	14	BX	36.87	516.18	MEDCO SUPPLY CO INC	36.87
							39.84	557.76	HENRY SCHEIN	
77	LINE	NA		Mission, Fosfree Tablets, 500/bottle	7	BX	1.00	7.00	MEDCO SUPPLY CO INC	1.00
							N/B	N/B	HENRY SCHEIN	
78	LINE	NA		Staphaseptic, 144 ind paks/box, Tec Labs	14	BX	1.00	14.00	MEDCO SUPPLY CO INC	1.00
							N/B	N/B	HENRY SCHEIN	
79	LINE	NA		Theragesic, Heat Balm, 8 lb pump jug	14	BX	1.00	14.00	MEDCO SUPPLY CO INC	1.00
		Y					132.33	1,852.62	HENRY SCHEIN	
80	LINE	Y		Tiger Balm, Red Extra Strength, 6.3 oz	7	BX	5.50	38.50	MEDCO SUPPLY CO INC	5.50
							N/B	N/B	HENRY SCHEIN	
81	LINE	Y		Triple Antibiotic Ointment, 144 foil pks @ .031oz / box	35	BX	7.29	255.15	MEDCO SUPPLY CO INC	7.29
							7.83	274.05	HENRY SCHEIN	
82	LINE	Y		Tylenol or equivalent, 325mg, 250x2 ind. Paks/box	35	BX	9.75	341.25	MEDCO SUPPLY CO INC	9.75
							11.71	409.85	HENRY SCHEIN	
83	LINE	Y		Visine, Eye Drop, 1 oz bottle	140	BX	4.20	588.00	MEDCO SUPPLY CO INC	4.20
							4.41	617.40	HENRY SCHEIN	
84	LINE	Y		Beiersdorf, Elastoplast 4-wings, 50/box	105	BX	7.71	809.55	MEDCO SUPPLY CO INC	7.71
							9.55	1,002.75	HENRY SCHEIN	
85	LINE	Y		Beiersdorf, Elastoplast Digits, large, 50/box	105	BX	6.76	709.80	MEDCO SUPPLY CO INC	6.76
							7.72	810.60	HENRY SCHEIN	
86	LINE	Y		Beiersdorf, Elastoplast Digits, small, 50/box	105	BX	5.55	582.75	MEDCO SUPPLY CO INC	5.55
							8.60	903.00	HENRY SCHEIN	
87	LINE	Y		Beiersdorf, Elastoplast Knuckles, 100/box	105	BX	6.31	662.55	MEDCO SUPPLY CO INC	6.31
							6.32	663.60	HENRY SCHEIN	
88	LINE	Y		Beiersdorf, Elastoplast Patches, 2" x 3", 100/box	105	BX	5.55	582.75	MEDCO SUPPLY CO INC	5.55
							5.94	623.70	HENRY SCHEIN	
89	LINE	Y		Beiersdorf, Elastoplast Strips, 1" x 3", 100/box	140	BX	2.82	394.80	MEDCO SUPPLY CO INC	2.82
							3.11	435.40	HENRY SCHEIN	
90	LINE	Y		Beiersdorf, Steri-strip closures, 1/4"x3", 50 pouches/box	14	BX	45.74	640.36	HENRY SCHEIN	
							48.99	685.86	MEDCO SUPPLY CO INC	48.99
91	LINE	Y		Dukal, New Sponge, 3" x 3", 4000/case	7	BX	2.69	18.83	MEDCO SUPPLY CO INC	2.69
							58.00	406.00	HENRY SCHEIN	
92	LINE	Y		Elastic Wraps, 3" 10/box	14	BX	3.13	43.82	HENRY SCHEIN	
							6.57	91.98	MEDCO SUPPLY CO INC	6.57
							30.25	423.50	RIDDELL ALL AMERICAN	
93	LINE	Y		Elastic Wraps, double length, 4" 6/box	7	BX	14.65	102.55	MEDCO SUPPLY CO INC	14.65
							32.76	229.32	HENRY SCHEIN	
							36.40	254.80	RIDDELL ALL AMERICAN	
94	LINE	Y		Elastic Wraps, double length, 6" 6/box	7	BX	21.75	152.25	MEDCO SUPPLY CO INC	21.75
							46.98	328.86	HENRY SCHEIN	
95	LINE	Y		J & J, Biocclusive Transparent Dressing, 4"x5", 50/box	14	BX	55.98	783.72	HENRY SCHEIN	
							159.57	2,233.98	MEDCO SUPPLY CO INC	159.57
96	LINE	Y		Spenco, 2nd Skin, 1" squares, 100/jar	14	BX	20.35	284.90	HENRY SCHEIN	
							20.57	287.98	MEDCO SUPPLY CO INC	20.57
97	LINE	Y		Spenco, 2nd Skin, 3" circles, 50/jar	14	BX	29.90	418.60	MEDCO SUPPLY CO INC	29.90
							30.47	426.58	HENRY SCHEIN	
98	LINE	Y		T1 Cramer Active Ankle Trainers's Model (will specify sizes and colors when ordered)	100	BX	32.49	3,249.00	MEDCO SUPPLY CO INC	32.49
							33.61	3,361.00	HENRY SCHEIN	
99	LINE	Y		Diphen, 200 ind. plgs./box	24	BX	9.09	218.16	MEDCO SUPPLY CO INC	9.09
							9.71	233.04	HENRY SCHEIN	
100	LINE	Y		Ace Elastic Bangade - 3' x 5 yards, 10/box	14	BX	3.13	43.82	HENRY SCHEIN	
							17.58	246.12	MEDCO SUPPLY CO INC	17.58
101	LINE	Y		Ace Elastic Bandage - 4' x 5 yards, 10/box	14	BX	8.60	120.40	HENRY SCHEIN	
							22.68	317.52	MEDCO SUPPLY CO INC	22.68
102	LINE	Y		Thera-Band Exercise Band, yellow 50 yards/box	14	BX	60.54	847.56	MEDCO SUPPLY CO INC	60.54
							73.96	1,035.44	HENRY SCHEIN	
103	LINE	Y		Thera-Band Exercise Band, black 50 yards/box	14	BX	85.69	1,199.66	MEDCO SUPPLY CO INC	85.69
							105.34	1,474.76	HENRY SCHEIN	
104	LINE	Y		Thera-Tubing Exercise Tubing, black 50 yards/box	14	BX	59.33	830.62	MEDCO SUPPLY CO INC	59.33
							70.89	992.46	HENRY SCHEIN	
105	LINE	Y		Thera-Tubing Exercise Tubing, silver 50 yards/box	14	BX	80.49	1,126.86	MEDCO SUPPLY CO INC	80.49
							97.62	1,366.68	HENRY SCHEIN	
106	LINE	NA		Rubbermaid Work Station Cart	7	BX	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y					398.07	2,786.49	HENRY SCHEIN	
107	LINE	Y		Sportsmedic, Crutch Pac Plus, black	7	BX	216.00	1,512.00	HENRY SCHEIN	

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BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT

							227.06	1,589.42	MEDCO SUPPLY CO INC	227.06
108	LINE	Y	Sportsmedic, Crutch Pac Plus with wheels, black	7	BX		258.42	1,808.94	HENRY SCHEIN	
							278.69	1,950.83	MEDCO SUPPLY CO INC	278.69
109	LINE	Y	Hydrocollator Hot Pack, neck contour	7	BX		7.68	53.76	MEDCO SUPPLY CO INC	7.68
							12.27	85.89	HENRY SCHEIN	
110	LINE	Y	Biofreeze 360 degree spray, 4 oz.	14	BX		7.99	111.86	MEDCO SUPPLY CO INC	7.99
							8.22	115.08	HENRY SCHEIN	
111	LINE	Y	Mueller Face Shield	14	EA		43.45	608.30	MEDCO SUPPLY CO INC	43.45
							44.38	621.32	HENRY SCHEIN	
							46.51	651.14	VARSITY BRANDS HOLDINGS CO INC	1.00
112	LINE	Y	Biostim INF Digital Interferential Stimulator	14	EA		131.99	1,847.86	MEDCO SUPPLY CO INC	131.99
							381.14	5,335.96	HENRY SCHEIN	
113	LINE	NA	Thermolator Model T-6-S	7	EA		1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y					687.61	4,813.27	HENRY SCHEIN	
114	LINE	Y	Waterboy Power Pac	7	EA		596.25	4,173.75	RIDDELL ALL AMERICAN	
							600.00	4,200.00	MEDCO SUPPLY CO INC	600.00
							615.23	4,306.61	HENRY SCHEIN	
115	LINE	Y	Waterboy Generation 2 Horizontal Power Model	7	EA		2,631.74	18,422.18	HENRY SCHEIN	
							2,650.00	18,550.00	MEDCO SUPPLY CO INC	2,650.00
							2,857.04	19,999.28	RIDDELL ALL AMERICAN	
116	LINE	Y	120V AC Adapter	7	EA		25.18	176.26	MEDCO SUPPLY CO INC	25.18
							N/B	N/B	HENRY SCHEIN	
117	LINE	Y	17 Piece Deluxe Cupping Set	7	EA		36.98	258.86	MEDCO SUPPLY CO INC	36.98
							68.12	476.84	HENRY SCHEIN	
118	LINE	Y	40" Nylon Kettle Paddle	7	EA		36.02	252.14	MEDCO SUPPLY CO INC	36.02
							53.73	376.11	HENRY SCHEIN	
119	LINE	Y	Abreva Cold Sore and Fever Blister Treatment	8	EA		21.93	175.44	HENRY SCHEIN	
							30.09	240.72	MEDCO SUPPLY CO INC	30.09
120	LINE	Y	Adams Shoulder Injury Pad, Regular 1/2"	7	EA		29.74	208.18	MEDCO SUPPLY CO INC	29.74
							N/B	N/B	HENRY SCHEIN	
121	LINE	Y	Aetna Felt Turfliner Spring Steel Insoles, Half Spring, Men, 10	7	EA		12.28	85.96	HENRY SCHEIN	
							12.44	87.08	MEDCO SUPPLY CO INC	12.44
122	LINE	Y	Aetna Felt Turfliner Spring Steel Insoles, Half Spring, Men, 11	7	EA		12.28	85.96	HENRY SCHEIN	
							12.44	87.08	MEDCO SUPPLY CO INC	12.44
123	LINE	Y	Aetna Felt Turfliner Spring Steel Insoles, Half Spring, Men, 12	7	EA		12.28	85.96	HENRY SCHEIN	
							12.44	87.08	MEDCO SUPPLY CO INC	12.44
124	LINE	Y	AFX Ankle Foot Maximizer, AFX PRO (4 bands)	7	EA		120.58	844.06	MEDCO SUPPLY CO INC	120.58
							N/B	N/B	HENRY SCHEIN	
125	LINE	Y	AIREX Balance Pad	7	EA		44.39	310.73	MEDCO SUPPLY CO INC	44.39
							48.98	342.86	VARSITY BRANDS HOLDINGS CO INC	1.00
							54.88	384.16	HENRY SCHEIN	
126	LINE	Y	AlumaFoam® Finger Splints, 1/2" x 18", 12 per Case	7	CS		15.62	109.34	HENRY SCHEIN	
							18.56	129.92	MEDCO SUPPLY CO INC	18.56
127	LINE	Y	Ambu Res-Cue Mask, Basic System - Hard Case	7	CS		4.36	30.52	HENRY SCHEIN	
							5.84	40.88	MEDCO SUPPLY CO INC	5.84
128	LINE	Y	Alcohol Prep Pads, Non-Sterile 200/PK	7	CS		1.67	11.69	MEDCO SUPPLY CO INC	1.67
							1.96	13.72	HENRY SCHEIN	
129	LINE	Y	Alcohol Rubbing 70%, PT	7	CS		1.68	11.76	HENRY SCHEIN	
							2.47	17.29	MEDCO SUPPLY CO INC	2.47
130	LINE	Y	Aminofen 325 mg, 500 (250/2s)	10	CS		9.75	97.50	MEDCO SUPPLY CO INC	9.75
							9.82	98.20	HENRY SCHEIN	
131	LINE	Y	Andover Moleskin 2"x25 yds.	7	CS		16.38	114.66	MEDCO SUPPLY CO INC	6.38
							57.57	402.99	HENRY SCHEIN	
132	LINE	Y	Andover Moleskin, 3"x25 yds.	7	CS		22.81	159.67	MEDCO SUPPLY CO INC	22.81
							27.72	194.04	HENRY SCHEIN	
133	LINE	Y	Arm Sling, Clinic, Medium	25	CS		2.28	57.00	HENRY SCHEIN	
							4.39	109.75	MEDCO SUPPLY CO INC	4.39
134	LINE	Y	Arm Slings, Clinic, Large	47	CS		2.28	107.16	HENRY SCHEIN	
							4.39	206.33	MEDCO SUPPLY CO INC	4.39
135	LINE	Y	Arm Slings, Deluxe with Pad, small	15	CS		4.39	65.85	MEDCO SUPPLY CO INC	4.39
							5.23	78.45	HENRY SCHEIN	
136	LINE	Y	ASO Speed Lacer (sizes x-small, small, medium, large, x-large, xx-large) size & color specified when ordered	100	CS		26.35	2,635.00	MEDCO SUPPLY CO INC	26.35
							27.44	2,744.00	HENRY SCHEIN	
137	LINE	Y	Avant Fragrance Free Hand Sanitizer, 1 gallon	10	CS		26.84	268.40	MEDCO SUPPLY CO INC	26.84
							116.78	1,167.80	HENRY SCHEIN	
138	LINE	Y	Bactine Spray 5 oz.	50	CS		4.39	219.50	HENRY SCHEIN	
							5.87	293.50	MEDCO SUPPLY CO INC	5.87
139	LINE	Y	Bausch & Lomb Eye Wash, 4 oz. bottle, Comes with eye cup	50	CS		4.00	200.00	MEDCO SUPPLY CO INC	4.00
							4.18	209.00	HENRY SCHEIN	
140	LINE	Y	Benadryl Allergy, Ultratabs, 24/box	12	CS		5.40	64.80	HENRY SCHEIN	
							5.67	68.04	MEDCO SUPPLY CO INC	5.67
141	LINE	Y	Betadine Solution, quart	7	CS		10.89	76.23	HENRY SCHEIN	
							11.47	80.29	MEDCO SUPPLY CO INC	11.47
142	LINE	Y	Bleeding Control Kit, basic	7	EA		20.91	146.37	VARSITY BRANDS HOLDINGS CO INC	1.00
							41.30	289.10	HENRY SCHEIN	
							52.26	365.82	MEDCO SUPPLY CO INC	52.26
143	LINE	Y	Blister Foam Team Pack 25/box	7	BX		17.66	123.62	MEDCO SUPPLY CO INC	17.66
							19.17	134.19	HENRY SCHEIN	

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BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT

144	LINE	Y	Bodyblade, Classic, black	7	BX	79.40	555.80	MEDCO SUPPLY CO INC	79.40
						191.27	1,338.89	HENRY SCHEIN	
145	LINE	Y	Boost Oxygen Natural, 5 liters, 12/case	7	BX	96.00	672.00	MEDCO SUPPLY CO INC	96.00
						N/A	N/A	HENRY SCHEIN	
146	LINE	Y	BOSU Pro Balance Trainer	7	EA	119.00	833.00	MEDCO SUPPLY CO INC	119.00
						152.98	1,070.86	VARSIY BRANDS HOLDINGS CO INC	1.00
						195.64	1,369.48	HENRY SCHEIN	
147	LINE	Y	Brecon No-Wrap Tubular Compression Bandage, black, 3" x 10 yd.	10	EA	18.87	188.70	HENRY SCHEIN	
						23.43	234.30	MEDCO SUPPLY CO INC	23.43
148	LINE	Y	Brecon No-Wrap Tubular Compression Bandage, black, 4" x 10 yd	10	EA	25.63	256.30	HENRY SCHEIN	
						28.58	285.80	MEDCO SUPPLY CO INC	28.58
149	LINE	Y	Broken Nose Guard, regular	7	EA	23.59	165.13	MEDCO SUPPLY CO INC	23.59
						44.38	310.66	HENRY SCHEIN	
150	LINE	Y	BSN Medical Cover-Roll Stretch Adhesive Bandage, 4"x10 yd.	25	EA	13.54	338.50	MEDCO SUPPLY CO INC	13.54
						13.55	338.75	HENRY SCHEIN	
151	LINE	NA	Bull Frog Water Sport, 6 oz. spray, SPF50	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y				8.81	61.67	HENRY SCHEIN	
152	LINE	NA	Bull Frog LND/SPRT Quick Gel, 5 oz.	20	EA	1.00	20.00	MEDCO SUPPLY CO INC	1.00
		Y				8.94	178.80	HENRY SCHEIN	
153	LINE	Y	CanDo Foam Rolls, Black, 6"x36" round	20	EA	16.04	320.80	MEDCO SUPPLY CO INC	16.04
						18.07	361.40	HENRY SCHEIN	
						18.98	379.60	VARSIY BRANDS HOLDINGS CO INC	1.00
154	LINE	Y	CanDo Dynamic Stretching Strap	7	EA	8.49	59.43	MEDCO SUPPLY CO INC	8.49
						9.99	69.93	HENRY SCHEIN	
155	LINE	Y	CanDo Multi-Axis Platform Balance Boards	7	EA	247.35	1,731.45	HENRY SCHEIN	
						290.30	2,032.10	MEDCO SUPPLY CO INC	290.30
156	LINE	Y	Chattanooga accessories, Lead Wire, Channel 1	7	EA	19.58	137.06	MEDCO SUPPLY CO INC	19.58
						20.96	146.72	HENRY SCHEIN	
157	LINE	Y	Chattanooga accessories, Lead Wire, Channel 2	7	EA	19.58	137.06	MEDCO SUPPLY CO INC	19.58
						20.96	146.72	HENRY SCHEIN	
158	LINE	Y	Chattanooga accessories, Lead Wire, Channel 3	7	EA	19.58	137.06	MEDCO SUPPLY CO INC	19.58
						20.96	146.72	HENRY SCHEIN	
159	LINE	Y	Chattanooga accessories, Lead Wire, Channel 4	7	EA	19.58	137.06	MEDCO SUPPLY CO INC	19.58
						20.96	146.72	HENRY SCHEIN	
160	LINE	Y	Chattanooga Hydrocollator SS-2	7	EA	915.71	6,409.97	MEDCO SUPPLY CO INC	915.71
						1,092.08	7,644.56	HENRY SCHEIN	
161	LINE	Y	Chloraseptic (Cherry), Spray Bottle, 6 oz.	14	EA	5.21	72.94	HENRY SCHEIN	
						5.49	76.86	MEDCO SUPPLY CO INC	5.49
162	LINE	Y	Clear Gear Sports Spray, 1 gallon bottle, case of 6	24	EA	1.00	24.00	MEDCO SUPPLY CO INC	1.00
						65.64	1,575.36	HENRY SCHEIN	
163	LINE	NA	Clorox Anywhere Hard Surface Spray	43	EA	1.00	43.00	MEDCO SUPPLY CO INC	1.00
		Y				4.63	199.09	HENRY SCHEIN	
164	LINE	NA	Clorox Clean Up, 32 oz.	10	EA	1.00	10.00	MEDCO SUPPLY CO INC	1.00
		Y				13.92	139.20	HENRY SCHEIN	
165	LINE	NA	Clorox Disinfecting Wipes, Lemon, 75 wipes/canister	25	EA	1.00	25.00	MEDCO SUPPLY CO INC	1.00
		Y				16.82	420.50	HENRY SCHEIN	
166	LINE	NA	Clorox Germicidal Wipes, 100 count, bucket	10	EA	1.00	10.00	MEDCO SUPPLY CO INC	1.00
		Y				72.34	723.40	HENRY SCHEIN	
167	LINE	NA	Clorox Hand Sanitizer, 500 ml. bottle	30	EA	1.00	30.00	MEDCO SUPPLY CO INC	1.00
		Y				8.66	259.80	HENRY SCHEIN	
168	LINE	NA	Clorox Hydrogen Peroxide Disinfectant, 110 ct. wipes	42	EA	1.00	42.00	MEDCO SUPPLY CO INC	1.00
		Y				7.33	307.86	HENRY SCHEIN	
169	LINE	Y	Conductor Transmission Gel	7	EA	10.71	74.97	MEDCO SUPPLY CO INC	10.71
						26.82	187.74	HENRY SCHEIN	
170	LINE	Y	Cooler 10 gallon, Rubbermaid	25	EA	73.34	1,833.50	VARSIY BRANDS HOLDINGS CO INC	1.00
						77.45	1,936.25	HENRY SCHEIN	
						81.48	2,037.00	MEDCO SUPPLY CO INC	81.48
171	LINE	Y	Cannon 3-ply Basic Mask w/earloop white, blue 50/pack	10	PK	6.18	61.80	MEDCO SUPPLY CO INC	6.18
						9.13	91.30	HENRY SCHEIN	
						127.00	1,270.00	VARSIY BRANDS HOLDINGS CO INC	1.00
172	LINE	Y	Coverlet Cabinet, unfilled	7	EA	89.03	623.21	MEDCO SUPPLY CO INC	89.03
						94.68	662.76	HENRY SCHEIN	
173	LINE	NA	Coverlet Eye Occlusors, regular, 2"x3"	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y				105.32	737.24	HENRY SCHEIN	
174	LINE	Y	Cramer Actice Ankle AS1 Pro (will specify sizes and color when order is placed)	100	EA	21.03	2,103.00	MEDCO SUPPLY CO INC	21.03
						21.65	2,165.00	RIDDELL ALL AMERICAN	
						23.58	2,358.00	HENRY SCHEIN	
175	LINE	Y	Cramer Adhesive Foam Kit 1/4"	7	EA	21.09	147.63	MEDCO SUPPLY CO INC	21.09
						21.12	147.84	HENRY SCHEIN	
176	LINE	Y	Cramer Collapsible Bottle Carrier with bottles	20	EA	28.57	571.40	MEDCO SUPPLY CO INC	28.57
						28.85	577.00	HENRY SCHEIN	
						30.98	619.60	VARSIY BRANDS HOLDINGS CO INC	1.00
177	LINE	Y	Cramer Cryocaps Digit Covers	7	EA	10.51	73.57	HENRY SCHEIN	
						10.74	75.18	MEDCO SUPPLY CO INC	10.74
178	LINE	Y	Cramer Groin Strain Brace	7	EA	21.49	150.43	HENRY SCHEIN	
						21.98	153.86	MEDCO SUPPLY CO INC	21.98
179	LINE	Y	Cramer Heel & Lace Pads, 2,000/pack	15	PK	18.28	274.20	MEDCO SUPPLY CO INC	18.28

The District solicited 463 suppliers and received 6 responses.

**BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT**

						18.72	280.80	HENRY SCHEIN		
						21.88	328.20	VARSIY BRANDS HOLDINGS CO INC	1.00	
180	LINE	Y		Cramer High Density Foam Kit	10	EA	14.93	149.30	HENRY SCHEIN	
						15.27	152.70	MEDCO SUPPLY CO INC	15.27	
181	LINE	Y		Cramer High Performance Gear - AT Backpack	10	EA	284.53	2,845.30	MEDCO SUPPLY CO INC	284.53
						293.81	2,938.10	HENRY SCHEIN		
182	LINE	Y		Cramer Low Density Foam Kit	7	EA	15.70	109.90	HENRY SCHEIN	
						16.57	115.99	MEDCO SUPPLY CO INC	16.57	
183	LINE	Y		Cramer Lumbar Support, large-x-large	10	EA	21.36	213.60	MEDCO SUPPLY CO INC	21.36
						21.36	213.60	HENRY SCHEIN		
184	LINE	NA		Cramer Neoprene Deluxe Back Stabilizer, large	5	EA	1.00	5.00	MEDCO SUPPLY CO INC	1.00
		Y				31.08	155.40	HENRY SCHEIN		
185	LINE	Y		Cramer Neoprene Deluxe Back Stabilizer, medium		EA	30.66	0.00	MEDCO SUPPLY CO INC	30.66
186	LINE	NA		Cramer Neoprene Deluxe Back Stabilizer, small	5	EA	1.00	5.00	MEDCO SUPPLY CO INC	1.00
		Y				32.09	160.45	HENRY SCHEIN		
187	LINE	Y		Cramer Rapid Foam Vacuum Splints, 2 piece kit	7	EA	370.40	2,592.80	HENRY SCHEIN	
						382.71	2,678.97	MEDCO SUPPLY CO INC	382.71	
188	LINE	Y		Cramer Skin Lube, 1 lb. jar	7	EA	6.15	43.05	MEDCO SUPPLY CO INC	6.15
						10.07	70.49	HENRY SCHEIN		
						10.98	76.86	VARSIY BRANDS HOLDINGS CO INC	1.00	
189	LINE	Y		Cramer Skin Lube, 5 lb. jar	7	EA	25.64	179.48	MEDCO SUPPLY CO INC	25.64
						43.44	304.08	HENRY SCHEIN		
						44.98	314.86	VARSIY BRANDS HOLDINGS CO INC	1.00	
190	LINE	Y		Cryocup	7	EA	4.75	33.25	MEDCO SUPPLY CO INC	4.75
						5.96	41.72	HENRY SCHEIN		
191	LINE	Y		Cups Flat Bottom, 7 oz., translucent	100	EA	3.00	300.00	MEDCO SUPPLY CO INC	3.00
						59.30	5,930.00	HENRY SCHEIN		
192	LINE	Y		Curad Steile Saline Wound Wash, 7.1 oz.	30	EA	5.45	163.50	HENRY SCHEIN	
						6.60	198.00	MEDCO SUPPLY CO INC	6.60	
193	LINE	Y		Custom Mask, washable	50	EA	6.62	331.00	MEDCO SUPPLY CO INC	6.62
						N/B	N/B	HENRY SCHEIN		
194	LINE	Y		Defender Skin Protective Tape, 4"x36"	20	EA	7.93	158.60	MEDCO SUPPLY CO INC	7.93
						N/B	N/B	HENRY SCHEIN		
195	LINE	Y		Deluxe Elastic Bandage, 6"x11 yd., 6/box	15	EA	46.98	704.70	HENRY SCHEIN	
						74.80	1,122.00	MEDCO SUPPLY CO INC	74.80	
196	LINE	Y		Dermafungal, antifungal cream, 5 grm. packets, 144/pk.	7	EA	33.33	233.31	MEDCO SUPPLY CO INC	33.33
						N/B	N/B	HENRY SCHEIN		
197	LINE	Y		Digital Beam Scale	7	EA	249.98	1,749.86	VARSIY BRANDS HOLDINGS CO INC	1.00
						376.60	2,636.20	HENRY SCHEIN		
						404.22	2,829.54	MEDCO SUPPLY CO INC	404.22	
198	LINE	Y		Digital Timer	7	EA	6.30	44.10	MEDCO SUPPLY CO INC	6.30
						7.89	55.23	VARSIY BRANDS HOLDINGS CO INC	1.00	
						11.98	83.86	HENRY SCHEIN		
199	LINE	Y		Dry Goods Original Antiseptic Spray Powder, 5.4 oz.	25	EA	10.59	264.75	MEDCO SUPPLY CO INC	10.59
						N/B	N/B	HENRY SCHEIN		
200	LINE	Y		Dukal New Sponges, Sterile, 4"x4", box of 50	20	EA	1.95	39.00	HENRY SCHEIN	
						2.98	59.60	MEDCO SUPPLY CO INC	2.98	
201	LINE	Y		Dura-Stick Supreme Electrodes, Square, 2", 4 per pack	10	EA	3.83	38.30	HENRY SCHEIN	
						5.54	55.40	MEDCO SUPPLY CO INC	5.54	
202	LINE	Y		Econoline Shock Shield	7	EA	39.27	274.89	HENRY SCHEIN	
						50.32	352.24	MEDCO SUPPLY CO INC	50.32	
203	LINE	Y		Econoline Super Foam Sheets & Kits, 5"x21"x36"	7	EA	26.50	185.50	MEDCO SUPPLY CO INC	26.50
						62.47	437.29	HENRY SCHEIN		
204	LINE	Y		Economy Cotton Rolls, bag of 2,000	7	EA	11.57	80.99	MEDCO SUPPLY CO INC	11.57
						13.08	91.56	HENRY SCHEIN		
205	LINE	Y		Economy Memory Foam Sheet, 3/4"x20"x36", blue, non-adhesive	7	EA	30.02	210.14	MEDCO SUPPLY CO INC	30.02
						57.07	399.49	HENRY SCHEIN		
206	LINE	Y		Exercise Roll, set of 3	7	EA	93.91	657.37	MEDCO SUPPLY CO INC	93.91
						N/B	N/B	HENRY SCHEIN		
207	LINE	Y		EZ Read Jamar Goniometer, 12 1/2" (32cm) Standard	7	EA	11.25	78.75	MEDCO SUPPLY CO INC	11.25
						32.15	225.05	HENRY SCHEIN		
208	LINE	NA		Flambeau Mobile Storage System	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y				31.58	221.06	HENRY SCHEIN		
209	LINE	NA		Flonase Nasal Spray, .62 oz.	10	EA	1.00	10.00	MEDCO SUPPLY CO INC	1.00
		Y				27.38	273.80	HENRY SCHEIN		
210	LINE	Y		FMXTractor 4	7	EA	419.68	2,937.76	MEDCO SUPPLY CO INC	419.68
						N/B	N/B	HENRY SCHEIN		
211	LINE	Y		Foot/Ankle Model	7	EA	74.52	521.64	MEDCO SUPPLY CO INC	74.52
						118.41	828.87	HENRY SCHEIN		
212	LINE	Y		Forearm Splint, left, Un-Pad (specify size when ordered)	7	EA	10.26	71.82	HENRY SCHEIN	
						11.33	79.31	MEDCO SUPPLY CO INC	11.33	
213	LINE	Y		Forearm Splint, right, Un-Pad (specify size when order is placed)	7	EA	10.26	71.82	HENRY SCHEIN	
						11.33	79.31	MEDCO SUPPLY CO INC	11.33	
214	LINE	Y		FormFit Back Supports (specify size when order is placed)	7	EA	23.97	167.79	MEDCO SUPPLY CO INC	23.97
						39.73	278.11	HENRY SCHEIN		
215	LINE	Y		Game Ready Ankle Sleeve, large	7	EA	24.00	168.00	HENRY SCHEIN	

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BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT

							25.20	176.40	MEDCO SUPPLY CO INC	25.20
216	LINE	Y		Game Ready Hip/Groin Wrap w/ATX, left	7	EA	384.00	2,688.00	HENRY SCHEIN	
							403.20	2,822.40	MEDCO SUPPLY CO INC	403.20
217	LINE	Y		Game Ready Hip/Groin Wrap w/ATX, right	7	EA	384.00	2,688.00	HENRY SCHEIN	
							403.20	2,822.40	MEDCO SUPPLY CO INC	403.20
218	LINE	Y		Game Ready PRO (GRPRO) 2.1 Control Unit, AC Adptr, 6' hose	7	EA	2,204.00	15,428.00	HENRY SCHEIN	
							2,314.20	16,199.40	MEDCO SUPPLY CO INC	2,314.20
219	LINE	Y		Game Ready Straight Knee Sleeve	7	EA	28.00	196.00	HENRY SCHEIN	
							29.40	205.80	MEDCO SUPPLY CO INC	29.40
220	LINE	Y		Gatorade Endurance Gatorlytes	7	EA	15.20	106.40	MEDCO SUPPLY CO INC	15.20
							19.00	133.00	HENRY SCHEIN	
221	LINE	Y		Gatorade Frost glacier Freeze, 51 oz. (6 gallon)	100	EA	103.69	10,369.00	HENRY SCHEIN	
							112.10	11,210.00	MEDCO SUPPLY CO INC	112.10
222	LINE	Y		Gatorade Lemon/Lime, 51 oz. (6 gallon)	100	EA	103.69	10,369.00	HENRY SCHEIN	
							112.10	11,210.00	MEDCO SUPPLY CO INC	112.10
223	LINE	Y		Gatorade Plastic Cup Holder	7	EA	27.86	195.02	HENRY SCHEIN	
							29.33	205.31	MEDCO SUPPLY CO INC	29.33
							32.98	230.86	VARSITY BRANDS HOLDINGS CO INC	1.00
224	LINE	Y		Glass Sundry Jars, labeled	7	EA	33.34	233.38	MEDCO SUPPLY CO INC	33.34
							37.60	263.20	HENRY SCHEIN	
225	LINE	Y		Latex Gloves, Powder Free, Examination, box of 100 (will specify size when ordered)	100	EA	6.32	632.00	HENRY SCHEIN	
							12.08	1,208.00	MEDCO SUPPLY CO INC	12.08
226	LINE	Y		Nitrile Gloves, Powder Free, Examination, 100/box (will specify size when order is placed)	100	EA	5.16	516.00	HENRY SCHEIN	
							19.07	1,907.00	MEDCO SUPPLY CO INC	19.07
227	LINE	Y		Glucose Tabs, orange, 100/bottle	7	EA	3.27	22.89	HENRY SCHEIN	
							3.89	27.23	MEDCO SUPPLY CO INC	3.89
228	LINE	NA		Gold Bond Medicated Foot Powder & Foot Cream, 4 oz. tube	10	EA	1.00	10.00	MEDCO SUPPLY CO INC	1.00
		Y					3.78	37.80	HENRY SCHEIN	
229	LINE	Y		Good Sense Sterile Eye Drops, 5 oz. bottle	20	EA	1.35	27.00	MEDCO SUPPLY CO INC	1.35
							1.44	28.80	HENRY SCHEIN	
230	LINE	Y		GS Antacid Chew Tabs, Fruit, 72 count, Ultra Strength	12	EA	2.68	32.16	MEDCO SUPPLY CO INC	2.68
							5.39	64.68	HENRY SCHEIN	
231	LINE	NA		Gym Wipes Antibacterial Force, 900 wipes/8 lb. refill	22	EA	1.00	22.00	MEDCO SUPPLY CO INC	1.00
		Y					N/B	N/B	HENRY SCHEIN	
232	LINE	Y		Gym Wipes Antibacterial Force wipes, refill	14	EA	34.95	489.30	MEDCO SUPPLY CO INC	34.95
							N/B	N/B	HENRY SCHEIN	
233	LINE	Y		GymWipes Antibacterial Force Wipes, 10 lb. bucket	14	EA	17.44	244.16	MEDCO SUPPLY CO INC	17.44
							46.91	656.74	VARSITY BRANDS HOLDINGS CO INC	1.00
							N/B	N/B	HENRY SCHEIN	
234	LINE	Y		GymWipes Antibacterial Force Wipes, bucket	22	EA	17.44	383.68	MEDCO SUPPLY CO INC	17.44
							N/B	N/B	HENRY SCHEIN	
235	LINE	Y		Halls Cough Drops, Cherry, 30	10	EA	2.07	20.70	MEDCO SUPPLY CO INC	2.07
							2.37	23.70	HENRY SCHEIN	
236	LINE	Y		Halls Cough Drops, Menthalypus, 30	10	EA	2.07	20.70	MEDCO SUPPLY CO INC	2.07
							2.36	23.60	HENRY SCHEIN	
237	LINE	Y		Hartmann AC-tape, 2" x 5 yd. roll, Speedpack of 24	7	EA	49.34	345.38	HENRY SCHEIN	
							53.67	375.69	MEDCO SUPPLY CO INC	53.67
238	LINE	Y		Hartmann AC-tape, 3" x 5 yd. roll, Speedpack of 16	7	EA	49.34	345.38	HENRY SCHEIN	
							53.48	374.36	MEDCO SUPPLY CO INC	53.48
239	LINE	Y		Hartmann Deluxe LF Bandage, 6"x11 yds.	10	EA	7.83	78.30	HENRY SCHEIN	
							8.05	80.50	MEDCO SUPPLY CO INC	8.05
240	LINE	Y		Healthsmart AC Adapter	7	EA	15.69	109.83	MEDCO SUPPLY CO INC	15.69
							N/B	N/B	HENRY SCHEIN	
241	LINE	Y		Healthsmart Non-Contact Digital Forehead Thermometer	10	EA	18.57	185.70	HENRY SCHEIN	
							52.37	523.70	MEDCO SUPPLY CO INC	52.37
							104.98	1,049.80	VARSITY BRANDS HOLDINGS CO INC	1.00
242	LINE	Y		Healthsmart Premium Arm BP (AC adapter purchased separately)	7	EA	61.63	431.41	MEDCO SUPPLY CO INC	61.63
							73.32	513.24	HENRY SCHEIN	
243	LINE	Y		Healthsmart Select Arm BP (AC adapter purchased separately)	7	EA	50.43	353.01	MEDCO SUPPLY CO INC	50.43
							60.00	420.00	HENRY SCHEIN	
244	LINE	Y		Heavy-Duty Bandage Shears	8	EA	7.59	60.72	VARSITY BRANDS HOLDINGS CO INC	1.00
							10.42	83.36	HENRY SCHEIN	
							12.03	96.24	MEDCO SUPPLY CO INC	12.03
245	LINE	Y		Husky 891 Arena Disinfectant, gallon	5	EA	27.26	136.30	HENRY SCHEIN	
							46.98	234.90	VARSITY BRANDS HOLDINGS CO INC	1.00
							78.69	393.45	MEDCO SUPPLY CO INC	78.69
246	LINE	Y		Hydrocollator Heating units, Mobile - Includes 8 standard HotPacs	7	EA	915.71	6,409.97	MEDCO SUPPLY CO INC	915.71
							1,092.08	7,644.56	HENRY SCHEIN	
247	LINE	Y		Hydrocollator Terry Covers, Standard size, 19"x27"	20	EA	20.95	419.00	MEDCO SUPPLY CO INC	20.95
							22.27	445.40	HENRY SCHEIN	
248	LINE	Y		Hyperice Venom Back	7	EA	175.00	1,225.00	HENRY SCHEIN	
							175.00	1,225.00	MEDCO SUPPLY CO INC	175.00
249	LINE	Y		Hyperice Venom Leg	7	EA	175.00	1,225.00	HENRY SCHEIN	
							175.00	1,225.00	MEDCO SUPPLY CO INC	175.00
250	LINE	Y		HyperVolt Carry Case	7	EA	45.00	315.00	MEDCO SUPPLY CO INC	45.00
							126.66	886.62	HENRY SCHEIN	
251	LINE	NA		HyperVolt Display Stand	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00

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**BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT**

		Y					38.29	268.03	HENRY SCHEIN	
252	LINE	Y		HyperVolt plus	7	EA	225.00	1,575.00	MEDCO SUPPLY CO INC	225.00
							340.00	2,380.00	HENRY SCHEIN	
253	LINE	Y		Ice Bag Dispenser	7	EA	16.22	113.54	HENRY SCHEIN	
							24.98	174.86	VARSITY BRANDS HOLDINGS CO INC	1.00
							42.74	299.18	MEDCO SUPPLY CO INC	42.74
254	LINE	NA		Ice Scoop, aluminum 84.5 oz.	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y					44.62	312.34	HENRY SCHEIN	
255	LINE	NA		Ice Scoop, aluminum 38.5 oz.	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y					32.63	228.41	HENRY SCHEIN	
256	LINE	NA		Igloo Playmate Elite Cooler, 16 quart	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y					32.12	224.84	HENRY SCHEIN	
257	LINE	Y		Impulse 3000T Tens Unit	14	EA	25.05	350.70	HENRY SCHEIN	
							25.15	352.10	MEDCO SUPPLY CO INC	25.15
258	LINE	Y		Intellect Legend XT Electrotherapy System, 4-Channel Combination & Cart	7	EA	3,778.24	26,447.68	HENRY SCHEIN	
							3,892.42	27,246.94	MEDCO SUPPLY CO INC	3,892.42
259	LINE	Y		Intellect Legend XT Electrotherapy System, 4-Channel	7	EA	2,602.36	18,216.52	HENRY SCHEIN	
							3,188.97	22,322.79	MEDCO SUPPLY CO INC	3,188.97
260	LINE	Y		Intellect Ultrasound Gel, 5 liter, or approved equal	5	EA	13.08	65.40	HENRY SCHEIN	
							18.37	91.85	MEDCO SUPPLY CO INC	18.37
261	LINE	NA		Kendall Ultrasound Gel, 8.4 oz. or approved equal	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y					1.29	9.03	HENRY SCHEIN	
262	LINE	Y		Kinesio-Pro Stainless Steel Scissors with holster	7	EA	36.44	255.08	MEDCO SUPPLY CO INC	36.44
							37.55	262.85	HENRY SCHEIN	
263	LINE	Y		Knee Model, right	7	EA	63.77	446.39	MEDCO SUPPLY CO INC	63.77
							124.37	870.59	HENRY SCHEIN	
264	LINE	Y		Leukotape P Corrective Taping, Cover Roll Stretch, 4"x10yds., case of 12	7	EA	162.60	1,138.20	HENRY SCHEIN	
							202.73	1,419.11	MEDCO SUPPLY CO INC	202.73
265	LINE	Y		Leukotape P Corrective Taping, Cover Roll Stretch, 6"x2yds., case of 12	7	EA	76.68	536.76	HENRY SCHEIN	
							87.89	615.23	MEDCO SUPPLY CO INC	87.89
266	LINE	Y		Leukotape P Corrective Taping, 1 1/2"x15 yds.	7	EA	6.66	46.62	HENRY SCHEIN	
							7.22	50.54	MEDCO SUPPLY CO INC	7.22
267	LINE	Y		Lifesource UB-521 Wrist Blood Pressure Monitor	7	EA	54.07	378.49	MEDCO SUPPLY CO INC	54.07
							N/B	N/B	HENRY SCHEIN	
268	LINE	Y		Lip Natural Herbal Lip Balm, SPF15	12	EA	0.99	11.88	HENRY SCHEIN	
							34.41	412.92	MEDCO SUPPLY CO INC	34.41
269	LINE	Y		Liquid Skin, .017 oz. Pipette, bag of 10	12	EA	10.87	130.44	MEDCO SUPPLY CO INC	10.87
							10.94	131.28	HENRY SCHEIN	
270	LINE	Y		Lubriderm Dry Skin Lotions, Advanced Therapy, 16 oz. pump	25	EA	6.66	166.50	HENRY SCHEIN	
							7.49	187.25	MEDCO SUPPLY CO INC	7.49
271	LINE	Y		Lysol IC Foaming Disinfectant Cleaner	20	EA	5.89	117.80	HENRY SCHEIN	
							8.46	169.20	MEDCO SUPPLY CO INC	8.46
272	LINE	Y		McDavid 402 Open Knee Support, small	23	EA	11.24	258.52	MEDCO SUPPLY CO INC	11.24
							13.35	307.05	HENRY SCHEIN	
							17.00	391.00	DAN CAREYS SPORTING GOODS LTD	
273	LINE	Y		McDavid 402 Open Knee Support, medium	20	EA	11.24	224.80	MEDCO SUPPLY CO INC	11.24
							12.93	258.60	HENRY SCHEIN	
							17.00	340.00	DAN CAREYS SPORTING GOODS LTD	
274	LINE	Y		McDavid 402 Open Knee Support, large	35	EA	11.24	393.40	MEDCO SUPPLY CO INC	11.24
							13.35	467.25	HENRY SCHEIN	
275	LINE	Y		McDavid 402 Open Knee Support, x-large	21	EA	11.24	236.04	MEDCO SUPPLY CO INC	11.24
							13.35	280.35	HENRY SCHEIN	
							17.00	357.00	DAN CAREYS SPORTING GOODS LTD	
276	LINE	Y		McDavid 402 Open Knee Support, xx-large	20	EA	11.24	224.80	MEDCO SUPPLY CO INC	11.24
							17.00	340.00	DAN CAREYS SPORTING GOODS LTD	
							N/B	N/B	HENRY SCHEIN	
277	LINE	Y		McDavid 422 Dual Disk Knee Brace, black, small	6	EA	35.26	211.56	HENRY SCHEIN	
							40.22	241.32	MEDCO SUPPLY CO INC	40.22
							46.00	276.00	DAN CAREYS SPORTING GOODS LTD	
278	LINE	Y		McDavid 422 Dual Disk Knee Brace, black, medium	17	EA	35.26	599.42	HENRY SCHEIN	
							37.47	636.99	MEDCO SUPPLY CO INC	37.47
							47.00	799.00	DAN CAREYS SPORTING GOODS LTD	
279	LINE	Y		McDavid 422 Dual Disk Knee Brace, black, large	17	EA	35.26	599.42	HENRY SCHEIN	
							37.47	636.99	MEDCO SUPPLY CO INC	37.47
							47.00	799.00	DAN CAREYS SPORTING GOODS LTD	
280	LINE	Y		McDavid 422 Dual Disk Knee Brace, black, x-large	7	EA	35.26	246.82	HENRY SCHEIN	
							37.47	262.29	MEDCO SUPPLY CO INC	37.47
							46.00	322.00	DAN CAREYS SPORTING GOODS LTD	
281	LINE	Y		McDavid 422 Dual Disk Knee Brace, black, xx-large	8	EA	35.26	282.08	HENRY SCHEIN	
							37.47	299.76	MEDCO SUPPLY CO INC	37.47
							46.00	368.00	DAN CAREYS SPORTING GOODS LTD	

The District solicited 463 suppliers and received 6 responses.

BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT

282	LINE	Y		McDavid 475 Groin Strap	12	EA	12.49	149.88	MEDCO SUPPLY CO INC	12.49
							12.93	155.16	HENRY SCHEIN	
							16.30	195.60	DAN CAREYS SPORTING GOODS LTD	
283	LINE	Y		McDavid 6650 HEX Skin Roll	7	EA	8.12	56.84	MEDCO SUPPLY CO INC	8.12
							10.85	75.95	HENRY SCHEIN	
							14.15	99.05	DAN CAREYS SPORTING GOODS LTD	
284	LINE	Y		MDI Econo-Vac Etreimity Vacuum Splints, 7-pc. Deluxe Kit	7	KT	161.77	1,132.39	HENRY SCHEIN	
							164.18	1,149.26	MEDCO SUPPLY CO INC	164.18
285	LINE	Y		Medi-First Sinus Decongestant (pseudoephedrine/Sudafed, 500/1's, or equivalent)	7	KT	19.67	137.69	MEDCO SUPPLY CO INC	19.67
							20.21	141.47	HENRY SCHEIN	
286	LINE	Y		Medikit PPE Sport ProPK, black	7	KT	18.13	126.91	MEDCO SUPPLY CO INC	18.13
							18.26	127.82	HENRY SCHEIN	
287	LINE	Y		Medique Diamode Anti-Diarrhea, 100/1's, or approved equal	7	KT	2.37	16.59	MEDCO SUPPLY CO INC	2.37
							2.44	17.08	HENRY SCHEIN	
288	LINE	Y		Medique Diotome Chewable Tablets, antacid and diarrhea relief solution, box os 500, 250/2's, or approved equal	15	KT	36.87	553.05	MEDCO SUPPLY CO INC	36.87
							39.84	597.60	HENRY SCHEIN	
289	LINE	Y		Medique Loradamed, 50/1's, or approved equal	15	KT	12.61	189.15	MEDCO SUPPLY CO INC	12.61
							12.63	189.45	HENRY SCHEIN	
290	LINE	Y		Medique Medi-Meclizine, 500/2's, or approved equal	10	KT	41.47	414.70	MEDCO SUPPLY CO INC	41.47
							44.85	448.50	HENRY SCHEIN	
291	LINE	Y		Medique Medikoff Drops, Cherry, 600/jar	7	KT	32.85	229.95	MEDCO SUPPLY CO INC	32.85
							33.31	233.17	HENRY SCHEIN	
292	LINE	Y		Medique Mediprofen, 100/1's	8	KT	13.50	108.00	MEDCO SUPPLY CO INC	13.50
							14.58	116.64	HENRY SCHEIN	
293	LINE	Y		MedPac 4900 Rolling Bag	7	KT	352.96	2,470.72	HENRY SCHEIN	
							371.43	2,600.01	MEDCO SUPPLY CO INC	371.43
294	LINE	Y		Mettler Electrotherapy Cart	7	KT	126.63	886.41	MEDCO SUPPLY CO INC	126.63
							181.72	1,272.04	HENRY SCHEIN	
295	LINE	Y		Moleskin Turf Toe Straps, 4x7 1/2", 100/pack	10	KT	27.72	277.20	HENRY SCHEIN	
							42.27	422.70	MEDCO SUPPLY CO INC	42.27
296	LINE	Y		Mucinex Cold Flu Relief Maimum Strength, Mucinex SE, 100 tablets/bottle, (guaifenesin (600 mg) and dextromethorphan HBr (30mg.)	7	KT	51.62	361.34	MEDCO SUPPLY CO INC	51.62
							N/B	N/B	HENRY SCHEIN	
297	LINE	Y		Mueller Hero Utility	7	EA	82.03	574.21	HENRY SCHEIN	
							87.44	612.08	MEDCO SUPPLY CO INC	87.44
							87.98	615.86	VARSITY BRANDS HOLDINGS CO INC	1.00
298	LINE	Y		Mueller Hinged Wraparound Knee Brace, regular	20	EA	23.59	471.80	HENRY SCHEIN	
							24.44	488.80	MEDCO SUPPLY CO INC	24.44
299	LINE	Y		Mueller Hinged Wraparound Knee Brace, large	20	EA	23.59	471.80	HENRY SCHEIN	
							24.44	488.80	MEDCO SUPPLY CO INC	24.44
300	LINE	Y		Mueller Hinged Wraparound Knee Brace, x-large	20	EA	24.44	488.80	MEDCO SUPPLY CO INC	24.44
							N/B	N/B	HENRY SCHEIN	
301	LINE	Y		Mueller Massage Lotion, 16 oz. bottle	7	BT	5.00	35.00	MEDCO SUPPLY CO INC	5.00
							5.11	35.77	HENRY SCHEIN	
							5.98	41.86	VARSITY BRANDS HOLDINGS CO INC	1.00
302	LINE	Y		Mueller Massage Lotion, gallon w/pump	7	EA	25.62	179.34	MEDCO SUPPLY CO INC	25.62
							26.15	183.05	HENRY SCHEIN	
							28.97	202.79	VARSITY BRANDS HOLDINGS CO INC	1.00
303	LINE	Y		Mueller Meret Medi Kit Omni	14	EA	323.78	4,532.92	HENRY SCHEIN	
							335.57	4,697.98	MEDCO SUPPLY CO INC	335.57
304	LINE	Y		Mueller Neoprene Elbow Sleeve, small	20	EA	7.62	152.40	HENRY SCHEIN	
							7.70	154.00	MEDCO SUPPLY CO INC	7.70
							8.98	179.60	VARSITY BRANDS HOLDINGS CO INC	1.00
305	LINE	Y		Mueller Neoprene Elbow Sleeve, medium	20	EA	7.62	152.40	HENRY SCHEIN	
							7.70	154.00	MEDCO SUPPLY CO INC	7.70
							8.98	179.60	VARSITY BRANDS HOLDINGS CO INC	1.00
306	LINE	Y		Mueller Neoprene Elbow Sleeve, large	20	EA	7.62	152.40	HENRY SCHEIN	
							7.70	154.00	MEDCO SUPPLY CO INC	7.70
							8.98	179.60	VARSITY BRANDS HOLDINGS CO INC	1.00
307	LINE	Y		Mueller Neoprene Elbow Sleeve, x-large	20	EA	7.62	152.40	HENRY SCHEIN	
							7.70	154.00	MEDCO SUPPLY CO INC	7.70
							8.98	179.60	VARSITY BRANDS HOLDINGS CO INC	1.00
308	LINE	Y		Mueller Neoprene Knee Sleeve, x-large	20	EA	14.10	282.00	HENRY SCHEIN	
							14.82	296.40	MEDCO SUPPLY CO INC	14.82
309	LINE	Y		Mueller Neoprene Thigh Sleeve, small	20	EA	9.46	189.20	HENRY SCHEIN	
							9.65	193.00	MEDCO SUPPLY CO INC	9.65
							10.97	219.40	VARSITY BRANDS HOLDINGS CO INC	1.00
310	LINE	Y		Mueller Neoprene Thigh Sleeve, medium	20	EA	9.46	189.20	HENRY SCHEIN	
							9.65	193.00	MEDCO SUPPLY CO INC	9.65
							10.97	219.40	VARSITY BRANDS HOLDINGS CO INC	1.00
311	LINE	Y		Mueller Neoprene Thigh Sleeve, large	20	EA	9.46	189.20	HENRY SCHEIN	
							9.65	193.00	MEDCO SUPPLY CO INC	9.65
							10.97	219.40	VARSITY BRANDS HOLDINGS CO INC	1.00
312	LINE	Y		Mueller Thigh Support	50	EA	9.65	482.50	MEDCO SUPPLY CO INC	9.65
							9.90	495.00	HENRY SCHEIN	
313	LINE	NA		Mueller Thumb Stabilizer	10	EA	1.00	10.00	MEDCO SUPPLY CO INC	1.00
							10.41	104.10	HENRY SCHEIN	
314	LINE	Y		Mueller Titan Hero, Lightweight and customizable medical bag	7	EA	544.73	3,813.11	HENRY SCHEIN	
							560.55	3,923.85	MEDCO SUPPLY CO INC	560.55
315	LINE	Y		Mueller Water Plastics Water Bottle Carrier, black	20	EA	14.07	281.40	MEDCO SUPPLY CO INC	14.07
							14.17	283.40	HENRY SCHEIN	
							15.29	305.80	VARSITY BRANDS HOLDINGS CO INC	1.00
316	LINE	Y		Musclted Shoulder (right) model	7	EA	91.71	641.97	MEDCO SUPPLY CO INC	91.71

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BID TABULATION
GARLAND INDEPENDENT SCHOOL DISTRICT

357	LINE	Y	Sammons Preston Therapy Putty, Green, medium, 4 oz.	7	EA	3.27	22.89	MEDCO SUPPLY CO INC	3.27
						6.64	46.48	HENRY SCHEIN	
358	LINE	Y	Sammons Preston Therapy Putty, Red, medium - soft, 4 oz.	7	EA	3.27	22.89	MEDCO SUPPLY CO INC	3.27
						N/B	N/B	HENRY SCHEIN	
359	LINE	NA	Save-A-Tooth New & Improved	8	EA	1.00	8.00	MEDCO SUPPLY CO INC	1.00
		Y				13.23	105.84	HENRY SCHEIN	
360	LINE	Y	Shark Tape Cutter	25	EA	12.67	316.75	MEDCO SUPPLY CO INC	12.67
						13.28	332.00	HENRY SCHEIN	
361	LINE	Y	Shark Tape Cutter Replacement Blades	15	EA	27.06	405.90	MEDCO SUPPLY CO INC	27.06
						28.77	431.55	HENRY SCHEIN	
362	LINE	Y	Sof-Form Conforming Bandage, Non-Sterile, 3"x75", 12/bag	10	EA	1.58	15.80	MEDCO SUPPLY CO INC	1.58
						3.36	33.60	HENRY SCHEIN	
363	LINE	Y	Sof-Form Conforming Bandage, Non-Sterile, 4"x75", 12/bag	10	EA	1.75	17.50	MEDCO SUPPLY CO INC	1.75
						4.16	41.60	HENRY SCHEIN	
364	LINE	Y	Soft Open Cell Foam Rolls & Pads, 1/8"x4"x4"	7	EA	21.10	147.70	MEDCO SUPPLY CO INC	21.10
						N/B	N/B	HENRY SCHEIN	
365	LINE	Y	Soft Sided Athletic Training Kit	14	EA	34.64	484.96	HENRY SCHEIN	
						46.65	653.10	MEDCO SUPPLY CO INC	46.65
						194.98	2,729.72	VARISITY BRANDS HOLDINGS CO INC	1.00
366	LINE	Y	Solarcaine Aloe Gel, 4.5 oz.	14	EA	3.79	53.06	MEDCO SUPPLY CO INC	3.79
						6.48	90.72	HENRY SCHEIN	
367	LINE	Y	Speed Rope, 9'	10	EA	1.09	10.90	VARISITY BRANDS HOLDINGS CO INC	1.00
						5.97	59.70	MEDCO SUPPLY CO INC	5.97
						11.36	113.60	HENRY SCHEIN	
368	LINE	Y	Sports Medicine Sling Bag	14	EA	36.65	513.10	HENRY SCHEIN	
						37.38	523.32	MEDCO SUPPLY CO INC	37.38
						2.19	109.50	VARISITY BRANDS HOLDINGS CO INC	1.00
369	LINE	Y	Sports Water Bottles, quart	50	EA	3.40	170.00	HENRY SCHEIN	
						3.47	173.50	MEDCO SUPPLY CO INC	3.47
						9.58	67.06	MEDCO SUPPLY CO INC	9.58
370	LINE	Y	Aprague Rappapart-Type Stethoscope, black	7	EA	26.24	183.68	HENRY SCHEIN	
						64.19	449.33	HENRY SCHEIN	
371	LINE	Y	Squid Knee Wrap & Gel Pack	7	EA	197.87	1,385.09	MEDCO SUPPLY CO INC	197.87
						1.00	7.00	MEDCO SUPPLY CO INC	1.00
						N/B	N/B	HENRY SCHEIN	
372	LINE	NA	Squid Sequential Intermittent Compression, Back Wrap	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y				1,040.28	7,281.96	HENRY SCHEIN	
373	LINE	NA	Squid Sequential Intermittent Compression, Left Shoulder and Gel Pack	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y				1,040.28	7,281.96	HENRY SCHEIN	
374	LINE	NA	Squid Sequential Intermittent Compression, Right Shoulder and Gel Pack	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y				1,040.28	7,281.96	HENRY SCHEIN	
375	LINE	NA	Squid Sequential Intermittent Compression, Ankle Gel Pack	7	EA	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y				984.11	6,888.77	HENRY SCHEIN	
376	LINE	Y	Stax Finger Splint, 30 Splint Assortment	7	EA	35.11	245.77	MEDCO SUPPLY CO INC	35.11
						36.19	253.33	HENRY SCHEIN	
377	LINE	Y	Sterile Eye Drops, Original, 1/2 oz.	140	EA	1.35	189.00	MEDCO SUPPLY CO INC	1.35
						1.44	201.60	HENRY SCHEIN	
378	LINE	Y	Sterile Gauze Pads, 4"x4", 100/box	7	EA	5.84	40.88	HENRY SCHEIN	
						7.46	52.22	MEDCO SUPPLY CO INC	7.46
379	LINE	Y	Stik-it Skin Adherent, 100/pack	7	EA	74.50	521.50	MEDCO SUPPLY CO INC	74.50
						87.81	614.67	HENRY SCHEIN	
380	LINE	Y	Supra-Grip Elastic Bandage, 3"x5 yds., 10/pack	50	EA	12.22	611.00	MEDCO SUPPLY CO INC	12.22
						13.14	657.00	HENRY SCHEIN	
381	LINE	Y	Supra-Grip Elastic Bandage, 4"x5.5 yds., 10/pack	50	EA	14.82	741.00	MEDCO SUPPLY CO INC	14.82
						15.94	797.00	HENRY SCHEIN	
382	LINE	Y	Supra-Grip Elastic Bandage, 6"x11 yds., 10/pack	50	EA	47.00	2,350.00	MEDCO SUPPLY CO INC	47.00
						50.58	2,529.00	HENRY SCHEIN	
383	LINE	Y	Telfa Ouchless Non-adherent Dressings, 2"x3", 100/pack	50	EA	9.27	463.50	MEDCO SUPPLY CO INC	9.27
						9.68	484.00	HENRY SCHEIN	
384	LINE	Y	Telfa Ouchless Non-adherent Dressings, 32"x4", 100/pack	50	EA	14.95	747.50	MEDCO SUPPLY CO INC	14.95
						N/B	N/B	HENRY SCHEIN	
385	LINE	Y	Telfa Ouchless Adhesive Pads, 2"x3", 100/pack	50	EA	11.28	564.00	MEDCO SUPPLY CO INC	11.28
						11.78	589.00	HENRY SCHEIN	
386	LINE	Y	Telfa Ouchless Non-adherent Dressings, 3"x4", 100/pack	50	EA	14.95	747.50	MEDCO SUPPLY CO INC	14.95
						15.62	781.00	HENRY SCHEIN	
387	LINE	Y	Tens 210, Tens 210T	7	EA	33.25	232.75	MEDCO SUPPLY CO INC	33.25
						35.55	248.85	HENRY SCHEIN	
388	LINE	Y	Tenso-Wrap Super	7	EA	19.55	136.85	MEDCO SUPPLY CO INC	19.55
						N/B	N/B	HENRY SCHEIN	
389	LINE	Y	The Grid, 13", black	7	EA	18.53	129.71	HENRY SCHEIN	
						19.32	135.24	MEDCO SUPPLY CO INC	19.32
390	LINE	Y	The Grid, 13", orange	7	EA	18.53	129.71	HENRY SCHEIN	
						19.32	135.24	MEDCO SUPPLY CO INC	19.32
391	LINE	Y	The Y Roller	7	EA	25.00	175.00	MEDCO SUPPLY CO INC	25.00
						27.23	190.61	HENRY SCHEIN	
392	LINE	Y	Theraband CLX - Consecutive Loops, 4, Bulk, 25 yard	7	EA	106.28	743.96	MEDCO SUPPLY CO INC	106.28
						138.71	970.97	HENRY SCHEIN	
393	LINE	Y	Theraband Extremity Strap	7	EA	11.15	78.05	MEDCO SUPPLY CO INC	11.15
						14.35	100.45	HENRY SCHEIN	
394	LINE	Y	Theraband Kinesiology Tape, 2"x16.4", Black/Gray, roll	7	EA	7.63	53.41	MEDCO SUPPLY CO INC	7.63
						11.29	79.03	HENRY SCHEIN	
395	LINE	Y	Theraband Kinesiology Tape, 2"x16.4", Beige/Beige, roll	7	EA	7.63	53.41	MEDCO SUPPLY CO INC	7.63
						67.03	469.21	HENRY SCHEIN	

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396	LINE	Y		Theraband Power Pump	7	EA	26.93	188.51	MEDCO SUPPLY CO INC	26.93
							32.53	227.71	HENRY SCHEIN	
397	LINE	Y		Theraband Stability Trainer, Soft, blue	7	EA	25.77	180.39	MEDCO SUPPLY CO INC	25.77
							76.11	532.77	HENRY SCHEIN	
398	LINE	Y		Theraband Stretch Strap	7	EA	13.68	95.76	MEDCO SUPPLY CO INC	13.68
							16.94	118.58	HENRY SCHEIN	
399	LINE	Y		ThermaFlo Max Hydration Unit	14	EA	1,165.64	16,318.96	HENRY SCHEIN	
							1,201.38	16,819.32	MEDCO SUPPLY CO INC	1,201.38
400	LINE	Y		ThumSaver CMC Short, Right Wrist, medium	7	EA	27.00	189.00	MEDCO SUPPLY CO INC	27.00
							28.42	198.94	HENRY SCHEIN	
401	LINE	Y		ThumSaver CMC Short, Right Wrist, large	7	EA	27.00	189.00	MEDCO SUPPLY CO INC	27.00
							27.30	191.10	HENRY SCHEIN	
402	LINE	Y		Toothsaver-EMT	14	EA	11.26	157.64	MEDCO SUPPLY CO INC	11.26
							13.23	185.22	HENRY SCHEIN	
403	LINE	Y		TRX Suspension Trainer Pro Kit	7	EA	203.99	1,427.93	MEDCO SUPPLY CO INC	203.99
							336.17	2,353.19	HENRY SCHEIN	
404	LINE	Y		Tullis Heel Cups, Pro Heel Cups, Large, pair	10	EA	4.75	47.50	MEDCO SUPPLY CO INC	4.75
							5.80	58.00	HENRY SCHEIN	
405	LINE	Y		Tullis Heel Cups, Pro Heel Cups, Regular, pair	10	EA	4.75	47.50	MEDCO SUPPLY CO INC	4.75
							5.80	58.00	HENRY SCHEIN	
406	LINE	Y		Tums Ultra Strength, Assorted Fruit, 72s	10	EA	5.29	52.90	MEDCO SUPPLY CO INC	5.29
							N/B	N/B	HENRY SCHEIN	
407	LINE	Y		Tuning Forks, 5 5/8", CS12 no weights	7	EA	3.83	26.81	MEDCO SUPPLY CO INC	3.83
							6.92	48.44	HENRY SCHEIN	
408	LINE	Y		Tweezerman Ingrown Toe Nail Clipper	7	EA	9.28	64.96	MEDCO SUPPLY CO INC	9.28
							27.61	193.27	HENRY SCHEIN	
409	LINE	NA		U2 Universal Thumb Brace, 8", left	50	EA	1.00	50.00	MEDCO SUPPLY CO INC	1.00
		Y					14.97	748.50	HENRY SCHEIN	
410	LINE	NA		U2 Universal Thumb Brace, 8", right	50	EA	1.00	50.00	MEDCO SUPPLY CO INC	1.00
		Y					15.27	763.50	HENRY SCHEIN	
411	LINE	NA		U2 Universal Wrist Brace, left	50	EA	1.00	50.00	MEDCO SUPPLY CO INC	1.00
		Y					12.98	649.00	HENRY SCHEIN	
412	LINE	NA		U2 Universal Wrist Brace, right	50	EA	1.00	50.00	MEDCO SUPPLY CO INC	1.00
		Y					12.98	649.00	HENRY SCHEIN	
413	LINE	Y		Universal Arm Sling	7	EA	5.41	37.87	MEDCO SUPPLY CO INC	5.41
							6.39	44.73	HENRY SCHEIN	
414	LINE	Y		Universal Knee Immobilizer 20" Long	8	EA	21.59	172.72	HENRY SCHEIN	
							25.66	205.28	MEDCO SUPPLY CO INC	25.66
415	LINE	Y		Universal Knee Immobilizer 24" Long	8	EA	24.90	199.20	HENRY SCHEIN	
							26.95	215.60	MEDCO SUPPLY CO INC	26.95
416	LINE	Y		Vectra Genisis Therapy System with cart, 4 Channel Combo, with EMG	7	EA	3,971.01	27,797.07	HENRY SCHEIN	
							4,317.64	30,223.48	MEDCO SUPPLY CO INC	4,317.64
417	LINE	Y		Venom Back	7	EA	175.00	1,225.00	HENRY SCHEIN	
							175.00	1,225.00	MEDCO SUPPLY CO INC	175.00
418	LINE	Y		Venom Leg	7	EA	175.00	1,225.00	HENRY SCHEIN	
							175.00	1,225.00	MEDCO SUPPLY CO INC	175.00
419	LINE	Y		Versa-O, Extra Heavy, purple	20	EA	3.43	68.60	MEDCO SUPPLY CO INC	3.43
							N/B	N/B	HENRY SCHEIN	
420	LINE	Y		Vick's Dayquil Cold & Flu Liquicaps, 16/box, (Acetaminophen 650 mg. (Pain reliever/fever reducer) Dextromethorphan Hbr 20 mg. (Cough suppressant) Phenylephrine HC 10 mg. (Nasal decongestant))	6	BX	8.12	48.72	MEDCO SUPPLY CO INC	8.12
							9.19	55.14	HENRY SCHEIN	
421	LINE	NA		Vick's Nyquil Cold and Flu Liquicaps, 16/box	7	BX	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		Y					9.19	64.33	HENRY SCHEIN	
422	LINE	Y		Vortex Sports Wrap, with handle, 6/case	7	BX	41.63	291.41	MEDCO SUPPLY CO INC	41.63
							N/B	N/B	HENRY SCHEIN	
423	LINE	NA		Water Bottle Rack	50	BX	1.00	50.00	MEDCO SUPPLY CO INC	1.00
							N/B	N/B	HENRY SCHEIN	
424	LINE	Y		Water-Jet First Aid Sprays, Hydrogen Peroxide, 2 oz. pump	14	BX	1.71	23.94	MEDCO SUPPLY CO INC	1.71
							2.86	40.04	HENRY SCHEIN	
425	LINE	Y		Waterboy 4 Stat Gravity Manifold	7	BX	95.40	667.80	MEDCO SUPPLY CO INC	95.40
							97.41	681.87	HENRY SCHEIN	
426	LINE	NA		Waterboy Bottle Rack, capable of holding up to 25 bottles for drying or storage	7	BX	1.00	7.00	MEDCO SUPPLY CO INC	1.00
		NA					N/B	N/B	HENRY SCHEIN	
427	LINE	Y		Waterboy Horizontal Chiller System	7	EA	988.14	6,916.98	HENRY SCHEIN	
							1,379.98	9,659.86	VARSITY BRANDS HOLDINGS CO INC	1,379.98
							2,375.00	16,625.00	MEDCO SUPPLY CO INC	2,375.00
428	LINE	Y		Waterboy Sports Horizontal Manifold	7	EA	200.00	1,400.00	MEDCO SUPPLY CO INC	200.00
							205.08	1,435.56	HENRY SCHEIN	
429	LINE	Y		Wedge Bolster, black	7	EA	75.02	525.14	MEDCO SUPPLY CO INC	75.02
							79.37	555.59	HENRY SCHEIN	
430	LINE	Y		Wheelin Water Accessories, 21" Ice Funnel	7	EA	183.74	1,286.18	MEDCO SUPPLY CO INC	183.74
							220.35	1,542.45	HENRY SCHEIN	
431	LINE	Y		Winner Evo CM4 4 Channel Combo Unit	7	EA	2,988.00	20,916.00	MEDCO SUPPLY CO INC	2,988.00
							N/B	N/B	HENRY SCHEIN	
432	LINE	Y		Wipeplus Disinfecting Wipes, 80 wipes/pack	20	EA	7.33	146.60	MEDCO SUPPLY CO INC	7.33
							N/B	N/B	HENRY SCHEIN	
433	LINE	Y		Xtra Pro Sport Fill Pak Module	14	EA	46.98	657.72	MEDCO SUPPLY CO INC	46.98
							N/B	N/B	HENRY SCHEIN	

The District solicited 463 suppliers and received 6 responses.



Garland Independent School District Board of Trustees

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Purchase of Instructional Material -
Punchout
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

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

Summary/Background Information:

Shown is the recommendation of the bids for instructional material - punchout for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Lakeshore Learning LLC

The estimated total amount of the bid is not to exceed \$1,369,937. Potential funding is indicated below.

General Fund (199) – 50%
ESEA Title I Part A -Improving Basic Programs (211) – 50%

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

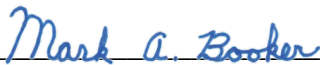
It is the administration's recommendation that the offer(s) for **Instructional Material – Punchout** from the company or companies listed below provides the best value to the Garland Independent School District.

Lakeshore Learning LLC

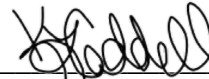
NOT TO EXCEED AMOUNT:

\$ 1,369,937

Procurement Method:	Interlocal Contract BuyBoard
Contract Number:	102-23
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(199 General Fund) 50% (211 ESEA Title I Part A - Improving Basic Programs) 50%



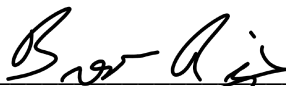
Mark A. Booker
Executive Director of Purchasing



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: August 2, 2022

To: Maria Cobar, Buyer

From: Dr. Kim Caddell, Assistant Superintendent of Curriculum & Instruction

RE: Recommendation to Award Contract 102-23 Instructional Material - Punchout

Action Required

New Award

Material/Service

Instructional Material Punchouts

Purpose

Instructional Support

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 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.

Recommended Amount

\$1,369,937 – 199 General Fund 50% and 211 ESEA Title I Part A – Improving Basic Programs 50%



Garland Independent School District Board of Trustees

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Purchase of Professional Staff Development Service and Material
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

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

Board Goal Objective:

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.

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.

Summary/Background Information:

Shown is the recommendation of the bids for professional staff development service and material for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

Seidlitz Education

The estimated total amount of the bid is not to exceed \$200,000. Potential funding is indicated below.

Title III, Part A, English Language Acquisition and Language Enhancement – (263)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

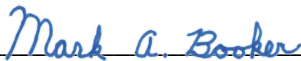
It is the administration's recommendation that the offer(s) for **Professional Staff Development Service and Material** from the company or companies listed below provides the best value to the Garland Independent School District.

Seidlitz Education

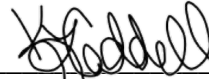
NOT TO EXCEED AMOUNT:

\$200,000

Procurement Method:	Cooperative Purchase Contract
Contract Number:	310-23-01
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(263 Title III, Part A, English Language Acquisition and Language Enhancement)



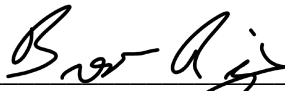
Mark A. Booker
Executive Director of Purchasing



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 1, 2022

To: Maria Cobar, Buyer

From: Tara Sowels, Director of Multilingual Programs

RE: Recommendation to Award Contract 310-23-01 Professional Staff
Development Service and Material

Action Required

New Award

Material/Service

Seidlitz Education empowers teachers, administrators and Emergent Bilingual students with a framework for Sheltered Instruction.

Purpose

The purpose of Seidlitz Education professional development services is to support the Department of Multilingual Programs and GISD in engaging in a systematic, research-aligned approach to strengthening current language teaching practices. The presenters are dynamic, engaging, and up to date on best practices for EBs. As the number of EBs continues to grow, all teachers must develop the capacity to teach language through content so students can build language proficiency and gain the necessary academic knowledge.

Board Goal Objective

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.

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.

Recommended Amount

\$200,000 – 263 Title III, Part A, English Language Acquisition and Language Enhancement



Garland Independent School District Board of Trustees

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Purchase of Exams-International Baccalaureate Organization
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

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

Board Goal Objective:

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.

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.

Summary/Background Information:

Shown is the recommendation of the bids for exams-international baccalaureate organization for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

International Baccalaureate Organization

The estimated total amount of the bid is not to exceed \$150,000. Potential funding is indicated below.

General Fund (199)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

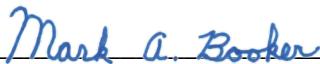
It is the administration's recommendation that the offer(s) for **Exams-International Baccalaureate Organization** from the company or companies listed below provides the best value to the Garland Independent School District.

International Baccalaureate Organization

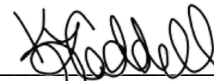
NOT TO EXCEED AMOUNT:

\$150,000

Procurement Method:	Sole Source
Contract Number:	325-23-01
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(199 General Fund)



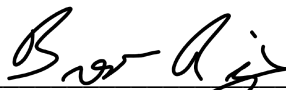
Mark A. Booker
Executive Director of Purchasing



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: June 2, 2022

To: Maria Cobar, Buyer

From: Kevin Massey, Advanced Academics Administrator

RE: Recommendation to Award Contract 325-23-01 Exams- International Baccalaureate Organization

Action Required

New Award

Material/Service

International Baccalaureate (IB) exams are the culminating test that is given at the end of our IB courses. Students may earn college credit by earning a passing score on the IB exams. Our GISD Board of Trustees voted several years ago to pay the IB exam fees on behalf of our students in order to remove barriers that many of our students face. They also intended the payment of IB exams fees to serve as support for our district goals for college and career readiness.

Purpose

IB exams are the sole source of the IB Organization which is the author of the exams and the courses for which the exams are used. The IB exams fees for students are paid for by GISD.

Board Goal Objective

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.

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.

Recommended Amount

\$150,000 – 199 General Fund



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Purchase of College Readiness Assessment Suite
One (1) Year with Four (4) Annual Renewal Options

Agenda Section: Action Item

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

Board Goal Objective:

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 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:

Shown is the recommendation of the bids for college readiness assessment suite for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be awarded as indicated below.

College Entrance Examination Board

The estimated total amount of the bid is not to exceed \$360,000. Potential funding is indicated below.

General Fund (199)

Administrative Recommendations:

Provided for your consideration.

**ADMINISTRATION RECOMMENDATION
FOR BOARD OF TRUSTEES APPROVAL**

RECOMMENDATION:

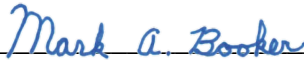
It is the administration's recommendation that the offer(s) for **College Readiness Assessment Suite** from the company or companies listed below provides the best value to the Garland Independent School District.

College Entrance Examination Board

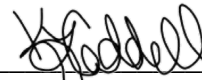
NOT TO EXCEED AMOUNT:

\$ 360,000

Procurement Method:	Sole Source
Contract Number:	325-23-02
Contract Term:	One (1) year with four (4) 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: August 8, 2022

To: Maria Cobar, Buyer

From: Veronica Salgado Joyner, Director of Research, Assessment & Accountability

RE: Recommendation to Award Contract 325-23-02 College Readiness Assessment Suite

Action Required

New Award

Material/Service

PSAT-8 (administered annually in the fall to all grade 8 students)
PSAT-9 (administered annually in the fall to all grade 9 students)
PSAT/NMSQT (administered annually in the fall to all grade 10 & 11 students)
SAT School Day (administered annually in the spring to all grade 11 students)

Purpose

This contract will be utilized to secure the testing materials for students in grades 8-11 to support the District's postsecondary readiness and CCMR outcomes. Assessments purchased under this contract will be provided to all students at designated grade levels. Because these achievement tests are administered annually, it is possible to monitor student growth across school years.

Board Goal Objective

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 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.

Recommended Amount

\$360,000 – 199 General Fund



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Increase in Awarded Amount for Testing and Assessment
One (1) Year with Four (4) 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.

Summary/Background Information:

Shown is the recommendation of the increase in awarded amount for testing and assessment for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff’s recommendation that the bid be increased as indicated below.

	Avant Assessment LLC	
Original Amount: (December 17, 2021)		\$ 74,999
Increase Amount:		\$ 199,000

The estimated total amount of the bid is not to exceed \$273,999. 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 **Testing and Assessment** from the company or companies listed below provides the best value to the Garland Independent School District.

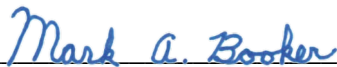
Avant Assessment LLC

ORIGINAL AMOUNT: **\$74,999**
(December 17, 2021)

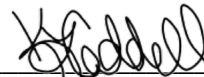
INCREASE AMOUNT: **\$199,000**

NOT TO EXCEED AMOUNT: **\$273,999**

Procurement Method:	Interlocal Contract EPCNT
Contract Number:	325-22-01
Contract Term:	One (1) year with four (4) annual renewal options.
Potential Funding Source:	(199 General Fund)



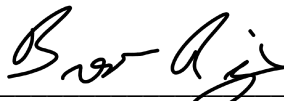
Mark A. Booker
Executive Director of Purchasing



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: August 23, 2022

To: Maria Cobar, Buyer

From: Veronica Salgado Joyner, Director of Research, Assessment & Accountability

RE: Recommendation to Increase Contract 325-22-01 Testing and Assessment

Action Required

Increase

Material/Service

Avant provides proficiency assessments in a variety of world languages. These assessments serve as the official Credit-By-Exam (CBE) option for Garland ISD. Students may earn up to four levels of graduation credit, as determined by their level of proficiency.

Purpose

Avant has served Garland ISD as intended. Please consider the renewal of contract 325-22-01 Testing and Assessment so that GISD students may continue to earn graduation credits for world languages for which they are already proficient. The CBE process allows students to advance to other levels of the language, including AP, if available. Earning credit via these exams may also create opportunities for students to choose other courses needed for their pathway or graduation requirement.

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.

Recommended Amount

\$199,000 – 199 General Fund



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Increase in Awarded Amount for Printing Services Paper and Supplies One (1) Year

Agenda Section: Action Item

Administrator Responsible: Mr. Keith Hopson
Coordinator of Printing 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 of the increase in awarded amount for printing services paper and supplies for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be increased as indicated below.

	See Attached List	
Original Amount: (February 10, 2022)		\$ 74,999
Increase Amount:		\$ 35,000

The estimated total amount of the bid is not to exceed \$109,999. 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 **Printing Services Paper and Supplies** from the company or companies listed below provides the best value to the Garland Independent School District.

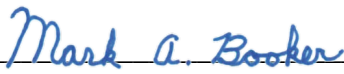
See Attached List

ORIGINAL AMOUNT: **\$ 74,999**
(February 10, 2022)


INCREASE AMOUNT: **\$ 35,000**

NOT TO EXCEED AMOUNT: **\$ 109,999**

Procurement Method:	Request for Proposal
Contract Number:	101-21
Contract Term:	One (1) year
Potential Funding Source:	(199 General Fund)



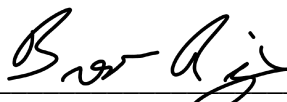
Mark A. Booker
Executive Director of Purchasing



Keith Hopson
Coordinator of Printing Services

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 2, 2022

To: Diane Fields, Buyer Purchasing

From: Keith Hopson, Coordinator Printing Services

RE: Recommendation to Increase Award Contract 101-21 Printing Services
Paper and Supplies

Action Required

Increase Award

Material/Service

Paper and supplies for the purpose of printing projects for the Garland ISD

Purpose

The paper and supplies will be used by the Garland ISD in-house print shop on all projects received from the district's employees and administration.

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

\$35,000 – 199 General Fund

RFP 101-21 Printing Services Paper and Supplies

Awarded Suppliers

Clampitt Paper DBA Fasclampit Garland ISD

Olmsted Kirk Paper Company

Western Brw Paper Company



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Increase in Awarded Amount for Printing Services Large Format Equipment, Supplies and Services One (1) Year

Agenda Section: Action Item

Administrator Responsible: Mr. Keith Hopson
Coordinator of Printing 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 of the increase in awarded amount for printing services large format equipment, supplies and services for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff's recommendation that the bid be increased as indicated below.

	See Attached List	
Original Amount: (February 10, 2022)		\$ 74,999
Increase Amount:		\$ 35,000

The estimated total amount of the bid is not to exceed \$109,999. 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 **Printing Services Large Format Equipment, Supplies and Services** from the company or companies listed below provides the best value to the Garland Independent School District.

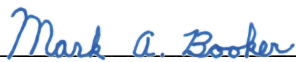
See Attached List

ORIGINAL AMOUNT: **\$ 74,999**
(February 10, 2022)

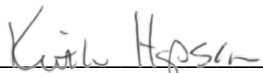
INCREASE AMOUNT: **\$ 35,000**

NOT TO EXCEED AMOUNT: **\$ 109,999**

Procurement Method:	Request for Proposal
Contract Number:	101-21-01
Contract Term:	One (1) year
Potential Funding Source:	(199 General Fund)



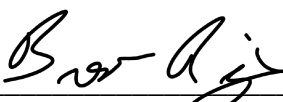
Mark A. Booker
Executive Director of Purchasing



Keith Hopson
Coordinator of Printing Services

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 2, 2022

To: Diane Fields, Buyer Purchasing

From: Keith Hopson, Coordinator Printing Services

RE: Recommendation to Increase Award RFP 101-21-01 Printing Services
Large Format Equipment, Supplies and Services

Action Required

Increase Award

Material/Service

Paper and supplies for the purpose of printing projects for the Garland ISD

Purpose

The paper and supplies will be used by the Garland ISD in-house print shop on all projects received from the district's employees and administration.

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

\$35,000 – 199 General Fund

RFP 101-21-01 Printing Services Large Format Equipment, Supplies and Services

Awarded Suppliers

Clampitt Paper DBA Fasclampit Garland ISD

Archive Supplies



**Garland Independent School District
Board of Trustees**

Date of Meeting: October 25, 2022

Agenda Item: Consider Approval of Increase in Awarded Amount for Maintenance General Trades Merchandise and Services
First of Four (4) Annual Renewal Options

Agenda Section: Action Item

Administrator Responsible: Mr. Paul Gonzales
Executive Director of Facilities of 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 maintenance general trades merchandise and services for the District, discussed in the October 18, 2022 Finance, Facilities and Operations Committee Meeting. It is staff’s recommendation that the bid be increased as indicated below.

	See Attached List	
Original Amount: (March 22, 2022)		\$ 2,500,000
Increase Amount:		\$ 500,000

The estimated total amount of the bid is not to exceed \$3,000,000. 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 **Maintenance General Trades Merchandise and Services** from the company or companies listed below provides the best value to the Garland Independent School District.


See Attached List

ORIGINAL AMOUNT: **\$ 2,500,000**
(March 22, 2022)

INCREASE AMOUNT: **\$ 500,000**

NOT TO EXCEED AMOUNT: **\$ 3,000,000**

Procurement Method:	Request for Proposal
Contract Number:	215-21
Contract Term:	First of four (4) 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: September 7, 2022

To: Mark A. Booker, Executive Director of Purchasing

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

RE: Recommendation to Increase RFP 215-21 Maintenance General Trades Merchandise and Services

Action Required

Increase

Material/Service

General Trade Maintenance Merchandise and Services.

Purpose

The following agreement will be use to address district wide work-orders and allow for the procurement of General Trade Materials, Service transactions and HVAC supplies. An increase is required to facilitate a warehouse order for Freon and an increase in HVAC repairs and preventative maintenance work-orders.

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

\$500,000 – 199 General Fund

RFP 215-21 MAINTENANCE GENERAL TRADES MERCHANDISE AND SERVICES

Awarded Suppliers

CABINETY AND HARDWARE SUPPLIES

Mavich LLC

DOORS: METAL, SOLID CORE, STAINLESS STEEL

Door Industry Inc

Eastern Plumbing Supply

Mavich LLC

KEYS, LOCKS, DOOR CLOSERS, HANDLES, STOPS

Centar Industries Inc

Door Industry Inc

Independent Hardware Inc

Mavich LLC

WELDING PRODUCTS AND SERVICE

Mitchell Welding Supply

STONWORK SUPPLIES

Mavich LLC

FLOORING AND SUPPLIES

Mavich LLC

CONCRETE SUPPLIES

Cooper Concrete

Eastern Plumbing Supply

RESTROOM PARTITIONS AND PARTS

Centar Industries Inc

Mavich LLC

Michael Wiethorn

CAFETERIA SEATS AND PARTS

Centar Industries Inc

PORCELAIN SURFACE WHITEBOARDS

Centar Industries Inc

Michael Wiethorn

Mavich LLC

CLASSROOM FLAGS AND BRACKETS

Centar Industries Inc

GROUNDSKEEPING EQUIPMENT AND PARTS

American Tool & Fastener

Deen Implement Co

Irrigators Supply

Mavich LLC

Richardson Saw and Lawn Mower Company Incorporated

Four Brothers Outdoor Power

RFP 215-21 MAINTENANCE GENERAL TRADES MERCHANDISE AND SERVICES

Awarded Suppliers

IRRIGATION EQUIPMENT AND PARTS

Heritage Landscape Supply Group Inc
Site One Landscape Supply LLC

MOTOR AND HYDRAULIC OIL, ANTIFREEZE, CLEANERS

Mavich LLC
Nuco Industries Inc
Winfield Solutions LLC

COMPRESSOR EQUIPMENT AND SERVICES

Johnson Supply and Equipment Corporation
Tech Plan
Texas Airsystems LLC
United Mechanical

HVAC EQUIPMENT, PARTS AND SERVICES

Central Engineering and Supply
Entech Sales and Service
Johnson Supply and Equipment Corporation
Mavich LLC
Texas Airsystems LLC
United Mechanical

ELECTRICAL EQUIPMENT AND SUPPLIES

Crawford Electric Supply Company Inc
Entech Sales and Service

PLUMBING SUPPLIES

Eastern Plumbing Supply
United Mechanical
Winston Water Cooler Inc

FLOOR CLEANING EQUIPMENT AND SUPPLIES

Mavich LLC
Wedge Supply Inc

FENCING SUPPLIES

Mavich LLC

Playground Equipment and Services

Total Recreation Products Inc

LANDSCAPING PLANTS, SUPPLIES AND SERVICES

Covington Landscape and Nursery
Site One Landscape Supply LLC

SAND AND GRAVEL

Cleaner Image
Winfield Solutions LLC

RFP 215-21 MAINTENANCE GENERAL TRADES MERCHANDISE AND SERVICES

Awarded Suppliers

PLAYGROUND MULCH MATERIAL

Bailey Bark Material Incorporated

Soil Express LTD

HOTSY POWER WASHER REPAIR

North Texas Sales & Distribution LLC

LUMBER

International Architectural Metals Inc