

Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, October 28, 2025

Agenda

5:00 PM

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance — **Jessica Teddy, Naaman Forest High School** 4
- III. Public Hearing
 - A. Conduct a Public Hearing on School FIRST Rating Report - **Arturo Valenzuela** 5
- IV. Public Forum: Members of the public who wish to make comments must complete the Public Comment Participation Request Form online no later than 4:00PM the day before the meeting date indicated in the posting notice. Comments may be read aloud at the meeting by a designated speaker; or the requestor may come in person to the meeting and deliver comments themselves. In addition, comments must be limited to issues that can be presented in a public forum. 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 forum procedures, please review the Public Forum Procedures at the following link: <https://garlandisd.net/about/board-trustees/public-forum-procedures>.
- V. Information Items
 - A. Evidence of Excellence
 - 1. Recognize Keeley ES National PTA School of Excellence — **Jose Mata** 45
 - B. Going the Extra Mile (GEMs)
 - 1. Recognize Going the Extra Mile (GEM) Recipients Meeting and Catering Services (MACS) Program — **Jason Wheeler** 46
 - C. Special Recognition
 - 1. Recognize Leadership Rowlett Class 34 — **Jose Mata** 47
 - D. Receive Intruder Detection Audit Report - **Mark Quinn**
- VI. Discussion Items
 - A. Trustees' Report 48
 - 1. Trustee attendance at recent district and community events
 - 2. Announcement of upcoming district and community events

3.	Recognition of outstanding performance by district staff and students	
4.	Recognition of new programs and special activities	
5.	Message from Board President	
B.	Superintendent's Report	54
C.	Future Agenda Items	55
VII.	Consent Agenda - Consider approval of	
A.	Human Resources Report — Dr. Gradyne Brown	56
B.	Consider Approval of 2025-2026 District & Campus Improvement Plans – Coleman Bruman, Michael Ruiz	61
C.	Consider Approval of 2025-2026 HB3 Improvement Plans: Early Childhood Literacy & Math Proficiency and CCMR – Michael Ruiz, Carmen Blakey, Jacob Nunez	156
D.	Consider Approval of Changes to the Certified Tax Roll for Tax Year 2025 – Kristi Cooper	169
E.	Consider Approval of Garland ISD Tax Roll for Tax Year 2025 – Kristi Cooper	171
F.	Consider Approval of Resolution Authorizing Designation of Auditor for the Purpose of Excessive or Erroneous Property Tax Refunds – Kristi Cooper	173
G.	Consider Approval of Resolution Authorizing the Resale of Struck-Off Properties to the City of Garland – Kristi Cooper	176
H.	Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 25-26 School Year – Elisa Cordova-Long	234
I.	New Bids	
1.	Contract#25-26-01 - Consider Approval of Purchase of Point of Sale for Student Nutrition Services – Mark Booker, Jennifer Miller	245
2.	Contract#220-26 - Consider Approval of Purchase of Medical Supplies and Equipment – Mark Booker, Renee Kotsopoulos	246
3.	Contract#7-26 - Consider Approval of Purchase of Fuel Quoting – Mark Booker, Tim Logan	254
J.	Increase to Awarded Bids	
1.	Contract#390-21 - Consider Approval of Increase in Awarded Amount for General Trades Transportation Merchandise, Vehicles and Services – Mark Booker, Tim Logan	256
2.	Contract# 321-25 - Consider Approval of Increase in Awarded Amount for Textbook Adoption – Mark Booker, Carmen Blakey	261
3.	Contract#325-22-02 - Consider Approval of Increase in Awarded Amount for Testing and Assessments – Mark Booker, Carmen Blakey	262
VIII.	Action Item (Non Consent)	
A.	Increase in Award	
1.	Contract#47-25 Consider Approval of Increase in Awarded Amount for Transportation GPS Tracking Software and Related Services — Mark Booker, Shelley Garrett	263

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 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices.

1. Discussion and deliberation regarding TEA's Intruder Detection Audits.

B. 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. Consultation with District's attorney concerning legal and procedural issues regarding the proposed terminations of the Chapter 21 term contract of LaNola Riles and the probationary Chapter 21 dual contract of Shamond Hamilton.

C. 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.

X. Reconvene from Executive Session for action relative to items considered during Executive Session

A. Consideration and possible action regarding proposed terminations of the Chapter 21 term contract of LaNola Riles and the probationary Chapter 21 dual contract of Shamond Hamilton.

XI. Adjournment



BOARD OF TRUSTEES AGENDA

Date: 10/28/25

Presented By: Jason Wheeler, Exec. Dir. of Communications

Subject: Student Pledges – October 2025

Information Item

Executive Summary:

A student leader from Naaman Forest High School, will be reading the pledges at the Tuesday, October 28 Garland ISD School Board meeting.

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Arturo Valenzuela, Executive Director of Finance

Subject: Conduct a Public Hearing on School FIRST Rating Report

Public Hearing

Executive Summary:

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 the school district's financial resources. Notice of this Public Hearing was published in the Dallas Morning News on Monday, October 6, 2025, as per TEA requirements. Arturo Valenzuela, Executive Director of Finance, will present and explain the District's rating. The forum will be open for public comment.

This agenda item was presented in the Finance, Facilities, and Operations Committee for review on October 7, 2025.

Administrative Recommendations:

Provided for your information.

Financial Impact and Funding Source:

N/A



2024-2025 FIRST Report

Based upon 2023-2024 Financial Data



Garland Independent School District

Table of Contents

	Page
Letter from the Chief Financial Officer	3
Executive Summary	4-7
2024-2025 District Data Summary	7-10
How Ratings Are Assessed Disclosures	11-15
2023-2024 District Data Summary	16-18
Superintendent's Contract	19
Reimbursement to Board Members and Superintendent	20

Garland Independent School District
Department Of Finance

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

The 2025 School FIRST Rating is being presented for your information. FIRST stands for 'Financial Integrity Rating 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 explains the district's performance under each of the 21 indicators and the resulting district's rating. The 2025 rating is based upon analysis of financial data for the fiscal year ended June 30, 2024.

For this year's rating, 21 indicators are used in this score. Scores totaling between 90 and 100 points will receive an A rating, which means Superior Achievement. Scores totaling between 80 and 89 points will receive a B rating, which means an Above Standard Achievement. Scores totaling between 70 and 79 points will receive a C rating which means a Meets Standard Achievement and Scores totaling below 70 points will receive an F rating, which means a Substandard Achievement.

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

Darrell Dodds
Chief Financial Officer

Executive Summary

Background Information

This is the 23rd 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 Standards 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. The school district must provide a copy of the superintendent's current employment contract that is effective on the date of the School FIRST hearing. In lieu of publication in the School FIRST financial management report, the school district may publish the superintendent's employment contract on the school district's website. If published on the district's website, the contract is to remain accessible for twelve months.
 - 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 in page 6.

For 2024-2025 the Garland Independent School District
received a Schools FIRST rating of:
A = SUPERIOR ACHIEVEMENT
Based upon the 2023-2024 Financial Date

Four-tier rating system

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
<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, 5, 6, 16, 17, 20, or 21? 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 5 (Total Net Position) - Negative total net position and do not have 7% or more or 1,000 or more increase in growth in students in membership over 5 years.	79	C = Meets Standard 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
Indicator 21 (FSP Repayment Plan) - Response to indicator is <i>Yes</i> .	70	C = Meets Standard Achievement

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 2023-2024 fiscal year, the District answered yes to all critical indicators. The complete results to the indicators begin on page 7 of this report.

There are seven 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 was October 6th. The public meeting was held in conjunction with the regularly called Board of Trustees meeting on October 28th, 2025.



Financial Integrity Rating System of Texas

2024-2025 RATINGS BASED ON SCHOOL YEAR 2023-2024 DATA - DISTRICT STATUS DETAIL

Name: GARLAND ISD(057909)	Publication Level 1: 8/8/2025 12:54:09 PM
Status: Passed	Publication Level 2: 8/8/2025 4:49:42 PM
Rating: A = Superior Achievement	Last Updated: 9/18/2025 9:11:13 AM
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>	4/23/2025 6:09:49 PM	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>	4/23/2025 6:09:49 PM	Yes

3	<p><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></p>	4/23/2025 6:09:49 PM	Yes
4	<p><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></p>	9/18/2025 9:10:54 AM	Yes Ceiling Passed
			1 Multiplier Sum
5	<p><u>Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u></p>	4/23/2025 6:09:49 PM	Ceiling Passed
6	<p><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></p>	4/23/2025 6:09:49 PM	Ceiling Passed
7	<p><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></p>	4/23/2025 6:09:49 PM	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>	4/23/2025 6:09:49 PM	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>	4/23/2025 6:09:49 PM	10
10	This indicator is not being evaluated.		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 or 1,000 or more students in membership, then the school district passes this indicator.)</u>	4/23/2025 6:09:49 PM	10
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	4/23/2025 6:09:49 PM	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>	4/23/2025 6:09:49 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>	4/23/2025 6:09:49 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>	4/23/2025 6:09:49 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>	4/23/2025 6:09:49 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 and free from substantial doubt about the school district's ability to continue as a going concern? (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>	4/23/2025 6:09:49 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>	4/23/2025 6:09:49 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>	4/23/2025 6:09:49 PM	5
20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	4/23/2025 6:09:49 PM	Ceiling Passed
21	<u>Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?</u>	4/23/2025 6:09:49 PM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			100 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.	
	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>		



How Ratings are Assessed

Preliminary ratings are released by TEA every calendar year on or before August 8. The commissioner's rules for FIRST are contained in 19 TAC 109.1001. The rules include an attached figure (rating worksheet) for each rating year that specifies the rating indicators for that year.

The questions an OECS must address in completing the worksheet used to assess its financial management system can be confusing to non-accountants. The indicators for **rating year 2024-2025 based on fiscal year 2024 financial data** are set out below with an explanation of what the questions mean—and what your OECS's answers can mean to its rating.

1. Was the complete annual financial report (AFR) and charter school financial data submitted to TEA within 30 days of the November 27 or January 28 deadline depending on the charter school'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. 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.)

Review the AFR for an unmodified

opinion and material weaknesses.

3. Was the charter school in compliance with the payment terms of all debt agreements at fiscal year end? (If the charter school was in default in a prior fiscal year, an exemption applies in following years if the charter school 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 confirm that your school has timely paid all bills/obligations, including financing arrangements to pay for school construction, school buses, photocopiers, etc.

4. Did the charter school make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? If the charter school received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the charter school



is considered to not have made timely payments and will fail this indicator. If the charter school was issued a warrant hold, the maximum points and highest rating the school may receive is 95 points, A = Superior Achievement (even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days).

This indicator seeks to confirm the school fulfilled its obligation to the TRS, TWC and IRS to transfer payroll withholdings and to fulfill any additional payroll-related obligations required to be paid by the district.

5. Was the total net balance in the Statement of Financial Position greater than zero? (If the charter school's increase of students in membership over 5 years was 7 percent or more, then the charter school passes this indicator.) (New charter schools that have a negative asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.) (If the charter school passes indicator 5 based only on the charter school's 7 percent or more increase in students in membership, the maximum points and highest rating the charter school may receive is 79 points, C = Meets Standard Achievement.)

This indicator simply asks, "Did the total assets exceed the total amount of liabilities (according to the very first financial statement in the annual audit report)?" Fortunately, this indicator recognizes that high-growth schools incur larger amounts of debt to fund construction, and that total debt may exceed the total amount of assets under certain scenarios.

6. Was the average change in total net assets over 3 years less than a 25% decrease or did the current year total net asset balance exceed 75 days of operational expenditures [(total expenditures less depreciation) /365]*75 days? (If the charter school fails indicator 6, the maximum points and highest rating the charter school 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 charter school sufficient to cover operating expenditures? The calculation will use expenses, excluding depreciation.

This indicator measures how many days after the end of the fiscal year the school district could have disbursed funds for its operating expenditures without receiving any new revenues. At



least 60 days must be covered to receive the maximum points.

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 charter school 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 Charter FIRST?

9. Did the charter school's revenues equal or exceed expenditures (excluding depreciation)? If not, was the school's number of days of cash on hand greater than or equal to 40 days? The calculation will use expenses, excluding depreciation. For government charter schools, pension expense will be excluded.

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 40 days cash on hand.)

10. Did the charter school 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 continues to be paused for the 2024-25 rating period.

11. Was the ratio of long-term liabilities to total assets for the charter school sufficient to support long-term solvency? (If the charter school's increase of students in

membership over 5 years was 7 percent or more, then the charter school passes this indicator.) (New charter schools that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)

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

12. Was the debt service coverage ratio sufficient to meet the required debt service?

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 Charter FIRST?

13. Did the charter school have a debt-to-capitalization percentage that was reasonable for the charter school to continue operating?

This indicator measures whether the school's total net assets were sufficient to cover long term liabilities.

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

This indicator measures the percentage



of their budget that Texas charter schools spent on administration. Did you exceed the cap in Charter FIRST for schools of your size?

15. Did the charter school *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 charter school will automatically pass this indicator.)

If a decline in student enrollment is occurring, this indicator measures if the decline in total staff is in proportion to the declining enrollment over a 3-year period. If declining enrollment is occurring, the change in this ratio cannot exceed 15 percent.

16. Was the charter school's ADA within 10% of the charter school's annual estimated ADA?

This indicator measures how well the district was able to estimate average daily attendance.

17. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the charter school's AFR result in a total variance of less than 3 percent of all expenses by function? (If the charter school fails this indicator, the maximum points and highest rating the school may receive is 89 points, B = Above Standard Achievement.)

This indicator measures the quality of data reported to PEIMS and in your

Annual Financial Report to ensure 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.

18. 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 and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the charter school district fails this indicator, the maximum points and highest rating the district may receive is 79 points, C = Meets Standard Achievement.)

A clean audit of your Annual Financial Report would state that your school has no material weaknesses in internal controls. Any internal weaknesses create a risk of your school not being able to properly account for its use of public funds and should be immediately addressed.

19. 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.



20. Did the charter school 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 charter school's fiscal year end?

This indicator measures whether the school is complying with legal requirements related to financial transparency by posting all required information.

21. Did the charter school receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship? (If the charter school fails this indicator, the maximum points and highest rating the school district may receive is 70 points, C = Meets Standard Achievement.)

This indicator determines if the district has an adjusted repayment schedule for an overallocation of FSP funds.



Financial Integrity Rating System of Texas

**2023-2024 RATINGS BASED ON SCHOOL YEAR 2022-2023 DATA - DISTRICT STATUS
DETAIL**

Name: GARLAND ISD(057909)	Publication Level 1: 8/8/2024 6:33:40 PM
Status: Passed	Publication Level 2: 8/8/2024 6:33:40 PM
Rating: A = Superior Achievement	Last Updated: 8/20/2024 1:36:28 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>	4/19/2024 6:25:58 PM	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>	4/19/2024 6:25:58 PM	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>	4/19/2024 6:25:58 PM	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>	4/19/2024 6:25:58 PM	Yes Ceiling Passed
			1 Multiplier Sum
5	<u>Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/19/2024 6:25:58 PM	Ceiling Passed
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>	4/19/2024 6:25:58 PM	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>	4/19/2024 6:25:58 PM	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>	4/19/2024 6:25:58 PM	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>	4/19/2024 6:25:58 PM	10
10	This indicator is not being evaluated.		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 or 1,000 or more students in membership, then the school district passes this indicator.)</u>	4/19/2024 6:25:58 PM	10
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	8/20/2024 1:36:27 PM	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>	8/20/2024 1:36:27 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>	4/19/2024 6:25:58 PM	10
15	This indicator is not being evaluated.		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>	4/19/2024 6:25:58 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 and free from substantial doubt about the school district's ability to continue as a going concern? (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>	4/19/2024 6:25:58 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>	4/19/2024 6:25:58 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>	4/19/2024 6:25:58 PM	5
20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	4/19/2024 6:25:58 PM	Ceiling Passed
21	<u>Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?</u>	4/19/2024 6:25:58 PM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			100 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.	
	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, 20, or 21? 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
Indicator 21 (FSP Repayment Plan) - Response to indicator is <i>Yes</i> .	70	C = Meets Standard Achievement

Home Page: [Financial Compliance | Texas Education Agency](#) | Send comments or suggestions to FinancialAccountability@tea.texas.gov

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

FIRST 5.15.7.0

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 2025. 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", there will be a section called "Superintendent's contract".

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period Ended
June 30, 2024

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	Daphne Stanley	James Miller	Robert Selders, Jr.	Wesley Johnson
Meals	\$ 2,714.84	\$ 60.87	\$ 103.27	\$ 808.63	\$ 166.42	\$ -	\$ 1,959.43	\$ -
Lodging	\$ 3,436.62	\$ 237.01	\$ 4,137.75	\$ 4,125.46	\$ 3,904.18	\$ -	\$ 6,229.61	\$ -
Transportation	\$ 5,433.40	\$ 474.65	\$ 314.04	\$ 1,741.80	\$ 1,010.70	\$ -	\$ 6,482.25	\$ -
Motor Fuel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 116.34	\$ -
Other	\$ 6,590.00	\$ 2,029.00	\$ 731.00	\$ 2,543.08	\$ 1,097.60	\$ 719.00	\$ 4,218.86	\$ 749.00
Total	\$ 18,174.86	\$ 2,801.53	\$ 5,286.06	\$ 9,218.97	\$ 6,178.90	\$ 719.00	\$ 19,006.49	\$ 749.00

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, 2024

<u>Name(s) of Entity(ies)</u>	Amount Received
None	\$ -
Total	\$ -

Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)

For the Twelve-Month Period Ended
June 30, 2024

	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	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, 2024

	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	Daphne Stanley	James Miller	Robert Selders, Jr.	Wesley Johnson
None	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -						

Garland Independent School District

2024 - 2025
Rating Presentation
(Fiscal Year 2023-2024 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 2024-2025 rating is determined by the scores on 21 indicators.
 - ▶ A = Superior Achievement 90 - 100
 - ▶ B = Above Standard Achievement 80 - 89
 - ▶ C = Meets Standard Achievement 70 - 79
 - ▶ F = Substandard Achievement <70

How Ratings Are Assessed

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? **YES**
2. Was there an unmodified opinion in the 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 net position balance in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? **YES, Ceiling Passed**

How Ratings Are Assessed

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? **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 a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years? **This indicator paused for the 2024-2025 rating. Its being paused since the 2021-2022 rating.**
11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? **10**
12. What is the correlation between future debt requirements and the district's assessed property value? **10**

How Ratings Are Assessed

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

7.49%

10 of 10 points

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

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 7.71%, two years ago the ratio was 6.92%

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? **5**

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? **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, federal funds and free from substantial doubt about the school district's ability to continue as a going concern? **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 district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget? **Ceiling Passed**

How Ratings Are Assessed

21. Did the school district receive an adjusted repayment schedule for more than one fiscal year for an overallocation of Foundation School Program (FSP) funds because of a financial hardship? **Ceiling Passed**

What is GISD's Rating?

- ▶ A = Superior Achievement
 - ▶ *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 2024 For the Twelve-month Period Ended June 30, 2024

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	Daphne Stanley	James Miller	Robert Selders, Jr.	Wesley Johnson
Meals	\$ 2,714.84	\$ 60.87	\$ 103.27	\$ 808.63	\$ 166.42	\$ -	\$ 1,959.43	\$ -
Lodging	\$ 3,436.62	\$ 237.01	\$ 4,137.75	\$ 4,125.46	\$ 3,904.18	\$ -	\$ 6,229.61	\$ -
Transportation	\$ 5,433.40	\$ 474.65	\$ 314.04	\$ 1,741.80	\$ 1,010.70	\$ -	\$ 6,482.25	\$ -
Motor Fuel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 116.34	\$ -
Other	\$ 6,590.00	\$ 2,029.00	\$ 731.00	\$ 2,543.08	\$ 1,097.60	\$ 719.00	\$ 4,218.86	\$ 749.00
TOTAL	\$ 18,174.86	\$ 2,801.53	\$ 5,286.06	\$ 9,218.97	\$ 6,178.90	\$ 719.00	\$ 19,006.49	\$ 749.00

Required Disclosures

- ▶ Outside compensation and/or fees received by the Superintendent for professional consulting and/or other personal services in fiscal year 2024.

None

Required Disclosures

- ▶ Gifts received by the Executive Officer(s) and Board Members (and first degree relatives, if any) in fiscal year 2024.

None

Required Disclosures

- ▶ Business transactions between the District and Board Members for fiscal year 2024.

None



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 10/28/25

Presented By: Jose Mata, Director of Communications & Marketing

Subject: Evidence of Excellence October 2025 - Keeley ES National PTA School of Excellence

Information Item

Executive Summary:

We are honored to recognize a campus that exemplifies the power of collaboration between families, educators, and the community—Keeley Elementary School, recipient of the 2024–2026 National PTA School of Excellence Award.

The National PTA School of Excellence program is a prestigious, research-based recognition that strengthens family-school partnerships to support every student’s success. Through this program, schools and PTAs commit to a year-long, data-driven process that includes gathering feedback, implementing improvement plans, and building a more inclusive, welcoming school community.

Earning this recognition is no small feat. It reflects Keeley Elementary’s commitment to open communication, continuous improvement, and creating meaningful opportunities for families to engage in their children’s learning. Their PTA, in partnership with campus leadership, has worked tirelessly to ensure that every family feels connected and empowered to contribute to the success of all students.

Keeley Elementary stands out as a model for others to follow—truly embodying what it means to be *built different*.

Congratulations to Principal Teresa McCutcheon, the Keeley PTA, and the entire Keeley community for this outstanding accomplishment!

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



BOARD OF TRUSTEES AGENDA

Date: 10/28/25

Presented By: Jason Wheeler, Exec. Dir. of Communications

Subject: Going the Extra Mile Recognition – October 28 2025

Information Item

Executive Summary:

The MACS team exemplifies Garland ISD's "Going the Extra Mile" spirit by empowering students through practical learning and by modeling excellence in service, inclusion, and teamwork. Their dedication creates real opportunities for students to thrive beyond the classroom, and their contributions enrich the daily operations of the district.

Meeting and Catering Services (MACS) is a Garland ISD Special Education community-based vocational training program designed for students with significant disabilities. The program provides real-world job training experiences that help students build valuable employment and life skills in an authentic work environment.

Under the guidance of dedicated Job Coaches, MACS students participate in hands-on learning

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 10/28/25

Presented By: Jose Mata, Director of Communications & Marketing

Subject: Special Recognition October 2025 - Leadership Rowlett Class 34

Information Item

Executive Summary:

One of Texas' most impactful and longest-running leadership programs, Leadership Rowlett empowers and inspires individuals to step up, serve, and shape the communities they call home.

Focused on identifying and developing emerging leaders, the program connects participants with real-world service opportunities across the Rowlett area. Through hands-on experiences and behind-the-scenes insight into how the community operates, participants build a strong foundation for lasting civic engagement and leadership.

Today, Leadership Rowlett Class 34 visited Garland ISD, meeting with our dynamic staff members and touring our campuses and facilities. From innovative programs to passionate staff, they saw what it truly means to be *built different*.

Thank you, Class 34, for spending the day with us and experiencing what makes Garland ISD unmatched!

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Dr. Ricardo López, Superintendent

Subject: Trustees' Report

Discussion Item

Executive Summary:

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:

Provided for your information and discussion.

October 27, 2025 - November 2, 2025

October 2025							November 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	4						1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						

Monday, October 27

Tuesday, October 28

- 2:00pm - 3:00pm Jackson Tech "A" Campus Celebration** (Jackson Technology Center for Math and Science (1310 Bobbie Ln, Garland, TX 75042, United States))
- 5:00pm - 8:00pm Board Meeting-Leadership Rowlett** (Board Room)

Wednesday, October 29

Thursday, October 30

- 9:00am - 10:00am Northlake Elementary "A" Campus Celebration** (Northlake Elementary School (1626 Bosque Dr, Garland, TX 75040, United States))
- 10:00am - 11:30am Council of PTA's Meeting (Dr. Lopez speaking)** (Garland/Rowlett Rooms) - Ricardo Lopez
- 2:00pm - 3:00pm Walnut Glen "A" Campus Celebration** (Walnut Glen Academy (3101 Edgewood Dr, Garland, TX 75042-6345, United States))

- 9:00am - 10:00am Freeman Elementary "A" Campus Celebration** (1726 Travis St, Garland, Texas 75042, United States)
- 2:00pm - 3:00pm Abbett Elementary "A" Campus Celebration** (Abbett Elementary (730 W Muirfield Rd, Garland, TX 75044, United States))
- 2:00pm - 3:00pm Watson Tech "A" Campus Celebration** (Watson Technology Center (2601 Dairy Rd, Garland, TX 75041-3534, United States))

Friday, October 31

Saturday, November 1

- Halloween** (United States)
- 9:30am - 10:30am North Garland HS "A" Campus Celebration** (North Garland High School (2109 W Buckingham Rd, Garland, TX 75042, United States))
- 11:00am - 1:00pm Haunting at the Hill - Principal Appreciation Event** (Harris Hill) - Ricardo Lopez

Sunday, November 2

November 3, 2025 - November 9, 2025

November 2025						
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 2025						
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 3

Tuesday, November 4

Election Day (United States)

Wednesday, November 5

9:30am - 10:30am Kimberlin Academy "A" Campus Celebration
(Kimberlin Academy (1520 Cumberland Dr, Garland, TX 75040, United States))

Thursday, November 6

9:30am - 10:30am Hillside Academy "A" Campus Celebration (600 E Keen Dr (600 E Keen Dr, Garland, Texas 75041))

2:00pm - 3:00pm Brandenburg CC "A" Campus Celebration
(Brandenburg Middle School (626 Nickens Rd, Garland, TX 75043, United States))

Friday, November 7

9:30am - 10:30am Armstrong Elementary "A" Campus Celebration
(Armstrong Elementary School (4750 Ben Davis Rd, Sachse, TX 75048, United States))

2:00pm - 3:00pm Bradfield Elementary "A" Campus Celebration
(Bradfield Elementary School (3817 Bucknell Dr, Garland, TX 75042, United States))

2:00pm - 3:00pm Vial Elementary "A" Campus Celebration
(Classical Center at Vial Elementary School (126 Creekview Dr, Garland, TX 75043, United States))

Saturday, November 8

Sunday, November 9

November 10, 2025 - November 16, 2025

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Monday, November 10

Tuesday, November 11

- Veteran's Day** (United States)
- 4:30pm - 5:30pm Board Bond Special Meeting** (Boardroom) ↻
- 5:30pm - 6:30pm Finance, Facilities and Operations Committee Meeting** (Board Room) - Mechelle Hogan ↻
- 6:30pm - 8:30pm Academic and District Affairs Committee Meeting** (Board Room) - Mechelle Hogan ↻

Wednesday, November 12

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

Thursday, November 13

Friday, November 14

Saturday, November 15

Sunday, November 16

November 17, 2025 - November 23, 2025

November 2025

Su	Mo	Tu	We	Th	Fr	Sa
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16	17	18	19	20	21	22
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December 2025

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14	15	16	17	18	19	20
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28	29	30	31			

Monday, November 17

Tuesday, November 18

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

Wednesday, November 19

10:00am - 11:30am Council of PTAs Meeting (Harris Hill: Garland/Rowlett Room)

2:00pm - 3:00pm Garland HS "A" Campus Celebration (Garland High School (310 S Garland Ave, Garland, TX 75040, United States))

Thursday, November 20

Friday, November 21

Saturday, November 22

Sunday, November 23

November 24, 2025 - November 30, 2025

November 2025

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December 2025

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Monday, November 24

12:00am Thanksgiving Break

Tuesday, November 25

Thanksgiving Break

Wednesday, November 26

Thanksgiving Break

Thursday, November 27

Thanksgiving Break

Thanksgiving Day (United States)

Friday, November 28

12:00am Thanksgiving Break

Day After Thanksgiving Day (United States)

Saturday, November 29

Sunday, November 30



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Dr. Ricardo López, Superintendent

Subject: Superintendent's Report

Discussion Item

Executive Summary:

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

Administrative Recommendations:

Provided for your information and discussion.



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Dr. Ricardo López, Superintendent

Subject: Future Agenda Items

Discussion Item

Executive Summary:

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

Administrative Recommendations:

For discussion.



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources

Subject: Consider Approval of Human Resources Report for October 2025

Consent Agenda

Executive Summary:

Please see attached recommendations for new personnel, terminations, leaves of absence, and resignations for the 2025-2026 school year.

Administrative Recommendations:

Administration recommends approval.

Financial Impact and Funding Source:

N/A

**October 2025
Administrative New Hires**

Administrative New Hires to Date: 14							
Current: 1							
Total: 15							
Administrative New Hires							
School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date
Cisneros PreKindergarten School	Cockrell	Andrea	28	University of North Texas	BS	Principal PreKindergarten	9/22/25
				University of North Texas	M.ED		

**October 2025
Professional New Hires List**

New Hires to Date: 634
Current: 11
Total: 645

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date
Cooper Elementary School	Anyanwu	Udoka	0	Texas Woman's University	BS	Teacher	9/22/2025
Coyle Technology Center for Math and Science	Johnson	Kitchy	0	Upper Iowa University	BS	Teacher	10/6/2025
Gilbreath-Reed Career and Technical Center	Wilson	Keisha	7	N/A		Teacher	10/20/2025
Herfurth Elementary School	DiMinchi	Clydine	8	University of Houston Clearlake	BS	Teacher	10/1/2025
Naaman Forest High School	Gibson	Douglas	7	N/A		Teacher	10/9/2025
Naaman Forest High School	Ramirez	Edgar	19	Colombia University	BS	Teacher	10/6/2025
O'Banion Middle School	Baxter	Chartesa	1	Illinois State University	BS	Teacher	9/18/25
				Benedictine University	MBA		
South Garland High School	Castro	Christopher	0	N/A		Teacher	9/23/2025
South Garland High School	Castro	Nelson	1	Liberty University	BS	Teacher	10/1/2025
South Garland High School	Diaz	Ruben	11	University of Texas at Dallas	BS	Teacher	10/6/2025
South Garland High School	Hutchens	Melissa	12	University of Texas at Tyler	BA	Teacher	9/11/2025

**October 2025
Resignation and Retirement List - Paraprofessionals**

Approved to Date: 12
Current: 26
Total: 38

<u>School/Dept.</u>	<u>Name</u>	<u>Job Title</u>	<u>Experience</u>	<u>Reasons</u>	<u>Effective Date</u>
Armstrong Elementary School	Long, Matthew	Aide/PE	5 years with GISD	Resignation/Other	10/3/2025
Carver Elementary School	Dwivedi, Deepika	Aide/Instructional Title I	1 year with GISD	Resignation/Personal	10/10/2025
Carver Elementary School	Mendez, Sarah	Aide/Instructional Title I	3 years with GISD	Resignation/Career Change	9/26/2025
Carver Elementary School	Qaasim, Nyasha	Aide/ SPED ABC	0 years with GISD	Resignation/Personal	8/21/2025
Cisneros Prekindergarten School	Williams, Alexandria	Aide/Prekindergarten SPED ECSE	1 year with GISD	Resignation/Relocation	10/8/2025
Classical Center At Brandenburg Middle School	Dominguez Benitez, Rosa	Aide/ESL	1 year with GISD	Resignation/Personal	9/26/2025
Dorsey Elementary School	Hawkins, Jacinda	Aide/SPED Behavioral Adjustment	0 years with GISD	Resignation/Personal	9/29/2025
Garland High School	Hunt, Elizabeth	Aide/SPED ABC	10 years with GISD	Retirement/TRS	1/5/2026
Harris Hill	Ferrell, Paula	Leaves Specialist Human Resources	1 year with GISD	Resignation/Career Change	9/26/2025
Harris Hill	Gatewood, Tanya	Buyer	12 years with GISD	Resignation/Not Working	10/31/2025
Heather Glen Montclair Elementary School	Greene, Tamara	Aide/SPED BA IDEA B	3 years with GISD	Resignation/Personal	9/23/2025
Heather Glen Montclair Elementary School	Luna, Josabed	Aide/Emergent Bilingual Instructional	2 years with GISD	Resignation/Career Change	9/26/2025
Heather Glen Montclair Elementary School	McRae, Sharra	Aide/SPED BA IDEA B	0 years with GISD	Resignation/Personal	9/23/2025
Jackson Technology Center for Math & Science	Hernandez, Marisa	Aide/Office	0 years with GISD	Resignation/Personal	10/6/2025
Keeley Elementary School	Ybarra, Sonia	Aide/SPED ABC	1 year with GISD	Resignation/Other	10/2/2025
North Garland High School	Escamilla, Elizabeth	Secretary Assistant Principal	4 years with GISD	Resignation/Relocation	12/19/2025
Northlake Elementary School	Murphy, Patricia	Aide/Office	22 years with GISD	Retirement/TRS	8/27/2025
Northlake Elementary School	Price, Ashley	Aide/SPED ALE	1 year with GISD	Resignation/Career Change	9/26/2025
O'Banion Middle School	Sifuentes, Mayra	Aide/Clinic	12 years with GISD	Resignation/Career Change	10/6/2025
Pearson Elementary School	Sparks, Nicole	Aide/Instructional Support	0 years with GISD	Resignation/Personal	9/26/2025
South Garland High School	Carrisalez, Giovanna	Aide/ESL	2 years with GISD	Resignation/Personal	9/26/2025
Student Nutrition Services	Clingman, Lorena	Secretary	32 years with GISD	Retirement/TRS	12/31/2025
Student Nutrition Services	Jones, Vincent	Supervisor	16 years with GISD	Retirement/TRS	12/31/2025
Student Nutrition Services	Perez, Eufernia	Payroll Specialist	14 years/2 with GISD	Resignation/Career Change	9/30/2025
Toler Elementary School	Mejia, Elizabeth	Aide/Prekindergarten	9 years/4 with GISD	Expiration Employment Authorization	9/19/2025
Webb Middle School	Tejeda, Alexander	Aide/SPED ALE	4 years with GISD	Resignation/Other Texas School	10/2/2025

**October 2025
Resignation and Retirement List - Professionals**

Approved to Date: 22
Current: 19
Total: 41

<u>School/Dept.</u>	<u>Name</u>	<u>Job Title</u>	<u>Experience</u>	<u>Reasons</u>	<u>Effective Date</u>
Abbett Elementary School	Beidler, Marina	Teacher/SPED CBSE IDEA B	13 years/0 with GISD	Resignation/Health Reasons	10/29/2025
Bullock Elementary School	Chelette, Leilani	Teacher/4th Gr.	3 years with GISD	Resignation/Professional Development	10/10/2025
Couch Collegiate Prep Elementary	Gamble, George	Teacher/2nd Gr.	20 years/2 with GISD	Resignation/Health Reasons	10/3/2025
Couch Collegiate Prep Elementary	Segars, Courtney	Teacher/5th Gr.	1 year with GISD	Resignation/Personal	10/10/2025
Gilbreath Reed Career and Technical Center	Reyes, Valeria	Teacher/Medical Assistant EKG	2 years with GISD	Resignation/Health Reasons	9/14/2025
Handley STEM Elementary	Dixon, Jeanette	Teacher/3rd Gr.	34 years/25 with GISD	Retirement/TRS	1/31/2026
Harris Hill	Allen, Adriene	Teacher/Instructional Support	19 years/18 with GISD	Resignation/Other	10/20/2025
Harris Hill	Jackson, Ashley	Coordinator Technology Digital Learning	10 years/9 with GISD	Resignation/Other Texas School	10/22/2025
Heather Glen Montclair Elementary School	Jones, Zettel	Teacher/5th Gr.	2 years with GISD	Resignation/Unsatisfied with Job	9/15/2025
Herfurth Elementary School	South, Elexiona	Teacher/2nd ESL	0 years with GISD	Resignation/Health Reasons	9/16/2025
Lakeview Centennial High School	Pressley, Kristin	TeacherPE/Coach	4 years/0 with GISD	Resignation/Personal	10/17/2025
North Garland High School	Sexton, Dawn	School Nurse	15 years with GISD	Resignation/Other	9/26/2025
Rowlett High School	Gavin, Jared	Responsive Services Counselor	4 years with GISD	Resignation/Other Texas School	10/8/2025
Sewell Elementary School	Wims, Annette	Teacher/SPED ABC	25 years/0 with GISD	Resignation/Other	9/26/2025
Shugart Elementary School	Thomason, Jennifer	Principal	26 years/22 with GISD	Resignation/Other Texas School	10/24/2025
South Garland High School	Williams, Tamara	Teacher/Math	12 years/0 with GISD	Resignation/Personal	9/25/2025
Stephens Elementary School	Quiroz Dubey, Juan Carlos	Teacher/Bilingual 2nd Gr	19 years/6 with GISD	Retirement/TRS	10/31/2025
Watson Technology Center for Math & Science	Moses, Patrice	Teacher/3rd Gr.	33 years with GISD	Retirement/TRS	10/30/2025
Webb Middle School	Chandler, Jermaine	Teacher/Reading	3 years with GISD	Resignation/Health Reasons	10/2/2025



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Coleman Bruman, Executive Director of Secondary Teaching and Learning
Michael Ruiz, Executive Director of Elementary Teaching and Learning

Subject: 2025-2026 District and Campus Educational Improvement Plans (TEC §11.251)

Action Item

Executive Summary:

In accordance with Texas Education Code §11.251, each school district's board of trustees is required to annually develop, review, and approve improvement plans that set performance goals and outline strategies to enhance student outcomes. These statutory requirements ensure that both districtwide and campus-level efforts are aligned to drive continuous improvement and student success.

The District and Campus Improvement Plans establish Garland ISD's commitments to building foundations, offering quality pathways to college and career, and eliminating all D and F campuses. These plans serve as a framework for tracking progress, monitoring key performance indicators, and aligning actions with the Board's goals and the district's vision for student success throughout the 2025–2026 school year.

Local improvement plans for identified areas of need, as required under TEC §11.251, are embedded within specific campus improvement plans. This integration ensures that state-required interventions are not stand-alone documents but are directly tied to each campus's overall strategies, priorities, and accountability goals.

Copies of the District Improvement Plan and Campus Priorities and Programs Chart are included in the Board Book for trustee review. Virtual copies of the 2025–2026 Campus Improvement Plans for all GISD campuses are available at <https://bit.ly/GISDCIP25-26>.

Appendices included in the Board Book:

1. District Improvement Plan
2. Campus Priorities and Programs Chart



BOARD OF TRUSTEES AGENDA

Administrative Recommendations:

Administration recommends approval.

Recommended Motion for Action Items:

Recommend to Approve the 2025-2026 District and Campus Improvement Plans.

Financial Impact and Funding Source:

N/A

The background features a repeating pattern of white line-art icons on a light gray background, including school supplies like pencils, notebooks, rulers, and globes. On the right side, two young girls stand with their arms crossed. The girl on the left is taller, with long dark hair, wearing a black t-shirt with the text 'BRANDENBURG BE BRAVE' and a logo. The girl on the right is younger, with her hair in a bun, wearing a pink t-shirt. The overall theme is education and student success.

GISD Unmatched

**CAMPUS AND DISTRICT IMPROVEMENT PLANS &
OUR PATH TO STUDENT SUCCESS**



UNMATCHED Foundations

Goals 1 - 4

Focus on critical academic years to ensure students are meeting key benchmarks.

UNMATCHED Pathways

Goal 5

Ensure every student is prepared for success beyond high school, whether in college, career or the military.

UNMATCHED Excellence

Goal 6

Eliminate D and F campuses by increasing support and accountability.

UNMATCHED GOALS

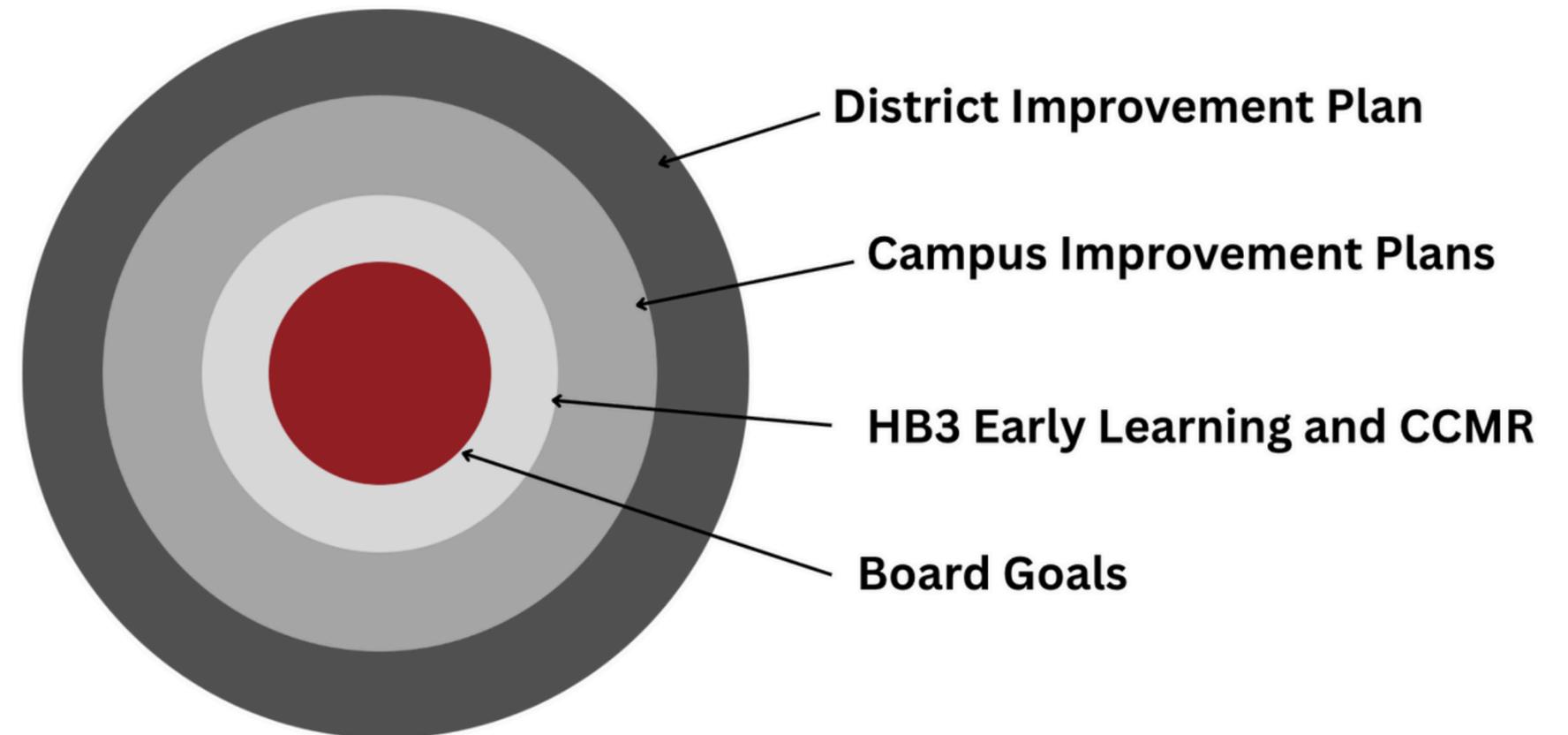
BOARD GOALS

Board Goal Summary Page			Indicator	2025 Actuals	2026 Target	2030 Target
Goal	1	Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd STAAR exams.	3rd Reading	49%	50%	61%
Goal	2	Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd STAAR exams.	3rd Math	48%	47%	58%
Goal	3	Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th grade STAAR exams.	6th Reading	52%	52%	55%
Goal	4	Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on STAAR exams.	6th Math	31%	36%	56%
Goal	5	Increase the percentage of all graduates achieving Texas Success Initiative (TSI) standards in Math and Reading by exam only.	TSI by Exam	40%	43%	60%
Goal	6	Eliminate D and F campuses.	Campus Ratings	9.5% 6 Ds & 0 Fs	18% 12 Ds or Fs	0

HOW OUR PLANS ALIGN TO BOARD GOALS

- Board Goals are at the center of our work and serve as the foundation for all planning.
- The District Improvement Plan (DIP) is built around these goals and provides the roadmap for the district.
- Campus Improvement Plans (CIPs) are directly aligned to the DIP, ensuring every campus is focused on the same priorities.
- HB3 Early Learning Plan and the CCMR Plan, all anchored in the Board's goals and aligned to both DIP and CIPs.

ALIGNED IMPROVEMENT PLANNING



**DISTRICT AND
CAMPUS
IMPROVEMENT
PLAN
OVERVIEW**

Unmatched

TEC §11.251 – District and campus boards must annually develop, review, and update improvement plans to drive student performance.

TEC §11.253 – District and campus boards must adopt and approve Local improvement plans.



IMPROVEMENT PLAN COMPARISON

PLAN	MANDATED BY	CONDITION FOR DEVELOPMENT	FOCUS AND PURPOSE	SUBMISSION OVERSIGHT
District Improvement Plan (DIP)	Texas Education Code §11.251	All districts annually	Districtwide goals, student performance, coordination of resources, alignment to Board Goals	Approved by local Board
Campus Improvement Plan (CIP)	Texas Education Code §11.251	All campuses annually	Campus-specific goals, instructional strategies, PD, family engagement	Approved by local Board & Campus SBDM
Local Improvement Plan (LIP)	Federal accountability (ATS/TSI)	Campuses identified for Additional Targeted Support (ATS) or Targeted Support & Improvement (TSI)	Addresses areas of low performance under federal accountability	Retained locally; submitted to TEA only if requested. A CIP may be substituted for a LIP if all LIP requirements are met.
Targeted Improvement Plan (TIP)	Texas Education Code §39A & federal requirements	Campuses identified for Comprehensive Support & Improvement (CSI) Now also required for Laso III grant campuses	Intensive, state-monitored plan with ESF diagnostic, strategy alignment, resource allocation, and progress monitoring	Submitted to TEA and monitored by TEA & Board, All requirements will be incorporated in the CIP.

FRAMEWORK OF IMPROVEMENT

DISTRICT TO CAMPUS ALIGNMENT

**STUDENT
ACHIEVEMENT**

**HIGHLY QUALITY
INSTRUCTION**

**SCHOOL CLIMATE AND
CULTURE**

**COMMUNITY
ENGAGEMENT**

BOARD GOALS

**STAFF AND LEADERSHIP
DEVELOPMENT**

**ATTENDANCE, STUDENT
MANAGEMENT, DROPOUT
PREVENTION**

**PARENT COMMUNICATION
AND INVOLVEMENT**

**HB3 EARLY CHILDHOOD AND
CCMR PLANS**

**HIGH QUALITY
INSTRUCTIONAL MATERIALS**

**SAFE, SECURE, AND
SUPPORTIVE LEARNING
ENVIROMENTS**

**COMMUNITY AND BUSINESS
PARTNERSHIPS**

**PRIORITIZED SUPPORT AND
PROGRAMMING
GOLD, SAIL, PEAK, LASO**

**OBSERVATION, COACHING,
AND FEEDBACK**

**RETAINING HIGHLY QUALIFIED
TEACHERS**

**STAKEHOLDER INPUT AND
DECISION-MAKING**

**PROGRESS MONITORING &
INTERVENTION**

FEDERAL AND STATE MANDATES

DISTRICT IMPROVEMENT PLANS

Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams to 55% by 2030 (2025-2026 target: 52%).

THROUGH THE ALIGNMENT OF THE GOALS AND STRATEGIES, THE DIP DRIVES THE CAMPUS IMPROVEMENT PLANS

ALL DIP STRATEGIES CONNECT TO BOARD GOALS AND ANNUAL TARGETS

Performance Objective 1: Foundations

High Priority

Evaluation Data Sources: DOLs, CBAs, i-Ready, and STAAR

STRATEGY 1 CONNECTED STATE MANDATED HB3, EARLY LITERACY PLAN

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a district-wide curriculum framework centered on high-quality instructional materials, explicit instruction, and the gradual release model. Incorporate a complete assessment system, including demonstrations of learning, formative and common assessments, STAAR 2.0-formatted items, STAAR Interims, and i-Ready diagnostics, to ensure instruction is responsive and evidence-driven.</p> <p>Strategy's Expected Result/Impact: Increased instructional clarity and consistency across classrooms, aligned with TEKS and STAAR 2.0 expectations, will result in measurable growth on diagnostic and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II , - Title III</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training for instructional coaches and teacher teams at priority campuses to strengthen teacher capacity through rehearsing literacy instruction. Emphasis will be placed on the effective use of instructional materials, internalization of lessons, rehearsal, and evidence-based strategies that align with explicit instruction and the gradual release model. Instructional coaches will be developed as campus leaders of practice, equipped to model, support, and sustain high-quality literacy instruction through data-informed planning and collaboration.</p> <p>Strategy's Expected Result/Impact: Enhanced teacher capacity at priority campuses and stronger instructional coaching pipelines will lead to more consistent implementation of effective literacy practices. This will increase the percentage of students meeting grade-level performance in STAAR Reading Language Arts by ensuring responsive, high-quality instruction supported through ongoing coaching and collaborative planning.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II , - Title III</p>	Formative			Summative
	Nov	Feb	Apr	June

STRATEGY 1 INCORPORATES PROGRESS MONITORING OF INSTRUCTION THROUGH ASSESSMENT SYSTEM

STRATEGY 2 DEVELOPS INSTRUCTIONAL LEADERSHIP FOR HIGH QUALITY INSTRUCTION

STRATEGY 2 HIGHLIGHTS THE PRIORITIZATION OF SUPPORT FROM MULTIPLE DEPARTMENTS

CAMPUS IMPROVEMENT PLANS

STRATEGIES CONNECTED TO BOARD GOAL ONE FOR 3RD GRADE MEETS LEVEL PERFORMANCE IN READING

Strategy 4 Details	Reviews			
Strategy 4: Parents will be invited to and attend Literacy Night. Families will learn strategies for reading at home and also be provided literacy resources to use at home with their students. Strategy's Expected Result/Impact: Increased reading success for all students, parents being able to support their students at home. Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: - 6300 Parent Involvement. Supplies T1 - \$3,000, Extra duty pay - 6100 Payroll- Title I Funds - \$2,406	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Targeted, small group learning based on mClass and iReady data focusing on early reading skills and phonemic awareness. Strategy's Expected Result/Impact: Increase in yearly progress and increased reading skills and on grade level students Staff Responsible for Monitoring: Administration Problem Statements: Student Learning 1 Funding Sources: Additional staffing/tutor/substitute - 6100 Payroll- Title I Funds - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will use anchor charts, interactive word walls and posters to increase academic language in the preK-5th grade language arts classrooms. Strategy's Expected Result/Impact: Increased academic vocabulary Staff Responsible for Monitoring: administration and instructional support staff Problem Statements: Student Learning 3 Funding Sources: Paper, poster maker ink and paper - 6300 Supplies and Materials- Title I Funds - \$10,000	Formative			Summative
	Nov	Feb	Apr	June

STRATEGY 4 IS A PARENT ENNGAGEMENT STRATEGY, A FEDERAL REQUIREMENT & RELATED TO LITERACY GOAL

FUNDING SOURCE REQUIRED FOR ALL FOR TITLE I FUNDING

STRATEGY 6 CONNECTED TO SAIL PROGRAM & ACADEMIC LANGUAGE DEVELOPMENT

FORMATIVE REVIEWS TAKE PLACE FOUR TIMES A YEAR TO EVALUATE AND RESPOND TO PROGRESS TOWARD GOALS

STRATEGY 5 CONNECTED TO HB3, EARLY LITERACY PLAN

○ No Progress
 ● Accomplished
 ➔ Continue/Modify
 ✗ Discontinue

LOCAL IMPROVEMENT PLANS

<p>Campus Improvement Plan (CIP)</p>	<p>STUDENT ACHIEVEMENT BOARD GOALS HB3 EARLY CHILDHOOD AND CCMR PLANS</p>	<p>HIGH QUALITY INSTRUCTION RETAINING HIGHLY QUALIFIED TEACHERS STAFF AND LEADERSHIP DEVELOPMENT LEADERSHIP PIPELINE</p>	<p>SCHOOL CLIMATE AND CULTURE ATTENDANCE, STUDENT MANAGEMENT, DROPOUT PREVENTION SAFE, SECURE, AND SUPPORTIVE LEARNING ENVIROMENTS</p>	<p>COMMUNITY ENGAGEMENT PARENT COMMUNICATION AND INVOLVEMENT COMMUNITY AND BUSINESS PARTNERSHIPS STAKEHOLDER INPUT AND DECISION-MAKING</p>
<p>Local Improvement Plan (LIP) Strategies</p>	<p>Strategies Aligned to Effective Schools Framework: Lever 1: Strong School Leadership & Planning Clear Roles and Responsibilities, Compelling Vision and Goals, Focused Plan Development, Monitoring Outcomes</p>			
<p>Campuses</p>	<p>MIDDLE</p> <p>BUSSEY - D RATED COYLE TECHNOLOGY - FEDERAL TARGET LYLES COLLEGIATE - FEDERAL TARGET O'BANION - FEDERAL TARGET WEBB - FEDERAL TARGET</p>		<p>ELEMENTARY</p> <p>COUCH COLLEGIATE - D RATED DAVIS - FEDERAL TARGET PEARSON - D RATED STEADHAM - D RATED</p>	

GISD

Workshop

**HB3
EARLY
CHILDHOOD
LITERACY AND
MATH**

Unmatched

TEC §11.185 – Requires Early Childhood
Literacy and Math proficiency plans.



EARLY LEARNING PLAN

FOCUS AREAS

LITERACY

HIGH FOCUS ON PHONICS

ENGLISH LANGUAGE DEVELOPMENT IN SPANISH
LANGUAGE ARTS

UPDATED PRE-K FRAMEWORK

SYSTEMS FOR MEASURING LITERACY
DEVELOPMENT

SAIL EXPANSION

MATH

ENHANCED DIGITAL TOOLS

EARLIER MONITORING - CBAS PUSHED
TO 2ND GRADE

FACT FLUENCY FOCUS

TEACHER FACING CURRICULUM

MONITORING DAILY LEARNING

**COLLEGE,
CAREER, &
MILITARY
READINESS**

Unmatched

TEC §11.186 – Requires College, Career, and Military Readiness (CCMR) plans.



COLLEGE, CAREER, & MILITARY READINESS

FOCUS AREAS

TSI SUCCESS

CCMR SYSTEM

CTE ALIGNMENT

CURRICULUM CONNECTIONS

STRONG PARTNERSHIPS

COMPLETER FOCUSED

EXPANDED RESOURCES

CAMPUS LEVEL DATA MEETINGS

EXPANDING MS EXPLORATION

CROSS-DIVISIONAL TEAMS AND OWNERSHIP
PROGRESS MONITORING AND DATA AT THE STUDENT LEVEL
STRATEGIC SCHEDULING

Garland Independent School District

District Improvement Plan

2025-2026

Accountability Rating: B



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.

Core Values

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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	10
Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams to 61% by 2030 (2025-2026 target: 50%).	10
Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 58% by 2030 (2025-2026 target: 47%).	14
Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams to 55% by 2030 (2025-2026 target: 52%).	17
Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams to 56% by 2030 (2025-2026 target: 36%).	20
Goal 5: Increase the percentage of all graduates meeting College, Career, and Military Readiness (CCMR) standards to 96% and increase the percentage of all graduates achieving Texas Success Initiative (TSI) standards by exam only to 60% by 2030 (2025-2026 target: 43%).	23
Goal 6: Eliminate all D-rated and F-rated campuses by 2030 (2025-2026 target: 18% of campuses).	26
District Improvement Plan Committee	31
Assurances	33
Statutorily Required Assurances	33
District Funding Summary	34
Addendums	38

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

LONGITUDINAL STUDENT ACHIEVEMENT TRENDS

LITERACY / READING LANGUAGE ARTS* (STAAR)	2018-2019 (pre-COVID)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 3% STAAR RLA Meets Grade Level	47.3%	33.8%	47.3%	49.3%	43.3%	49%
Grade 6% STAAR RLA Meets Grade Level	36.7%	27.4%	38.3%	46.2%	50.3%	52%

*calculated based on first/primary administration for students included in accountability subset; does not include STAAR Alternate assessments

MATHEMATICAL PROFICIENCY* (STAAR)	2018-2019 (pre-COVID)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 3% STAAR Mathematics Meets Grade Level	52.3%	24.7%	47.3%	45.9%	40.9%	48%
Grade 6% STAAR Mathematics Meets Grade Level	39.4%	22.5%	25.0%	27.8%	25.4%	31%

*calculated based on first/primary administration for students included in accountability subset; does not include STAAR Alternate assessments

POSTSECONDARY READINESS (Gr 11 SAT SCHOOL DAY EXAMS)	2018-2019 (pre-COVID)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
SAT CR Benchmark: % Met Evidence-Based Reading & Writing (Gr 11)	52%	46%	44%	46%	49%	50%
SAT CR Benchmark: % Met Mathematics (Gr 11)	28%	25%	23%	23%	29%	25%

POSTSECONDARY READINESS (AP EXAMS)	2018-2019 (pre-COVID)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
% Qualifying Exam Score (>3)	38.6%	28.6%	31.9%	31.9%	39%	45%
# AP Exams Administered	9,338	7,603	8,892	8,115	8,507	9,170
# Students Participating in AP Exams	5,054	4,641	5,526	5,194	5,205	5,475

CCMR	Class of 2018	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
CCR-CCMR^ % Graduates**	59%	69%	79%	86%	92%	96%

Priority Problem Statements

Problem Statement 1: In 2025, 49% of 3rd graders and 52% of 6th graders met the Meets Grade Level standard in Reading, leaving nearly half of the students without the literacy foundation needed for long-term success.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While growing in 2025, 48% of 3rd graders and only 31% of 6th graders met the Meets Grade Level standard, reflecting gaps in Mathematics skills that widen as students transition to middle school.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In 2025, 96% of graduates met overall CCMR indicators, but only 40% achieved TSI readiness by exam, indicating misalignment between broad readiness measures and college-level academic preparedness.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 2025, while the district eliminated all F-rated campuses, 6 campuses remain rated D, underscoring the urgent need to lift struggling schools into sustained excellence

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- State and federal planning requirements

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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- School safety 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: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams to 61% by 2030 (2025-2026 target: 50%).

Performance Objective 1: Foundations

High Priority

HB3 Goal

Evaluation Data Sources: DOLs, CBAs, i-Ready, and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement TEKS-Aligned High-Quality Instructional Materials (HQIM) to ensure that all third-grade classrooms have access to explicit instruction, and the gradual release model, designed to foster rigorous literacy development and meet the diverse needs of all students.</p> <p>Strategy's Expected Result/Impact: Improved literacy proficiency at Meets Grade-Level and Above in third-grade STAAR results, reflecting effective use of HQIM and Curriculum-Based Assessment data to inform instruction.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II , - Title III</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a Data-Informed Literacy Framework: Develop a comprehensive, district-wide approach to building a strong literacy foundation in all learners, with a focus on early (PK-2) literacy instruction.</p> <p>Strategy's Expected Result/Impact: Enhanced instructional effectiveness and real-time identification of student needs, leading to continuous literacy improvement and higher proficiency for third graders, in alignment with data-driven instruction.</p> <p>Staff Responsible for Monitoring: Executive Directors of Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - LASO III - Instructional Leadership Grant, - Title II , - Title III</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Targeted Professional Development for Instructional Leaders: Offer comprehensive training for campus administrators, instructional coaches, and lead teachers across all elementary campuses. This training will focus on implementing high-quality instructional materials (HQIM), modeling effective teaching practices, and facilitating Collaborative Learning Community (CLC) sessions. Key areas include data analysis, student work evaluation, lesson internalization, and evidence-based instructional strategies to enhance literacy-focused collaboration and improvement.</p> <p>Strategy's Expected Result/Impact: Improved instructional leadership across campuses will facilitate effective literacy support and collaborative teacher development. This approach aims to increase the percentage of students meeting grade-level performance in STAAR Reading Language Arts through consistent implementation of data-responsive learning communities and district-aligned instructional plans.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - LASO III - Instructional Leadership Grant, - Title II , - Title III</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a K-12 Writing Framework: Implement a district-wide writing framework to ensure coherent and consistent writing instruction. This vertically aligned approach will promote students' ability to articulate and synthesize knowledge across disciplines. The framework will be deployed, monitored, and evaluated as part of a comprehensive Reading Language Arts (RLA) plan, ensuring alignment with district goals and TEKS.</p> <p>Strategy's Expected Result/Impact: Improved literacy engagement through regular, cross-disciplinary writing practices that promote critical thinking and support STAAR readiness, leading to improved reading and writing proficiency outcomes.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II , - Title III</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Integrate AI-Powered Writing Feedback Tools: Implement technology that offers personalized feedback on writing assignments, enabling teachers to coach students toward consistent practice and improvement. This approach will leverage frequent district-wide writing opportunities, encouraging regular writing practices across the curriculum and promoting skill development.</p> <p>Strategy's Expected Result/Impact: Enhanced literacy engagement and proficiency through personalized feedback, promoting improved writing skills and preparing students to meet or exceed grade-level expectations on STAAR.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide training and support for campus leaders and instructional support teachers on classroom observation and feedback practices. Emphasize in-the-moment coaching and real-time feedback to strengthen teaching and learning routinely.</p> <p>Strategy's Expected Result/Impact: Timely feedback improving classroom instruction on walkthroughs, leading to stronger teacher performance and higher student achievement on DOLs, CBAs, and other district measures.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II , - LASO III - Instructional Leadership Grant</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement targeted phonics instruction within literacy enrichment, utilizing explicit resources to strengthen foundational reading skills. Focus on closing gaps at transitional grades through direct word study and development of grade-level comprehension, ensuring students build the decoding and understanding skills necessary for secondary readiness.</p> <p>Strategy's Expected Result/Impact: Demonstrated stronger decoding, fluency, and comprehension with increased literacy engagement with grade-level texts to improve performance on STAAR and diagnostic assessments.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II , - Title III</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>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In 2025, 49% of 3rd graders and 52% of 6th graders met the Meets Grade Level standard in Reading, leaving nearly half of the students without the literacy foundation needed for long-term success.

Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 58% by 2030 (2025-2026 target: 47%).

Performance Objective 1: Foundations

High Priority

HB3 Goal

Evaluation Data Sources: DOLs, CBAs, i-Ready, and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement TEKS-Aligned High-Quality Instructional Materials (HQIM): Ensure that all third-grade classrooms have access to explicit instruction, and the gradual release model, designed to foster a conceptual understanding of mathematics through the Concrete-Pictorial-Abstract (CPA) approach.</p> <p>Strategy's Expected Result/Impact: Improved proficiency at Meets Grade-Level and Above, in third-grade STAAR results. Consistent improvement in problem-solving skills and conceptual understanding, reflecting effective use of HQIM and Curriculum-Based Assessment data to inform instruction.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a Targeted Numeracy Development Program: Develop a foundational numeracy program emphasizing the development of fluency and automaticity in essential mathematical skills.</p> <p>Strategy's Expected Result/Impact: Increased student recall and automaticity in foundational math skills, including multiplication facts, achieved through targeted fluency assessments that inform instruction.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a Data-Informed Numeracy Framework: Create a structured framework incorporating assessments with STAAR 2.0-formatted items which are aligned to the TEKS. Assessments include formative assessments, common assessments, and predictive modeling, to support responsive instruction.</p> <p>Strategy's Expected Result/Impact: Enhanced instructional effectiveness and real-time identification of student needs, leading to fluency and automaticity, as well as higher proficiency for third graders, in alignment with data-driven instruction.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide Targeted Professional Development for Instructional Leaders: Offer comprehensive training for campus administrators, instructional coaches, and lead teachers across all elementary campuses. This training will focus on implementing high-quality instructional materials (HQIM), modeling effective teaching practices, and facilitating Collaborative Learning Community (CLC) sessions. Key areas include data analysis, student work evaluation, lesson internalization, and evidence-based instructional strategies to enhance numeracy-focused collaboration and improvement.</p> <p>Strategy's Expected Result/Impact: Improved instructional leadership across campuses will facilitate adequate numeracy support and collaborative teacher development. This approach aims to increase the percentage of students meeting grade-level performance in STAAR Mathematics through consistent implementation of data-responsive learning communities and district-aligned instructional plans.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training and support for campus leaders and instructional support teachers on classroom observation and feedback practices. Emphasize in-the-moment coaching and real-time feedback to strengthen teaching and learning routinely.</p> <p>Strategy's Expected Result/Impact: Timely feedback improving classroom instruction on walkthroughs, leading to stronger teacher performance and higher student achievement on DOLs, CBAs, and other district measures.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title II , - LASO III - Instructional Leadership Grant</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: While growing in 2025, 48% of 3rd graders and only 31% of 6th graders met the Meets Grade Level standard, reflecting gaps in Mathematics skills that widen as students transition to middle school.

Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams to 55% by 2030 (2025-2026 target: 52%).

Performance Objective 1: Foundations

High Priority

Evaluation Data Sources: DOLs, CBAs, i-Ready, and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a district-wide curriculum framework centered on high-quality instructional materials, explicit instruction, and the gradual release model. Incorporate a complete assessment system, including demonstrations of learning, formative and common assessments, STAAR 2.0-formatted items, STAAR Interims, and i-Ready diagnostics, to ensure instruction is responsive and evidence-driven.</p> <p>Strategy's Expected Result/Impact: Increased instructional clarity and consistency across classrooms, aligned with TEKS and STAAR 2.0 expectations, will result in measurable growth on diagnostic and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II , - Title III</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training for instructional coaches and teacher teams at priority campuses to strengthen teacher capacity through rehearsing literacy instruction. Emphasis will be placed on the effective use of instructional materials, internalization of lessons, rehearsal, and evidence-based strategies that align with explicit instruction and the gradual release model. Instructional coaches will be developed as campus leaders of practice, equipped to model, support, and sustain high-quality literacy instruction through data-informed planning and collaboration.</p> <p>Strategy's Expected Result/Impact: Enhanced teacher capacity at priority campuses and stronger instructional coaching pipelines will lead to more consistent implementation of effective literacy practices. This will increase the percentage of students meeting grade-level performance in STAAR Reading Language Arts by ensuring responsive, high-quality instruction supported through ongoing coaching and collaborative planning.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II , - Title III</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a district-wide initiative to embed writing in all content areas, ensuring students regularly articulate and synthesize knowledge through discipline-specific tasks. Building on the completed K-12 Writing Framework, extend consistent writing instruction beyond RLA into math, science, and social studies. Utilize AI-powered tools to provide teachers and students with personalized feedback, enhancing both the quality and frequency of writing practice.</p> <p>Strategy's Expected Result/Impact: Improved writing engagement and proficiency through cross-disciplinary writing practices that promote critical thinking, content mastery, and STAAR readiness.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II , - Title III</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement targeted phonics instruction within literacy enrichment, utilizing explicit resources to strengthen foundational reading skills. Focus on closing gaps at transitional grades through direct word study and development of grade-level comprehension, ensuring students build the decoding and understanding skills necessary for secondary readiness.</p> <p>Strategy's Expected Result/Impact: Demonstrated stronger decoding, fluency, and comprehension with increased literacy engagement with grade-level texts to improve performance on STAAR and diagnostic assessments.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II , - Title III</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training and support for campus leaders and instructional coaches on classroom observation and feedback practices. Emphasize in-the-moment coaching and real-time feedback to strengthen teaching and learning consistently.</p> <p>Strategy's Expected Result/Impact: Timely feedback improving classroom instruction on walkthroughs, leading to stronger teacher performance and higher student achievement on DOLs, CBAs, and other district measures.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title II , - LASO III - Instructional Leadership Grant</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In 2025, 49% of 3rd graders and 52% of 6th graders met the Meets Grade Level standard in Reading, leaving nearly half of the students without the literacy foundation needed for long-term success.

Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams to 56% by 2030 (2025-2026 target: 36%).

Performance Objective 1: Foundations

High Priority

Evaluation Data Sources: DOLs, CBAs, i-Ready, and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a district-wide curriculum framework anchored in high-quality instructional materials, explicit instruction, and the gradual release model. Incorporate a complete assessment system, including demonstrations of learning, formative and common assessments, STAAR 2.0-formatted items, STAAR Interims, and i-Ready diagnostics, to ensure instruction is responsive and evidence-driven.</p> <p>Strategy's Expected Result/Impact: Increased instructional clarity and consistency across classrooms, aligned with TEKS and STAAR 2.0 expectations, will result in measurable growth on diagnostic and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training for instructional coaches and teacher teams at priority campuses to strengthen teacher capacity through rehearsing literacy instruction. Emphasis will be placed on the effective use of instructional materials, internalization of lessons, rehearsal, and evidence-based strategies that align with explicit instruction and the gradual release model. Instructional coaches will be developed as campus leaders of practice, equipped to model, support, and sustain high-quality literacy instruction through data-informed planning and collaboration.</p> <p>Strategy's Expected Result/Impact: Enhanced teacher capacity at priority campuses and stronger instructional coaching pipelines will lead to more consistent implementation of effective literacy practices. This will increase the percentage of students meeting grade-level performance in STAAR Math by ensuring responsive, high-quality instruction supported through ongoing coaching and collaborative planning.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Redesign the acceleration pathway to ensure students are fully prepared for future accelerated testing opportunities and post-secondary outcomes. Emphasize the depth of standards mastery, ensuring students build conceptual understanding alongside procedural fluency to sustain long-term success in advanced math courses.</p> <p>Strategy's Expected Result/Impact: Increased student readiness for accelerated math coursework, with stronger performance among future Algebra I testers and improved outcomes on advanced STAAR assessments.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching, and Learning</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a math intervention program focused on closing gaps in foundational numeracy while building students' ability to solve multi-step problems. Provide targeted support in the Algebra and Proportionality domains during middle school to strengthen readiness for participation in Algebra I by 8th grade.</p> <p>Strategy's Expected Result/Impact: Improved problem-solving proficiency and conceptual understanding in key numeracy domains, resulting in stronger grade-level math performance and increased Algebra I readiness.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching, and Learning</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training and support for campus leaders and instructional coaches on classroom observation and feedback practices. Emphasize in-the-moment coaching and real-time feedback to strengthen teaching and learning consistently.</p> <p>Strategy's Expected Result/Impact: Timely feedback improving classroom instruction on walkthroughs, leading to stronger teacher performance and higher student achievement on DOLs, CBAs, and other district measures.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title II , - LASO III - Instructional Leadership Grant</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: While growing in 2025, 48% of 3rd graders and only 31% of 6th graders met the Meets Grade Level standard, reflecting gaps in Mathematics skills that widen as students transition to middle school.

Goal 5: Increase the percentage of all graduates meeting College, Career, and Military Readiness (CCMR) standards to 96% and increase the percentage of all graduates achieving Texas Success Initiative (TSI) standards by exam only to 60% by 2030 (2025-2026 target: 43%).

Performance Objective 1: Pathways

High Priority

HB3 Goal

Evaluation Data Sources: Texas Success Initiative (TSI) Assessments (SAT, ACT, TSIA-2), Texas College Bridge, Industry-Based Certifications, AP/IB Exams, Dual-Credit Hours Earned, Level I/II Certificates, Associates Degrees, Work-force Readiness (SPED)

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish comprehensive pathways for TSI readiness in Reading, Language Arts, and Mathematics. This initiative will provide targeted instruction and support, utilizing a scaffolded approach that incorporates instructional resources, advisory services, preparation programs, and teacher-specific interventions to help students meet college-readiness benchmarks.</p> <p>Strategy's Expected Result/Impact: Increased rates of students meeting Texas Success Initiative (TSI) benchmarks in Reading Language Arts and Mathematics, reflecting enhanced college readiness. This improvement will result from explicit support integrated into the district-adopted curriculum.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Department of Innovation</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - Title I , - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Deploy a centralized tracking system to monitor College, Career, and Military Readiness (CCMR) indicators across all fourteen student groups in the Closing the Gaps Domain of the school accountability system. This dashboard will enable district leadership and campus CCMR teams to identify readiness gaps early and develop targeted action plans to support student preparedness.</p> <p>Strategy's Expected Result/Impact: Improved College, Career, and Military Readiness (CCMR) across all student groups by using the CCMR Dashboard for student tracking and campus planning. This strategy aims to close readiness gaps and support diverse pathways to success through proactive interventions before graduation.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Innovation, Counseling, RAAD, and Data Services</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct comprehensive programmatic reviews of CTE pathways to ensure they meet current industry requirements. Implement continuous progress monitoring for pathway completers to align with goals, incorporating industry-based certification opportunities into each CTE program of study to ensure students graduate with credentials that reflect current workforce expectations and enhance their postsecondary and employment opportunities.</p> <p>Strategy's Expected Result/Impact: Increased attainment of industry-based certifications through streamlined Career and Technical Education (CTE) programs, enhancing student completion rates and workforce readiness.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, CTE, Counseling</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - Perkins V</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop a network of support by partnering with organizations and higher education institutions to promote CCMR standards and postsecondary options through GO Centers. This initiative aims to provide students with resources and guidance to explore various pathways, thereby enhancing their readiness for life after high school. Incorporate student survey feedback to ensure the initiatives are aligned with student needs and preferences.</p> <p>Strategy's Expected Result/Impact: Enhanced awareness of College, Career, and Military Readiness (CCMR) standards among students and families, leading to increased engagement with GO Center activities and resources, and improved access to postsecondary opportunities.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership and Counseling</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Support Early College High School (ECHS) and Pathways in Technology Early College High School (P-TECH) programs in achieving Texas Education Agency (TEA) Outcomes-Based Measures as outlined in their respective blueprints. This support includes recruiting target student populations, providing professional development for cohort teachers, and establishing robust support systems for students.</p> <p>Strategy's Expected Result/Impact: Increased student enrollment in Early College programs, leading to higher attainment of dual credit hours, Level I and II certificates, and associate degrees.</p> <p>Staff Responsible for Monitoring: Department of Innovation, Teaching and Learning, CTE, Executive Directors of Leadership</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: In 2025, 96% of graduates met overall CCMR indicators, but only 40% achieved TSI readiness by exam, indicating misalignment between broad readiness measures and college-level academic preparedness.

Goal 6: Eliminate all D-rated and F-rated campuses by 2030 (2025-2026 target: 18% of campuses).

Performance Objective 1: Excellence

High Priority

Evaluation Data Sources: CBAs, i-Ready, STAAR, CCMR, Graduation Rates, TELPAS, A-F Accountability Ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a comprehensive campus risk load analysis to assess campus-specific risk factors beyond traditional indicators, such as economic disadvantage, and determine the intensity of these risks compared to district averages.</p> <p>Strategy's Expected Result/Impact: Improved academic performance across campuses in the A-F accountability system through a more targeted response to individual campus needs.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, and RAAD</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Prioritize support from district instructional leadership staff to high-need campuses, including Instructional Design Facilitators (IDFs), Sheltered Instruction Specialists, Support Teachers (STs), and Instructional Support Teachers (ISTs), to provide focused coaching, modeling, and support in Professional Learning Communities (PLCs). In addition, implement specialized programs such as the Sheltered Approach to Improved Literacy (SAIL), Growing Outstanding Learners Daily (GOLD), and Parent Engagement for Academic Knowledge (PEAK) to strengthen instructional practices and family engagement.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement, particularly in STAAR-tested subjects, through targeted instructional support at campuses with the highest needs.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, and Multilingual Programs</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I , - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Deliver targeted instructional leadership training and coaching for priority campuses utilizing partners with an emphasis on data-informed practices, formative feedback protocols, and the development of culturally responsive collaboration and team-building skills.</p> <p>Strategy's Expected Result/Impact: Improved school accountability ratings through enhanced instructional leadership and strategic data practices at high-need campuses.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, and RAAD</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I , - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement focused instructional support with high-frequency observations to provide targeted support in Literacy, Mathematics, Science, and Social Studies, with a focus on building teacher capacity and refining instructional strategies in these critical areas.</p> <p>Strategy's Expected Result/Impact: Increased academic performance, with a focus on STAAR-tested grades and subjects, through continuous and specific instructional support.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, and Multilingual Programs</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I , - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Intervene to close foundational gaps by utilizing data to identify and address foundational learning gaps among struggling students, employing tailored interventions to enhance skills in targeted areas.</p> <p>Strategy's Expected Result/Impact: Increased student academic growth and proficiency in specific skill areas, contributing to overall improvement in accountability ratings.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, and MTSS</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I , - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Implement a comprehensive, district-wide family and community engagement program that notifies parents of their Right to Know of staff qualifications and provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth.</p> <p>Strategy's Expected Result/Impact: Increased academic performance and student growth through strengthened home-school partnerships that support continuous learning outside of the classroom.</p> <p>Staff Responsible for Monitoring: Teaching and Learning, Family and Community Engagement, Grants Development and Management</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school. This will be achieved by leveraging available resources, including Title I, Part A funds, to implement purposeful activities that foster school readiness and support a successful entry into the elementary learning environment.</p> <p>Strategy's Expected Result/Impact: Reduction in Achievement Gaps, Increased Collaboration Among Stakeholders, Enhanced Family Engagement, Improved Early Academic Performance</p> <p>Staff Responsible for Monitoring: Grants Development and Management, Teaching and Learning</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide ongoing professional development for federal programs staff, business office staff, and campus administrators on EDGAR requirements, cost principles, procurement standards, and documentation expectations to ensure fiscal integrity and program compliance. Training will include updates from TEA/EDGAR and guidance on allowable/unallowable costs.</p> <p>Strategy's Expected Result/Impact: Increased staff capacity to manage federal funds with fidelity, reducing audit risks and ensuring resources are directed to student achievement efforts that support campus rating improvements.</p> <p>Staff Responsible for Monitoring: Grants Development and Management</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Implement a systematic Title I compliance training and monitoring plan for campus administrators, including hands-on training in Title I Crate, monthly documentation reviews, and technical assistance.</p> <p>Strategy's Expected Result/Impact: Improved accuracy and timeliness of Title I compliance, allowing campuses to maximize federal resources for instruction, intervention, and family engagement.</p> <p>Staff Responsible for Monitoring: Grants Development and Management</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide direct support to campus principals, secretaries, and budget managers in planning, coding, budgeting, and monitoring Title I funds to ensure alignment with the Comprehensive Needs Assessment (CNA) and Campus Improvement Plans (CIP). District staff will conduct regular budget reviews, expenditure monitoring, and documentation checks to ensure all Title I funds are allocable, allowable, reasonable, and adequately documented, maximizing program impact and maintaining compliance with ESSA and EDGAR.</p> <p>Strategy's Expected Result/Impact: Title I funds will be strategically allocated and monitored to ensure they are used in alignment with identified needs from the CNA and DIP/CIP. Improved budget accuracy and monitoring will maximize the program's impact on student achievement, ensure the equitable distribution of resources, and maintain compliance with federal regulations.</p> <p>Staff Responsible for Monitoring: Grants Development and Management</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Build and sustain beginning teacher mentoring and residency programs aligned to research-based best practices, with the primary goal of improving student outcomes through stronger teacher retention and effectiveness in the first three years.</p> <p>Strategy's Expected Result/Impact: More effective beginning teachers in classrooms, fewer vacancies in critical subjects, and stronger, more consistent instruction that drives higher student achievement in priority tested areas.</p> <p>Staff Responsible for Monitoring: Teaching and Learning, Human Resources</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Provide targeted district and campus-level supports to increase student achievement, instructional support, learning opportunities, and student engagement and attendance.</p> <p>Strategy's Expected Result/Impact: Improved teacher effectiveness and student achievement.</p> <p>Staff Responsible for Monitoring: Grants Development and Management</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Implement a system of enhanced monitoring and targeted support for campuses where local improvement plans are fully implemented, including district-led progress checks, leadership coaching, and required submission of implementation evidence.</p> <p>Strategy's Expected Result/Impact: Improved performance for D-rated campuses and identified student groups in the Closing the Gaps domain, achieved through stronger accountability, timely interventions, and consistent use of evidence-based practices at each campus.</p> <p>Staff Responsible for Monitoring: Executive Directors of Leadership</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: In 2025, while the district eliminated all F-rated campuses, 6 campuses remain rated D, underscoring the urgent need to lift struggling schools into sustained excellence</p>

District Improvement Plan Committee

Committee Role	Name	Position
Community Member	Stephane Roveló	Community Member
Community Member	Sara Arrant	Community Member
Community Member	Kim Abernathy	Community Member
Community Member	Jeanie Marten	Community Member
Community Member	Linda Pointer	Community Member
Business Representative	Sharon Mayer	Pres. & CEO, Rowlett Chamber of Commerce
Business Representative	Paul Mayer	CEO, Garland Chamber of Commerce
Business Representative	Chris Kizziar	Pres., Life Message, Inc.
Business Representative	Traye Claybrook	Owner, Frocksy Vintage Vogue Shop
Administrator	Coleman Bruman	Exec. Dir. of Secondary Teaching and Learning
Administrator	Shermika Nelson-Fluker	Dir. of Grants Development and Management
Specialized Instructional Support	Dr. Tanya Ramos	Exec. Dir. of Special Education
Specialized Instructional Support	Anita Gonzalez	Dyslexia Coordinator
Specialized Instructional Support	Robin Balderson	Special Education Coordinator
Specialized Instructional Support	Renee Kotsopoulos	Dir. of Health Services
Parent	Melissa Arriaga	Parent
Parent	Gerardo Davila	Parent
Parent	Jen Hartfield	Parent
Parent	Mariah Mekge	Parent
Paraprofessional	Teressa Johnson	Admin. Asst. to the Exec. Dir. of Secondary TL
Paraprofessional	Yvette Castillo	Admin. Asst. to Exec. Dir. of Learning Elem.
Paraprofessional	Jagruti Rana	Secretary to Dir. of Grants Development and Mgt.
Other School Leader	Michael Ruiz	Exec. Dir. of Teaching and Learning Elementary
Other School Leader	Dr. Kim Marsh	Exec. Dir. of Leadership Elementary
Principal	Jeremiah Oliphant	Principal - Naaman Forest HS
Principal	Stefani Blackman	Principal - Abbett ES
Principial	Dr. Ashley Wong	Principial - Hudson ES

Committee Role	Name	Position
Principal	Jennifer Garcia	Principal - O'Banion MS
Teacher	Shira Lester	Teacher - Watson ES
Teacher	Jenee Allemond	Teacher - Houston MS
Teacher	Ashley Ross	Teacher - Back ES
Teacher	Regina Nelson	Teacher - Hudson MS

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	1	4			\$0.00
6	1	5			\$0.00
6	1	6			\$0.00
6	1	7			\$0.00
6	1	8			\$0.00
6	1	9			\$0.00
6	1	10			\$0.00
6	1	12			\$0.00
6	1	13			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,740,094.00
+/- Difference					\$15,740,094.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	1	4			\$0.00
6	1	5			\$0.00
6	1	11			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,905,692.00
+/- Difference					\$1,905,692.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	7			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,905,327.00
+/- Difference					\$1,905,327.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,228,716.00
+/- Difference					\$1,228,716.00
LASO III - Instructional Leadership Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	6			\$0.00
2	1	5			\$0.00
3	1	5			\$0.00
4	1	5			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$186,000.00
+/- Difference					\$186,000.00
Perkins V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3			\$0.00

Perkins V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$574,166.00
				+/- Difference	\$574,166.00
				Grand Total Budgeted	\$21,539,995.00
				Grand Total Spent	\$0.00
				+/- Difference	\$21,539,995.00

Addendums



Garland ISD Improvement Plan Addenda: State and Federal Mandates

- Planning and Decision-Making (Achievement Indicators must be included)
- School District Peace Officers, School Resource Officers, and Security Personnel: [CKE\(LEGAL\)](#) & [CKE\(LOCAL\)](#)
- Discipline Management Programs; Sexual Harassment Policies: [FO\(LEGAL\)](#), [FO\(LOCAL\)](#), [FFH\(LEGAL\)](#), [FFH\(LOCAL\)](#) & [FFH\(EXHIBIT\)](#)
- Dating Violence Policies; Educational Materials and Resources: [FFH\(LEGAL\)](#) & [FFH\(LOCAL\)](#)
- Bullying Prevention Policies and Procedures: [FFI\(LEGAL\)](#) & [FFI\(LOCAL\)](#)
- Policies Addressing Sexual Abuse and Other Maltreatment of Children: [FFG\(LEGAL\)](#) & [FFG\(LOCAL\)](#)
- Trauma-Informed Care Policy: [FFBA\(LEGAL\)](#) & [FFBA\(LOCAL\)](#)
- Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention: [FFB\(LEGAL\)](#), [FFB\(LOCAL\)](#) & [FFB\(REGULATION\)](#)



Garland ISD Improvement Plan Addenda: State and Federal Mandates

Methods for addressing the 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)]



Discipline Management Programs

- Discipline Management Programs; Sexual Harassment Policies: [FO\(LEGAL\)](#), [FO\(LOCAL\)](#), [FFH\(LEGAL\)](#), [FFH\(LOCAL\)](#), [FFH\(EXHIBIT\)](#)
- Bullying Prevention Policies and Procedures: [FFI\(LEGAL\)](#) & [FFI\(LOCAL\)](#)

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	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Review discipline data to determine trends and develop appropriate training	<ul style="list-style-type: none"> ● Principal 	<ul style="list-style-type: none"> ● Training provided based on campus needs
2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyberbullying.	<ul style="list-style-type: none"> ● Principal 	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● School Counselor 	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● Principal 	<ul style="list-style-type: none"> ● Information regarding reporting procedures was distributed to the parents
5. Teachers and staff members are trained in the GISD bullying reporting protocol.	<ul style="list-style-type: none"> ● Principal 	<ul style="list-style-type: none"> ● Teachers attend training and are familiar with procedures



Discipline Management Programs; Sexual Harassment Policies Cont. :

- Policies Addressing Sexual Abuse and Other Maltreatment of Children: [FFG\(LEGAL\)](#) & [FFG\(LOCAL\)](#)
- Trauma-Informed Care Policy: [FFBA\(LEGAL\)](#) & [FFBA\(LOCAL\)](#)
- Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention: [FFB\(LEGAL\)](#), [FFB\(LOCAL\)](#) & [FFB\(REGULATION\)](#)

Strategy	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	<ul style="list-style-type: none"> ● Community Liaisons 	<ul style="list-style-type: none"> ● Support for campuses (Awareness)
2. Prepare age-appropriate instruction, counseling, and/or presentations to students in conjunction with drug awareness education information	<ul style="list-style-type: none"> ● Guidance & Counseling ● School Counselors 	<ul style="list-style-type: none"> ● Student awareness is increased
3. Coordinate with the Garland, Rowlett, and Sachse Police Departments and/or other various local organizations to host community mental health promotion and substance abuse prevention events.	<ul style="list-style-type: none"> ● Guidance & Counseling ● School Counselors ● School Resource Officers 	<ul style="list-style-type: none"> ● Coordination between organizations leads to increased awareness
4. The Guidance and Counseling department utilizes character education in schools as an avenue for providing instruction to students in the following areas, including, but not limited to: motivation to achieve, responsible decision-making, interpersonal skills, self-awareness, and kindness.	<ul style="list-style-type: none"> ● Guidance & Counseling and School Counselor 	<ul style="list-style-type: none"> ● 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 a curriculum based on student needs and delivered using multisensory methods that are systematic and sequential and meet 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.	<ul style="list-style-type: none"> ● Asst. Director of Special Education 	<ul style="list-style-type: none"> ● Dyslexia programs provide appropriate services to identified students



Discipline Management Programs; Sexual Harassment Policies Cont. :

- Policies Addressing Sexual Abuse and Other Maltreatment of Children: [FFG\(LEGAL\)](#) & [FFG\(LOCAL\)](#)
- Trauma-Informed Care Policy: [FFBA\(LEGAL\)](#) & [FFBA\(LOCAL\)](#)
- Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention: [FFB\(LEGAL\)](#), [FFB\(LOCAL\)](#) & [FFB\(REGULATION\)](#)

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
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.	<ul style="list-style-type: none"> • CTE 	<ul style="list-style-type: none"> • Pregnant or parenting students can access necessary support services
7. Provide a childcare center specifically designed to care for the newborn infants until they are old enough to move to a regular child care setting.	<ul style="list-style-type: none"> • CTE 	<ul style="list-style-type: none"> • Parenting students can return to school
8. Ensure that teachers of record for identified Gifted/Talented (G/T) students meet state-mandated training requirements and differentiate instruction to meet student needs as per the District's G/T service design.	<ul style="list-style-type: none"> • Principal • G/T Department 	<ul style="list-style-type: none"> • Documentation in lesson plans, classroom walkthroughs
9. Provide homeless students with supplemental materials and services; school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	<ul style="list-style-type: none"> • District Homeless Liaison • Student Services Dept. 	<ul style="list-style-type: none"> • Students are provided with supplemental materials and services
10. Provide transportation services to students in foster care.	<ul style="list-style-type: none"> • District Foster Care Liaison 	<ul style="list-style-type: none"> • Students are provided with transportation services



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

Discipline Management Programs; Sexual Harassment Policies: [FO\(LEGAL\)](#), [FO\(LOCAL\)](#), [FFH\(LEGAL\)](#), [FFH\(LOCAL\)](#) & [FFH\(EXHIBIT\)](#)

- Dating Violence Policies; Educational Materials and Resources: [FFH\(LEGAL\)](#) & [FFH\(LOCAL\)](#)
- Bullying Prevention Policies and Procedures: [FFI\(LEGAL\)](#) & [FFI\(LOCAL\)](#)
- Policies Addressing Sexual Abuse and Other Maltreatment of Children: [FFG\(LEGAL\)](#) & [FFG\(LOCAL\)](#)
- Trauma-Informed Care Policy: [FFBA\(LEGAL\)](#) & [FFBA\(LOCAL\)](#)
- Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention: [FFB\(LEGAL\)](#), [FFB\(LOCAL\)](#) & [FFB\(REGULATION\)](#)

Strategy	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.	<ul style="list-style-type: none"> ● Guidance & Counseling ● School Counselor 	<ul style="list-style-type: none"> ● Staff are 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.	<ul style="list-style-type: none"> ● Guidance & Counseling ● School Counselor 	<ul style="list-style-type: none"> ● Staff are aware of methods for addressing mental health issues, including suicide prevention
3. Provide age-appropriate classroom instruction to educate students on suicide prevention, including warning signs and anonymous reporting procedures.	<ul style="list-style-type: none"> ● Guidance & Counseling ● School Counselor 	<ul style="list-style-type: none"> ● Student awareness is increased



Harassment and dating violence [TEC 37.001]

- Sexual Harassment Policies: [FO\(LEGAL\)](#), [FO\(LOCAL\)](#), [FFH\(LEGAL\)](#), [FFH\(LOCAL\)](#) & [FFH\(EXHIBIT\)](#)
- Policies Addressing Sexual Abuse and Other Maltreatment of Children: [FFG\(LEGAL\)](#) & [FFG\(LOCAL\)](#)

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide instruction on conflict resolution/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.	<ul style="list-style-type: none"> • School Counselors 	<ul style="list-style-type: none"> • Student and Staff awareness is increased
2. Counselors will provide counseling and/or refer students to local community agencies when the need arises.	<ul style="list-style-type: none"> • Guidance & Counseling • School Counselor 	<ul style="list-style-type: none"> • Information is distributed to parents
3. Increase staff awareness and recognition of issues regarding teen dating violence and abuse of children through training that covers prevention techniques and options for affected students.	<ul style="list-style-type: none"> • Guidance & Counseling • School Counselor 	<ul style="list-style-type: none"> • Staff are 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	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	<ul style="list-style-type: none"> ● HR 	<ul style="list-style-type: none"> ● Pools of candidates are created
2. Increase minority candidates for positions that more adequately reflect the student population.	<ul style="list-style-type: none"> ● HR ● Principal 	<ul style="list-style-type: none"> ● The number of minority candidates interviewed and hired increases
3. Provide ongoing training and development for mentors (current Project GOAL program).	<ul style="list-style-type: none"> ● HR 	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● Principal 	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● HR ● Principal 	<ul style="list-style-type: none"> ● 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 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.	<ul style="list-style-type: none"> ● HR 	<ul style="list-style-type: none"> ● The district promotes internal candidates



Texas Behavior Support Initiative

- Training for the 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	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).	<ul style="list-style-type: none">• Principal• Special Education Department	<ul style="list-style-type: none">• Each campus has a CORE team
2. CORE Team members must attend the Nonviolent Crisis Intervention (NVCi) training and complete the Texas Behavior Support Initiative (TBSI) modules.	<ul style="list-style-type: none">• Principal• Special Education Department	<ul style="list-style-type: none">• CORE team members attend training
3. CORE Teams will observe and provide support in a crisis.	<ul style="list-style-type: none">• Principal• Special Education Department	<ul style="list-style-type: none">• CORE team members can provide appropriate support



Post-Secondary Readiness

Strategies for providing information to students, teachers, counselors, and parents 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	Staff Responsible for Monitoring	Evidence that demonstrates success
1. The GISD website and Go Centers provide information about college and career planning, financial aid opportunities, career exploration, and other helpful information related to college and career.	<ul style="list-style-type: none"> ● Advanced Academics ● Guidance & Counseling 	<ul style="list-style-type: none"> ● The website scholarship page is current and updated
2. Provide FAFSA/TASFA workshops to assist students and parents in completing the application for financial aid.	<ul style="list-style-type: none"> ● Guidance & Counseling ● School Counselor 	<ul style="list-style-type: none"> ● Students and parents complete the FAFSA
3. Scholarship announcements are made through the campus Go Centers and on the district website as they become available during the school year.	<ul style="list-style-type: none"> ● Guidance & Counseling ● School Counselor 	<ul style="list-style-type: none"> ● 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 100 participating colleges and the military to discuss admissions.	<ul style="list-style-type: none"> ● Guidance & Counseling 	<ul style="list-style-type: none"> ● A college fair is provided for students and parents



Title I, Part C, Migrant Education Program (When migrant students are identified)

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. GISD will provide identified migrant students with instructional support services, including tutoring, summer school, intervention, and/or credit recovery.	<ul style="list-style-type: none">• FACE/Student Services• Region 10	<ul style="list-style-type: none">• Migrant students are provided with educational services
2. GISD staff will ensure that migrant students and parents receive timely information about graduation requirements and post-high school opportunities.	<ul style="list-style-type: none">• FACE/Student Services• Region 10	<ul style="list-style-type: none">• Migrant students and parents are aware of graduation requirements and post-high school opportunities
3. Improve communication with parents of migrant students, informing families of resources and services available to meet the educational, health, and emotional needs of students.	<ul style="list-style-type: none">• FACE/Student Services• Services Region 10	<ul style="list-style-type: none">• Migrant students and parents are referred to resources for services to help meet their needs



Drop Out Prevention

Strategy	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 that may contribute to a student's failure to complete high school.	<ul style="list-style-type: none"> • Student Services 	<ul style="list-style-type: none"> • Training provided
2. Provide appropriate in-school curricular and non-curricular programs and services to identify at-risk students and students who manifest recognized dropout predictors or characteristics.	<ul style="list-style-type: none"> • Campus Staff 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Student Services 	<ul style="list-style-type: none"> • Media assists in awareness
4. Solicit the support and encourage involvement of the community's diverse groups and organizations. Develop a centralized system for the collection, organization, maintenance, and dissemination of at-risk student data.	<ul style="list-style-type: none"> • Student Services 	<ul style="list-style-type: none"> • A centralized system is created and utilized for the 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.	<ul style="list-style-type: none"> • Office of Innovation 	<ul style="list-style-type: none"> • 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	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 are required to complete a minimum of 225 minutes of physical activity every two weeks for four semesters.	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Structured activities are included 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 to students by qualified professionals, including physicians, nurses, dentists, and other allied health personnel, both within the school and from the community, to assess, protect, and promote health.	<ul style="list-style-type: none"> • Nurse 	<ul style="list-style-type: none"> • Clinic Services provide health services.
3. School Nutrition Services offer students a variety of nutritious and appealing meals that accommodate the health and dietary needs of all students.	<ul style="list-style-type: none"> • Student Nutrition Services 	<ul style="list-style-type: none"> • Students are served nutritious meals
4. Counselors provide services to students to enhance their mental, emotional, and social well-being, including individual and group counseling, as well as referrals.	<ul style="list-style-type: none"> • Guidance & Counseling • School Counselor 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Principal • District Health/Physical Education Coordinator 	<ul style="list-style-type: none"> • Campus CSH calendars are turned in to the Health/Physical Education Coordinator before the end of the first six weeks. A recap 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.	<ul style="list-style-type: none"> • Principal • Employee Wellness • Campus Wellness Teams 	<ul style="list-style-type: none"> • Employee Wellness implements the District Health Improvement Plan, which includes activities and initiatives for employees throughout the year. Yearly evaluation and tracking.



District Testing and Assessment Calendar

[GISD Testing Calendar - Public Website](#)



Migrant Education Program PFS/Migrant Plan of Action

Title I, Part C Migrant

Not Applicable. As per Region 10, Garland ISD does not have any migrant students.



Title I, Part A Program 62 Campuses

TASK 1. Title I Program

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.

Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.

Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.

Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Participate in training to ensure compliance with EDGAR requirements.	Title I: Task 1.1	<ul style="list-style-type: none"> Director, Grants Dev./Mgmt. 	<ul style="list-style-type: none"> 100% compliance
2. Provide Title I documentation training and oversight to campus administrators and conduct campus audits as needed using the Title I Crate.	Title I: Task 1.1	<ul style="list-style-type: none"> Director, Grants Dev./Mgmt. 	<ul style="list-style-type: none"> 100% compliance
3. Assist and support campus and district staff in correctly budgeting, monitoring, and documenting the use of Title I funds.	Title I: Task 1.1	<ul style="list-style-type: none"> Director, Grants Dev./Mgmt. 	<ul style="list-style-type: none"> 100% compliance
4. Provide training for teachers in improving teaching and learning in the classroom. (SAIL, Priority Campuses)	Title I: Task 1.1	<ul style="list-style-type: none"> Teaching & Learning Executive Directors of Leadership 	<ul style="list-style-type: none"> Students improve their scores on state assessments
5. Provide timely, accurate, and disaggregated data reporting with targeted campus support to ensure that Title I schools use real-time information to implement and monitor evidence-based strategies that accelerate student achievement and close performance gaps.	Title I: Task 1.2	<ul style="list-style-type: none"> RAAD 	<ul style="list-style-type: none"> Students improve their scores on state assessments.



TASK 2. Summer School

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.

Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.

Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.

Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Implement a robust summer learning program designed to close achievement gaps, provide targeted intervention, and extend enrichment opportunities to strengthen student readiness.	Title I: Tasks 2.1-2.6	<ul style="list-style-type: none"> • Director, Grants Dev./Mgmt. • Office of Innovation 	<ul style="list-style-type: none"> • Reduction in learning loss as evidenced by summer achievement data.

TASK 4. GOLD ES Campus

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Deliver Targeted Instructional Leadership Training and Coaching for Priority Campuses: Provide leadership training and coaching, utilizing partners with an emphasis on data-informed practices, formative feedback protocols, and the development of culturally responsive collaboration and team-building skills.	Title I: Task 4.0	<ul style="list-style-type: none"> • Executive Director of Leadership 	<ul style="list-style-type: none"> • Improved school accountability ratings through enhanced instructional leadership and strategic data practices at high-need campuses.



TASK 6. College, Career, and Military Readiness

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Teachers will plan lessons and utilize materials and curriculum to provide rigorous instruction and performance-based assessment in ELA and Math.	Title I: Task 6.1	<ul style="list-style-type: none"> Advanced Academics Admin 	<ul style="list-style-type: none"> Increased student achievement
2. Teachers will use supplemental curriculum and resources to provide additional support to non-traditional AP students.	Title I: Task 6.1	<ul style="list-style-type: none"> Advanced Academics Admin 	<ul style="list-style-type: none"> Increased student achievement

TASK 7. Homeless and Foster Care

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide resources to Homeless students –uniforms, transportation, school supplies, etc.	Title I: Task 7.1	<ul style="list-style-type: none"> Student Services Administrator 	<ul style="list-style-type: none"> Students improve attendance and scores in state assessments
2. Provide transportation to students in Foster Care	Title I: Task 7.2	<ul style="list-style-type: none"> Student Services Administrator 	<ul style="list-style-type: none"> Students improve attendance and scores in state assessments

TASK 8. PNP

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Ensure compliance with ESSA requirements for PNP services	Title I: Tasks 8.1, 8.2	<ul style="list-style-type: none"> Director, Grants Dev./Mgmt. 	<ul style="list-style-type: none"> 100% compliance



TASK 9. Support Positions

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide targeted district and campus-level supports to increase student achievement, instructional support, learning opportunities, and student engagement and attendance.	Title I: Tasks 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.9	<ul style="list-style-type: none"> Director, Grants Dev./Mgmt. 	<ul style="list-style-type: none"> Improved teacher effectiveness and student achievement

TASK 10. Professional Development

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Campus and district staff will attend training designed to improve professional learning in the district.	Title I: Tasks 10.1, 10.2	<ul style="list-style-type: none"> Digital Learning Coordinator 	<ul style="list-style-type: none"> Improved integration of technology
2. Attend local, state, and national conferences to learn effective strategies and best practices for implementing technology in the classroom engagingly and innovatively.	Title I: Tasks 10.1, 10.2	<ul style="list-style-type: none"> Digital Learning Coordinator 	<ul style="list-style-type: none"> Teachers will incorporate strategies into lesson plans
3. Provide training for teachers in improving teaching and learning through technology integration in the classroom.	Title I: Tasks 10.1, 10.2	<ul style="list-style-type: none"> Digital Learning Coordinator 	<ul style="list-style-type: none"> Students are working collaboratively with peers, teachers, and experts in their communities and around the world, and can share their experiences.



TASK 12. Guidance & Counseling

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Deploy a network of support involving organizations and higher education institutions to promote CCMR standards and postsecondary options in GO Centers, while fostering relationships that incorporate student survey feedback to enhance school climate and ensure initiatives are aligned with student needs and preferences.	Title I: Task 12.1	<ul style="list-style-type: none"> Executive Director of Guidance & Counseling 	<ul style="list-style-type: none"> Increased understanding of CCMR standards and their importance for college and career readiness among students and families will lead to higher engagement in CCMR-related activities, resources at GO Centers, and improved postsecondary access.

TASK 14. Parental Involvement

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.

Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.

Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.

Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide parents with information regarding ways to partner with the school and support the child's social, emotional, and academic growth. Including Parents' Right to Know.	Title I: Tasks 14.1, 14.2	<ul style="list-style-type: none"> Program Facilitator 	<ul style="list-style-type: none"> 100% of campuses have a Parent Involvement Policy discussed and agreed upon by campus committee representatives and parents An increased number of parents attending parent meetings, parent-teacher conferences, parent trainings, and parent



TASK 14. Parental Involvement

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.

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Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.

Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
			volunteers from the previous school year
2. Attend local, state, and national conferences to learn effective strategies for engaging and supporting families.	Title I: Task 14.1	<ul style="list-style-type: none"> Program Facilitator 	<ul style="list-style-type: none"> Parent and family engagement surveys reflecting increased participation or satisfaction following the integration of new strategies.
3. Enhance school and family partnerships by prioritizing and developing strategies to address campus family engagement needs.	Title I: Tasks 14.1, 14.2	<ul style="list-style-type: none"> Program Facilitator Dir. of HR Systems 	<ul style="list-style-type: none"> Parent surveys Culture and Climate Surveys



TASK 15. Early Education

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school. This will be achieved by leveraging available resources, including Title I, Part A funds, to implement purposeful activities that foster school readiness and support a successful entry into the elementary learning environment.	Title I: Task 15.0	<ul style="list-style-type: none"> • Early Education Coordinator 	<ul style="list-style-type: none"> • Reduction in Achievement Gaps • Increased Collaboration Among Stakeholders • Enhanced Family Engagement • Improved Early Academic Performance

TASK 19. District Staff Position

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide targeted leadership development, strategic guidance, and accountability support for campus principals.	Title I: Task 19.1	<ul style="list-style-type: none"> • Chief Leadership Officer 	<ul style="list-style-type: none"> • Increase in campus performance ratings and student achievement
2. Strengthen systems to remove barriers to learning, support at-risk students, and improve academic outcomes aligned to district improvement goals.	Title I: Task 19.2	<ul style="list-style-type: none"> • Executive Director, Student Services 	<ul style="list-style-type: none"> • Increase in campus performance ratings and student achievement



TASK 20. SAIL

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide teachers with support and deliberate language acquisition skills to build academic language in underserved classrooms across 8 schools.	Title I: Task 20.1	<ul style="list-style-type: none"> SAIL Coordinator 	<ul style="list-style-type: none"> Increase in students reading on grade level in Pre-K through 3rd grade.
2. Provide teachers with visual aids and hands-on literacy tools to enhance small-group instruction and accelerate foundational reading skills in Pre-K through 3rd grade.	Title I: Task 20.1	<ul style="list-style-type: none"> SAIL Coordinator 	<ul style="list-style-type: none"> Increased student engagement and growth in small-group reading instruction.
3. Supply classrooms and families with tools for interactive vocabulary development to support academic language acquisition and oral language practice.	Title I: Task 20.1	<ul style="list-style-type: none"> SAIL Coordinator 	<ul style="list-style-type: none"> Improved student use of academic vocabulary during oral responses and written tasks, and measured on vocabulary components of literacy benchmarks.



Title II, Part A Program

TASK 1. Recruit, Support, and Retain Effective Teachers and Principals

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide sustained mentoring for beginning teachers through structured one-on-one coaching, goal setting, and classroom support aligned to district instructional priorities.	Title II: Task 1.1	<ul style="list-style-type: none"> Teaching and Learning, PD Specialists 	<ul style="list-style-type: none"> Teacher retention Surveys
2. Fund substitute teachers to release beginning teachers for structured classroom observations of high-performing peers and mentor teachers.	Title II: Task 1.2	<ul style="list-style-type: none"> Teaching and Learning, PD Specialists 	<ul style="list-style-type: none"> Teacher retention Surveys
3. Implement district-led performance planning sessions where beginning teachers internalize curriculum, rehearse delivery with coordinators, and analyze assessment data.	Title II: Task 1.3	<ul style="list-style-type: none"> Teaching and Learning, PD Specialists 	<ul style="list-style-type: none"> Student outcomes (DOLs, CBAs, Interims, STAAR)



TASK 2. Professional and Development/ Educator Growth

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Leverage Region ESC offerings to provide ongoing professional development in content-specific pedagogy, classroom management, and compliance areas (e.g., federal program alignment).	Title II: Task 2.1	<ul style="list-style-type: none"> Teaching and Learning, Library Media Services 	<ul style="list-style-type: none"> Attendance, Professional Development Agendas
2. Leverage Region ESC offerings to provide ongoing professional development in content-specific pedagogy, classroom management, and compliance areas (e.g., federal program alignment).	Title II: Task 2.2	<ul style="list-style-type: none"> Teaching and Learning, World Languages Coordinator 	<ul style="list-style-type: none"> Attendance, Professional Development Agendas
3. Leverage Region ESC offerings to provide ongoing professional development in content-specific pedagogy, classroom management, and compliance areas (e.g., federal program alignment).	Title II: Task 2.3	<ul style="list-style-type: none"> Teaching and Learning, Content Coordinators 	<ul style="list-style-type: none"> Attendance Professional Development Agendas
4. Engage external consultants with expertise in instructional leadership and organizational development to provide targeted coaching for principals, assistant principals, and teacher leaders.	Title II: Task 2.4	<ul style="list-style-type: none"> Executive Directors of Leadership 	<ul style="list-style-type: none"> Planning documents, campus, and student outcomes



Task 4. Other Allowable Activities

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates Success
1. Design curriculum, lead professional learning, and provide ongoing campus-based coaching.	Title II: Task 4.1	<ul style="list-style-type: none"> Teaching and Learning 	<ul style="list-style-type: none"> Student outcomes (DOLs, CBAs, Interims, STAAR)
2. Deploy paraprofessionals to assist and support district instructional programming that reinforces curriculum and instruction.	Title II: Task 4.2	<ul style="list-style-type: none"> Teaching and Learning 	<ul style="list-style-type: none"> Student progress monitoring and assessment data showing improved student outcomes
3. Ensure compliance with ESSA requirements for PNP services	Title II: Task 4.3	<ul style="list-style-type: none"> Grants Development 	<ul style="list-style-type: none"> Compliance

Task 5. HR Teachers Residency

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.

Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.

Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.

Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Partner aspiring educators with experienced, effective mentor teachers for a full year of hands-on clinical training and co-teaching in a K-12 classroom.	Title II: Tasks 5.1, 5.2	<ul style="list-style-type: none"> HR Coordinator 	<ul style="list-style-type: none"> Teacher candidates integrate more smoothly into the district's academic environment and school culture. This program enhances recruitment efforts by helping attract and retain a more qualified teaching workforce.



Title III, Part A ELA Program

TASK 1. Supplemental Language Program Activities

Goal 1: Increase the percentage of ALL third-grade students achieving "Meets Grade Level" on 3rd-grade Reading Language Arts STAAR exams.

Goal 3: Increase the percentage of ALL sixth-grade students achieving "Meets Grade Level" on 6th-grade Reading Language Arts STAAR exams.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Supplemental training opportunities to enhance instructional strategies.	Title III: Task 1.1	<ul style="list-style-type: none"> • Multilingual Program Director 	<ul style="list-style-type: none"> • Emergent Bilingual students will demonstrate measurable growth in English proficiency across all language domains
2. Acquisition of supplies and materials that will improve the instruction of Emergent Bilingual Students.	Title III: Task 1.3	<ul style="list-style-type: none"> • Multilingual Program Director 	<ul style="list-style-type: none"> • Improve academic outcomes for Emergent Bilingual Students

TASK 2. Supplement Parent, Family, and Community Engagement Activities Implemented

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide family, parents, and community engagement activities.	Title III: Task 2.2	<ul style="list-style-type: none"> • Multilingual Program Director 	<ul style="list-style-type: none"> • An increased number of parents attending parent, family, and community outreach activities from the previous school year



TASK 3. Supplemental Activities

Goal 1: Increase the percentage of ALL third-grade students achieving “Meets Grade Level” on 3rd-grade Reading Language Arts STAAR exams.

Goal 3: Increase the percentage of ALL sixth-grade students achieving “Meets Grade Level” on 6th-grade Reading Language Arts STAAR exams.

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Region 10 Instructional practices package and Drawdown amounts for PNPs.	Title III: Task 3.1	<ul style="list-style-type: none">Multilingual Program Director	<ul style="list-style-type: none">Emergent Bilingual students will demonstrate measurable growth in English proficiency across the four language domains.



Title III, Part A Immigrant Program

TASK 4. Immigrant

Goal 1: Increase the percentage of ALL third-grade students achieving "Meets Grade Level" on 3rd-grade Reading Language Arts STAAR exams.

Goal 3: Increase the percentage of ALL sixth-grade students achieving "Meets Grade Level" on 6th-grade Reading Language Arts STAAR exams.

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Enhanced Curriculum supports embedding CBLI strategies that will meet the affective, cognitive, and linguistic needs of newcomers	Title III: Task 4.1	<ul style="list-style-type: none">Newcomer Facilitator	<ul style="list-style-type: none">100% of newcomers will receive enhanced linguistic support that extends beyond the standard service provided
2. Provide tutorials, mentoring, and academic or career counseling for immigrant children and youth	Title III: Task 4.2	<ul style="list-style-type: none">Newcomer Facilitator	<ul style="list-style-type: none">Students will show measurable growth in English language proficiency
3. Provide family literacy, parent, family, and community outreach, and/or training activities designed to assist parents in becoming active participants in the education of their children	Title III: Task 4.3	<ul style="list-style-type: none">Newcomer Facilitator	<ul style="list-style-type: none">An increased number of immigrant parents attending parent, family, and community outreach activities from the previous school year.



Title IV, Part A Program

TASK 1. Well-Rounded Education

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Increase student access to and success in postsecondary pathways by providing individualized support in the areas of college admissions, workforce applications, financial aid, and scholarships.	Title IV: Task 1.1	<ul style="list-style-type: none"> Executive Director of Guidance & Counseling 	<ul style="list-style-type: none"> College application and FAFSA submissions increase Postsecondary enrollment

TASK 2. Safe and Healthy Students

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide targeted PD to build staff capacity in Tier 2/3 interventions, behavior management systems, and intervention plan implementation.	Title IV: Task 2.1	<ul style="list-style-type: none"> Assistant Director of MTSS 	<ul style="list-style-type: none"> Reduction in discipline incidents
2. Enhance parent and student engagement for At-Risk populations to address barriers to attendance, enrollment, and student success.	Title IV: Task 2.1	<ul style="list-style-type: none"> Executive Director of Student Services 	<ul style="list-style-type: none"> Reduction in Leaver Numbers
3. Reduce chronic absenteeism by implementing consistent attendance monitoring and intervention systems across the district.	Title IV: Task 2.2	<ul style="list-style-type: none"> Executive Director of Student Services 	<ul style="list-style-type: none"> Average Daily Attendance Percentage Increase Truancy Reduction



TASK 3. Effective Use of Technology

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Improve students' academic achievement and digital literacy through the use of technology integration, and provide ongoing campus-based support.	Title IV: Task 3.1	<ul style="list-style-type: none">Executive Director of Teaching & Learning, Digital Learning Coordinator	<ul style="list-style-type: none">Student outcomesUsage data

TASK 4. PNP

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Ensure compliance with ESSA requirements for PNP services	Title IV: Task 4.1	<ul style="list-style-type: none">Director, Grants Dev./Mgmt.	<ul style="list-style-type: none">100% compliance



Title I, Part A: LEA Program Plan

LEA Plan Requirement	Description
Timely and Meaningful Consultation	<ul style="list-style-type: none">• The Garland ISD District Improvement Plan Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found in an addendum to the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are stored locally and made available upon request.• For the 2025-2026 school year, District Committee meetings are scheduled three times per year. The district will consult with and seek input from committee members to monitor the District Improvement Plan.• The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to update the 2025-2026 District Improvement Plan.
Coordination	<ul style="list-style-type: none">• Garland ISD coordinates Title I, Part A resources with other federal, state, and local programs to maximize impact, eliminate duplication of services, and support student achievement. Coordination efforts include, but are not limited to, the following:<ul style="list-style-type: none">○ Title I, Part C - Migrant Education○ Title II, Part A○ Title III, Part A - English Learners○ Title III, Part A - Immigrant○ Title IV, Part A - Student Support Services○ Individuals with Disabilities Act (IDEA)○ Rehabilitation Act of 1973○ Strengthening Career and Technical Education for the 21st Century Act○ Head Start Act○ McKinney-Vento Homeless Assistance Act



LEA Plan Requirement	Description
<p>Challenging State Academic Standards</p>	<ul style="list-style-type: none"> ● Implement TEKS-aligned HQIM to ensure rigorous, standards-based instruction. <ul style="list-style-type: none"> ○ Goal 1, Strategy 1 (Reading HQIM) ○ Goal 2, Strategy 1 (Math HQIM) ● Develop literacy and numeracy frameworks and embed writing across the curriculum to deepen comprehension and critical thinking. <ul style="list-style-type: none"> ○ Goal 1, Strategy 2 (Data-Informed Literacy Framework) ○ Goal 2, Strategy 3 (Data-Informed Numeracy Framework) ○ Goal 3, Strategy 3 (Writing Across the Curriculum) ● Conduct frequent assessments (formative, CBAs, STAAR 2.0 items, i-Ready) to monitor student progress and adjust instruction. <ul style="list-style-type: none"> ○ Goal 1, Strategy 2 (Literacy assessments) ○ Goal 2, Strategy 3 (Numeracy assessments) ○ Goal 3, Strategy 1 (Curriculum Framework - Literacy assessments) ○ Goal 4, Strategy 1 (Curriculum Framework - Math assessments) ● Provide professional development and instructional coaching to strengthen teacher practice and leadership capacity. <ul style="list-style-type: none"> ○ Goal 1, Strategy 3 (PD for Instructional Leaders - Literacy) ○ Goal 2, Strategy 4 (PD for Instructional Leaders - Math) ○ Goal 3, Strategy 2 (Instructional Development – Literacy) ○ Goal 4, Strategy 2 (Instructional Development – Math) ● Prepare students for advanced opportunities through Algebra I readiness, TSI preparation, and aligned CTE pathways. <ul style="list-style-type: none"> ○ Goal 4, Strategy 3 (Acceleration Pathway - Algebra I Readiness) ○ Goal 5, Strategy 1 (TSI Preparation Programs) ○ Goal 5, Strategy 3 (CTE Alignment w/ industry-based standards)
<p>Periodic Review and Revisions</p>	<ul style="list-style-type: none"> ● Garland ISD will review and, as necessary, revise the District Improvement Plan. Scheduled formative evaluations in the fall and spring will assess the effectiveness of the plan.



Title I, Part A Statutorily Required Descriptions Citation

Descriptor	Summary of Evidence in the DIP
<p>1. How the LEA will monitor students' progress in meeting the challenging State academic standards by;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing and implementing a well-rounded program of instruction to meet the academic needs of all students <input type="checkbox"/> Identifying students who may be at risk for academic failure <input type="checkbox"/> Providing additional educational assistance to individual students, the LEA or school determines who needs help in meeting the challenging State academic standards <input type="checkbox"/> Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning 	<p>Garland Independent School District implements a comprehensive assessment and progress-monitoring system that combines STAAR, i-Ready diagnostics, CBAs, demonstrations of learning, and interim assessments to identify student needs, students at-risk, and monitor progress. We implement literacy and numeracy frameworks, data dashboards, and predictive modeling to inform interventions and close gaps. We also fund summer learning and MTSS supports.</p>
<p>2. How the LEA will identify and address 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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income <input type="checkbox"/> Minority 	<p>Garland Independent School District actively identifies and addresses disparities that may result in low-income and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. We implement targeted recruitment strategies to create pools of certified candidates in areas of shortage, thereby meeting the needs of the district population.</p> <p>We provide structured support to ensure that all teachers meet certification requirements and offer ongoing professional development through mentorship programs, such as Project GOAL. First-time teachers are paired with veteran mentors at the campus and district levels to enhance instructional quality and support teacher retention. We monitor instructional effectiveness through regular observations, coaching, and training, particularly on campuses identified as high-need. Additionally, we promote internal advancement opportunities to retain high-performing educators and cultivate leadership from within, ensuring that all students, regardless of socioeconomic or demographic background, have equitable access to effective instruction.</p> <p>Addendum</p>
<p>3. How the LEA will carry out its School Support and Improvement activities responsibilities</p>	<p>Garland Independent School District fulfills its school improvement responsibilities by supporting campuses identified as Comprehensive, Targeted, or Additional Targeted for improvement. After identification, these campuses receive customized</p>



Descriptor	Summary of Evidence in the DIP
	<p>support aligned to their specific needs. Strategies include conducting comprehensive campus risk-load analyses, allocating instructional support staff (Instructional Design Facilitators, Instructional Support Teachers, Support Teachers, and Sheltered Instruction Specialists), implementing high-frequency classroom observations, and partnering with external organizations for program training. In addition, the district monitors Title I compliance and manages budgeting and expenditure planning to ensure federal resources are maximized in support of school improvement.</p>
<p>4. The poverty criteria that will be used to select school attendance areas</p>	<p>Garland ISD will ensure equitable allocation of Title I, Part A funds by using poverty criteria, including free and reduced-price meal eligibility, to identify and prioritize schools with the highest concentrations of economically disadvantaged students, thereby supporting educational equity and student success across all campuses.</p>
<p>5. The nature of the programs to be conducted under Schoolwide and Targeted Assistance programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</p>	<p>Garland Independent School District conducts Schoolwide programs across 62 campuses, with Title I-funded initiatives to improve instruction, interventions, and CCMR outcomes. We provide support services, including summer school, credit recovery, pregnancy-related services, and career training.</p>
<p>6. The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.</p>	<p>Garland Independent School District provides comprehensive services to support the enrollment, attendance, and academic success of homeless children and youth in coordination with the McKinney-Vento Homeless Assistance Act. We ensure that students experiencing homelessness receive supplemental materials, including school supplies, clothing, and hygiene products. We also provide counseling, tutoring, credit recovery opportunities, and transportation assistance to help students remain in their school of origin when it is in their best interest. Our district's Homeless Liaison collaborates with the Student Services Department to ensure the timely identification, referral, and support of homeless students. These coordinated services are designed to remove barriers to education, ensure full participation, and promote academic achievement for students experiencing homelessness.</p> <p>Addendum</p>



Descriptor	Summary of Evidence in the DIP
<p>7. The strategy the LEA will use to implement effective parent and family engagement. Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.</p>	<p>The Garland Independent School District implements a comprehensive Parent and Family Engagement (PFE) strategy that emphasizes collaboration, communication, and culturally responsive practices to support student learning. We develop districtwide parent engagement initiatives that align with classroom instruction and provide families with tools to support at-home learning. These efforts include training sessions, academic workshops, and access to resources that help parents engage effectively in their children's education.</p> <p>We involve families in the planning and decision-making processes through participation in improvement committees and campus-based planning meetings. In addition, we provide opportunities for feedback through parent surveys and community forums. Our approach to family engagement is deeply rooted in our efforts to enhance school conditions and improve student outcomes, recognizing parents and families as vital partners in education.</p> <p>Addendum</p>
<p>8. If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.</p>	<p>Garland ISD will support, coordinate, and integrate services for early childhood education programs to ensure a smooth transition for children into elementary school. This will be achieved by utilizing available resources, including Title I, Part A funds, to implement activities that promote school readiness and successful entry into the elementary education environment.</p>
<p>9. How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program, will identify the eligible children most in need of services under Title I, Part A.</p>	<p>Garland Independent School District does not operate any Targeted Assistance programs under Section 1115 of Title I, Part A. Therefore, this descriptor is not addressed in the current plan.</p>
<p>10. How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education, including, if applicable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordination with institutions of higher education, employers, and other local partners; and <input type="checkbox"/> Increased student access to early college high school or dual concurrent enrollment opportunities, or career counseling to identify student interests and skills 	<p>Garland Independent School District supports student transitions through real-time CCMR dashboards, targeted TSI boot camps, and integrated college readiness initiatives. The district also aligns CTE pathways with industry certifications, expands Early College High School (ECHS) and P-TECH programs, and builds strong partnerships with higher education institutions through GO Centers. These efforts provide students with dual credit and workforce certification opportunities, ensuring they graduate ready for postsecondary education, careers, or military service.</p>



Descriptor	Summary of Evidence in the DIP
	<p>In addition to CCMR and postsecondary supports, we empower students during the middle-to-high school transition. They engage in career assessments and exploration activities designed to help them discover their strengths, interests, and potential high school pathways. Orientation activities, academic advising, and bridge programs that help students and families prepare for high school coursework and graduation pathways.</p>
<p>11. How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, F19, which may include identifying and supporting schools with high rates of discipline, A19 disaggregated by each of the subgroups of A19.</p>	<p>Garland Independent School District is committed to equitable disciplinary practices and actively works to reduce the overuse of exclusionary discipline. We analyze discipline data disaggregated by student subgroups to identify patterns of disproportionality and implement targeted supports where necessary. We train staff in restorative practices and positive behavior interventions to foster inclusive, supportive learning environments. Additionally, we collaborate with campus leaders to implement behavior support strategies and monitor discipline trends district-wide, ensuring all students have equitable access to instruction.</p> <p>Addendum</p>
<p>12. If applicable, how the LEA will support programs that coordinate and integrate;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic and career and technical education content through coordinated instructional strategies, which may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. <input type="checkbox"/> Work-based learning opportunities that provide students with in-depth interaction with industry professionals and, if appropriate, academic credit. 	<p>Garland Independent School District coordinates academic and career programs through CTE pathways that provide parenting skills, career training, completion of programs of study, an industry-based certification, and job acquisition support. We partner with higher education and workforce institutions through GO Centers and classrooms to align postsecondary pathways.</p> <p>Addendum</p>
<p>13. Any other information on how the LEA proposes to use funds to meet the purposes of this grant, and that the LEA determines appropriate to provide, which may include how the LEA will;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assist schools in identifying and serving gifted and talented students <input type="checkbox"/> Assist schools in developing effective school library programs to provide students with an opportunity to develop digital literacy skills and improve academic achievement. 	<p>Garland ISD extends Title I funds to support the identification of students in need of G/T services, dyslexia interventions, and supplemental homeless services, while also providing extensions beyond the classroom through digital literacy initiatives and library media services.</p>



Statutorily Required Assurances

Assurance	Evidence in the District Improvement Plan and/or Addenda
1. Services for migratory children (Sec. 1112(c)(1))	Title I, Part C Migrant Addendum: Title I, Part C Migrant Education Program
2. Services for private school students (Sec. 1112(c)(2))	Title I, Part A Addendum: TASK 8. PNP (Region 10 cooperative membership; compliance evidence)
3. Participation in NAEP (Sec. 1112(c)(3))	Garland ISD is not selected by TEA to administer this test.
4. Coordination across programs (EL, SPED, migrant, homeless, etc.) (Sec. 1112(c)(4))	<p>District Improvement Plan: Homeless Foster Care</p> <p>Goal 6, Strategy 6 Develop and implement a comprehensive family and community engagement program that aligns with classroom instruction.</p> <p>Goal 6, Strategy 7 Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school.</p> <p>Addenda: Title I, Part A Program Title I, Part C Migrant Highly Effective Teachers</p>
5. Foster care transportation & child welfare collaboration (Sec. 1112(c)(5))	Title I, Part A Addenda: Transportation to Foster Students TASK 7. Homeless and Foster Care
6. State certification of teachers & paraprofessionals (Sec. 1112(c)(6))	Addendum: Highly Effective Teachers (recruitment, mentoring, certification compliance)
7. Early childhood programs comply with the Head Start Act (Sec. 1112(c)(7))	<p>District Improvement Plan:</p> <p>Goal 6, Strategy 7 Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school.</p>



Assurance	Evidence in the District Improvement Plan and/or Addenda
8. Parents' Right-to-Know (Sec. 1112(e)(1))	District Improvement Plan: Goal 6, Strategy 6 Implement a comprehensive, district-wide family and community engagement program that notifies parents of their Right to Know of staff qualifications and provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth. Addendum: TASK 14. Parental Involvement (parent compacts, policies)
9. Testing transparency (Sec. 1112(e)(2))	Addendum: District Test and Assessment Calendar
10. Outreach to parents of English learners (Sec. 1112(e)(3)(C))	District Improvement Plan: Goal 6, Strategy 6 Implement a comprehensive, district-wide family and community engagement program that notifies parents of their Right to Know of staff qualifications and provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth. Addenda: Title I, Part C Migrant Title I, Part A



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Michael Ruiz, Executive Director, Elementary Teaching and Learning
Jacob Nuñez, Director of Innovation

Subject: 2025-2026 HB3 Improvement Plans: Early Childhood Literacy & Math Proficiency (TEC §11.185) and CCMR (TEC §11.186)

Action Item

Executive Summary:

House Bill 3 (HB 3) amended the Texas Education Code by adding Sections 11.185 and 11.186, requiring plans that address early childhood literacy and math proficiency, as well as college, career, and military readiness (CCMR). The purpose of this presentation is to provide updated early literacy and math, along with CCMR plans, for trustee approval.

Appendices included in the Board Book:

1. Early Literacy Plan
2. Early Mathematics Plan
3. CCMR Plan

Administrative Recommendations:

Administration recommends approval.

Recommended Motion for Action Items:

Recommend to approve the 2025-2026 HB3 Improvement Plans for Early Childhood Literacy, Math Proficiency, and CCMR.

Financial Impact and Funding Source:

N/A



Prioritized Support and Programming

Priority Campuses		Campus Programming			
Elementary		Secondary	SAIL	GOLD	PEAK
Club Hill STEM Couch Collegiate Prep Handley STEM Southgate STEM	Heather Glen-Montclair Pearson Williams Rowlett Stephens Shugart Steadham	Bussey Lyles Sam Houston Schrade South Garland	Cooper Ethridge Freeman Handley Heather Glen-Montclair Shugart Toler Williams	Club Hill Couch Pearson Rowlett Stephens Southgate Williams	Southgate Williams

Targeted Improvement Plans (LASO)			Local Improvement Plans			
Elementary		Secondary	Elementary		Secondary	
Daugherty Ethridge Lister	Northlake Rowlett Stephens	Sam Houston Schrade	Couch Davis	Pearson Steadham	Bussey Coyle Lyles	O'Banion Webb

LASO -The TEA grant provides training that focuses on capacity building, implementation support, and individualized coaching for both campus and district leaders.

Local Improvement Plans - Local Improvement Plans (LIPs) are campus-specific plans designed to address areas of low performance. A Campus Improvement Plan (CIP) can fulfill the role of a Local Improvement Plan (LIP) if it fully meets all specified requirements.

SAIL - Garland Sheltered Approach for Improved Literacy (SAIL) is a program designed to address the linguistic challenges faced by students in early childhood, particularly those from economically disadvantaged backgrounds.

GOLD- The program delivers intensive development and ongoing support to improve student outcomes across seven GISD elementary schools. School systems are redesigned to prioritize high-quality instruction through aligned schedules, staffing, and clearly defined roles. Leaders are trained to provide job-embedded coaching with strong accountability measures to ensure full and effective implementation. In addition, daily structures include a 2nd teach and extension block to challenge and accelerate learning, ensuring that every student receives the targeted support they need.

Early Childhood Literacy Action Plan 2025–2026

Strategy	Description	Timeline	Resources Needed	Person(s) Responsible	Evidence of Progress
PreK Literacy Instruction	Implement 120 minutes daily literacy instruction (read alouds, small group, practice centers, home connections) using Frog Street.	Daily, 2025–2026	Frog Street materials, manipulatives, CIRCLE assessment, PD supports	Executive Directors, Campus Admin, Early Learning Program Administrator, PreK Coordinator, PreK Specialist, IST/STs, Classroom Teachers, Paraprofessionals	Improved growth on CIRCLE; Increased Kindergarten readiness rates
K–2 Science of Reading	Provide 150 minutes of structured literacy (phonics, phonological awareness, vocabulary, fluency, comprehension) with K-2 i-Ready Foundations.	Daily, 2025–2026	GISD Curriculum, i-Ready Diagnostic, Foundations assessments, IST/ST coaching, K-2 Teacher Implementation Training Sessions	Executive Directors, Campus Admin, Early Learning Program Administrator, ELAR/SLAR Coordinators, IST/STs, Classroom Teachers	Growth on i-Ready; Increased performance on K-2 Foundations assessments, TELPAS

Grade 3 Foundational Supports	Use Phonics for Reading for students with decoding needs, integrate Tier 2/3 Phonics for Reading during WIN Time, and embed daily DOLs in Edugence.	Daily, 2025–2026	GISD Curriculum, Phonics for Reading, i-Ready, Edugence	Executive Directors, Campus Admin, Early Learning Program Administrator, ELAR/SLAR Coordinators, IST/STs, Classroom Teachers	Improved STAAR outcomes, especially Meets %; Faster gap closure per i-Ready growth data
Districtwide Supports	Curriculum writing, priority planning sessions, consistent classroom walkthroughs, and IST/ST in-the-moment coaching aligned to Gradual Release and K-2 Foundations vertical alignment.	Ongoing, 2025–2026	Curriculum writing time, Subs for priority planning and K-2 Foundations training, IST/ST Trainings	Executive Directors, Early Learning Program Administrator, ELAR/SLAR Coordinators, IST/STs	Consistent curriculum implementation; Increased alignment and teacher & IST/ST capacity, student outcome on Foundations weekly assessments, DOLs, CBAs, i-Ready Diagnostics, & STAAR

Early Childhood Math Action Plan 2025 - 2026

Strategy	Description	Timeline	Resources Needed	Person(s) Responsible	Evidence of Progress
Pre-K Tier One Instruction	<p>Ensure that students in PreK will engage in at least 60 minutes of daily math instruction which includes the following:</p> <ul style="list-style-type: none"> ● Small group instruction ● Practice Centers 	<p>Instructional Support Teachers reinforce daily through planning and implementation of curriculum learning plans</p>	<ul style="list-style-type: none"> ● Frogstreet PreK Curriculum ● Age of Learning – My Math Academy ● CIRCLE assessment ● Local and Federal Funds 	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Elementary Math Coordinator ● Early Childhood Coordinator ● Classroom Teacher ● Paraprofessionals in Each Classroom 	<ul style="list-style-type: none"> ● Improved alignment of math instruction as measured by CIRCLE data ● Increased student achievement on state and local assessments (NWEA MAP, mClass, Curriculum Based Assessments, Cumulative Formative Assessments)
K-3 Tier One Math Instruction	<p>Ensure K-3 schedules include 90 minutes of daily structured math instruction</p> <p><u>60 Minutes</u></p> <ul style="list-style-type: none"> ● Fluency ● Application ● Concept Development ● Student Debrief/Exit 	<p>Instructional Support Teachers reinforce daily through planning and implementation of curriculum learning plans</p>	<ul style="list-style-type: none"> ● Eureka Math ● i-Ready ● Local and Federal Funds 	<ul style="list-style-type: none"> ● Campus Administrators ● Instructional Support Teachers ● Classroom Teachers 	<p>Improved alignment of structured math instruction across all grade levels K-3 as measured by student growth on state and local assessments</p>

Strategy	Description	Timeline	Resources Needed	Person(s) Responsible	Evidence of Progress
	<p style="text-align: center;">Ticket <u>30 Minutes</u> Small Group Instruction</p>				
Small Group Instruction	Provide students in grades K-3 personalized numeracy experiences during small group math instruction	<p>Ongoing professional development for small group instruction</p> <p>Math stations to be used in the classroom:</p> <ul style="list-style-type: none"> ● Spiraled Learning ● Targeted Instruction ● i-Ready ● Teacher Table 	Small group resources	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Instructional Support Teachers ● Elementary Math Coordinator ● Classroom Teachers 	Increased student mathematics achievement on state and local assessments (i-Ready data, Curriculum Based Assessments, Cumulative Formative Assessments)
What I Need (WIN) Time	Vet, recommend, and implement high-quality machine learning program (i-Ready) for use during small group instruction	i-Ready 45 minutes per week	<ul style="list-style-type: none"> ● Student devices ● District technology 	<ul style="list-style-type: none"> ● Elementary Math Coordinator ● Elementary Math Instructional Design Facilitators ● Campus Administrators ● Instructional Support Teachers ● Classroom Teachers 	<ul style="list-style-type: none"> ● Increased numeracy development as evidenced by benchmarks in the programs

Strategy	Description	Timeline	Resources Needed	Person(s) Responsible	Evidence of Progress
Reteach and Extensions	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	Ongoing refinements	<ul style="list-style-type: none"> ● Curriculum writing personnel ● Curriculum resources-Eureka Math ● Small group instruction programs (i-Ready) 	<ul style="list-style-type: none"> ● Executive Director of Teaching and Learning Development ● Elementary Math Coordinator ● Instructional Support Teachers ● Instructional Design Facilitators ● Curriculum Writers 	<ul style="list-style-type: none"> ● Curriculum feedback ● Assessment feedback ● Assessment analytics through Edugence
District Supports	Engage in collaborative mathematical walks to calibrate on best practices in structured math instruction and evaluate the use of the curriculum resources	Throughout the 2025-2026 school year	District walkthrough tool	<ul style="list-style-type: none"> ● Executive Directors of Leadership ● Campus Administrators ● Elementary Math Coordinator ● Instructional Design Facilitators 	Increased alignment to curriculum pacing guides and grade level standards as evidenced by walk-through forms
Linguistic Support	Utilize 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 PLCs, walkthroughs and coaching 	<ul style="list-style-type: none"> ● Director of English Language Learners ● Sheltered Instruction Facilitator/Specialist ● Elementary Math Coordinator ● Instructional 	Increased student mathematics achievement on state and local assessments (i-Ready, Curriculum Based Assessments, Cumulative Formative Assessments)

Strategy	Description	Timeline	Resources Needed	Person(s) Responsible	Evidence of Progress
			<ul style="list-style-type: none">• facilitation slides	Support Teachers <ul style="list-style-type: none">• Classroom Teachers	

GISD District Level CCMR Goals

Strategy Description	Timeline	Resources Needed	Person(s) Responsible
CCMR Board Goals			
Maintain or exceed CCMR Met for Accountability of 96% for the Class of 2026.	<p>Sept: Set campus-level goals and data review,</p> <p>Dec: Mid-year progress check</p> <p>March: Focused intervention plans for non-CCMR seniors</p> <p>May: Final CCMR evaluations</p>	<p>Campus goals, Campus CCMR dashboards, TSI prep and testing materials, IBC resources</p> <p>Monthly Dept and Campus</p> <p>Dallas County Partnerships</p>	<p>Director Office of Innovation</p> <p>Executive Directors of Leadership</p> <p>CCMR Coordinator</p> <p>CCMR Administrator</p> <p>Campus Leadership</p>
Increase TSI Met by Exam (TSIA2, SAT, and ACT) to 43% in both RLA and Math for the class of 2026.	<p>Sept-May: Campus based testing</p> <p>Sept/Oct: Test Prep & Testing Oct. 22nd</p> <p>March: Test Prep & Testing 31st</p> <p>May: Testing/Results Analysis</p>	<p>Streamlined Curriculum: English III, English IV, Geometry, and Algebra II to support explicit instruction for college readiness.</p> <p>Academics Supports: TSI Teacher Based Response Tools, Test Prep Recommendations for Supplemental Resources, SAT/ACT Resources</p> <p>Mastery Prep Boot Camps</p>	<p>Director Office of Innovation</p> <p>Executive Directors of Leadership and Teaching and Learning</p> <p>Advanced Academics Administrator</p> <p>CCMR</p>

		throughout the year.	Coordinator CCMR Administrator Campus Leadership
<p>Maintain or exceed college application rates of 97% of all graduating seniors.</p> <p>Increase the percentage of graduating seniors submitting 3 or more college applications from 69% to 73%.</p>	<p>Sept: Highly Selective College Application Initiative</p> <p>Oct: ApplyTX College App Blitz</p> <p>Dec: Mid-year status check and Go Center interventions</p> <p>April-May: Final push for submissions</p>	ApplyTX Counselor Suite, Common App/CM Tool, Go Centers	<p>Counseling Department</p> <p>CCMR Administrator</p> <p>Campus Leadership</p>
<p>Increase postsecondary enrollment to 60% of graduating seniors who transition to their first semester of college after high school graduation.</p>	<p>Sept: Senior Survey to assess college plans</p> <p>Dec: Mid-year check of targeted groups and highly selective college applicants</p> <p>April: Ready Registration Rallies with local colleges</p> <p>May-June: Summer Melt advising</p>	DCP Senior Survey, Go Centers, College Partnerships	<p>Counseling Department</p> <p>CCMR Administrator</p> <p>Campus Leadership</p>
<p>Increase the rate of students who complete FAFSA/TASFA from 69% to 73%.</p> <p>Attain an 80%</p>	<p>Sept: Observed 2025 FAFSA System Beta Testing Launch</p> <p>Oct-Nov: FAFSA ID initiative workshops</p>	FAFSA/TASFA resources, Go Centers	<p>Counseling Department</p> <p>CCMR Administrator</p>

<p>FAFSA/TASFA submission rate among students while keeping opt-out rates below 20% to ensure fulfillment of graduation requirements.</p>	<p>Dec- Jan: FAFSA/TASFA opens, and family initial workshops facilitated</p> <p>March: Final workshops and student follow-up</p> <p>May- July: Submission review and summer melt advising</p>		<p>Campus Leadership</p>
<p>Increase the percentage of graduates who earned an IBC as a completer from 21% to 30%.</p>	<p>Sept: CTE POS Awareness. Campus goal setting. Partnership in communication.</p> <p>Nov: Confirm testing calendar and prep</p> <p>March: IBC testing and input into Eduthings</p> <p>May: Final review of IBC completions</p>	<p>CTE courses</p> <p>IBC testing resources</p> <p>IBC tracking dashboard</p>	<p>CTE Department</p> <p>CCMR & CTE Administrator</p> <p>Campus Leadership</p>
<p>Increase the percentage of seniors who meet dual credit accountability criteria by 2%.</p> <p>Increase the percentage of seniors who graduate with ≥15 college credit hours by 2%.</p>	<p>Sept: DC Enrollment Check</p> <p>Oct: Student Progress Check</p> <p>Jan: Credits Check After Semester</p> <p>Feb: Enrollment recruitment</p> <p>May: Credits Check After Semester</p> <p>June: Summer Bridge</p>	<p>Textbook budget</p> <p>Dallas College Educational Partnerships teams</p>	<p>Department of Innovation</p> <p>CCMR Administrator</p> <p>Campus DC Coordinator</p> <p>Campus Leadership</p> <p>DC Teachers</p>
<p>GISD CCMR Goals</p>			
<p>Increase Associate Degrees earned by 2%</p>	<p>Sept: Promote Dual Credit opportunities</p>	<p>Dallas College partnerships</p>	<p>Department of Innovation</p>

	<p>Nov: Check progress on credit hours</p> <p>March: Push for degree completions</p> <p>May: Degree review and reporting</p>		<p>CCMR College Administrator</p> <p>Campus Leadership</p>
<p>Increase the percentage of students earning a qualifying score on AP exams by 2%.</p>	<p>Sept: AP Targeted Study Plan, AP Enrollment Check</p> <p>Nov: Student Progress Check</p> <p>March: Study Sessions</p> <p>May: AP Exam Administrations</p>	<p>AP study resources and Intervention plans</p>	<p>Department of Innovation</p> <p>Advanced Academics Administrator</p> <p>CCMR College Administrator</p> <p>Campus AP Coordinator</p> <p>Campus Leadership</p> <p>AP Teachers</p>
<p>Maintain the number of students with special education services that graduate under advanced degree plans at 4%</p>	<p>Sept: Identify students for Advanced Degree Plans</p> <p>Dec: Mid-year transcript review</p> <p>March: Interventions for at-risk students</p> <p>May: Final transcript evaluations</p>	<p>Skyward, CTE courses, Graduation tracking system</p>	<p>Department of Student Support Specialized Services</p> <p>Campus Leadership</p>
<p>Ensure that 100% of enlisting graduates complete and turn in that Military Enlistment Documentation</p>	<p>Oct-Dec: ASVAB testing</p> <p>March- Apr: Follow-up with enlistees</p>	<p>Military recruiters, ASVAB testing, Counselors, Senior check out process</p>	<p>Counseling</p> <p>Executive Directors of</p>

(DD4) form.	May: Final submission of DD4 forms		Leadership Campus Leadership
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BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Kristi Cooper, Director of Tax Services

Subject: Consider Approval of Changes to the Certified Tax Roll for Tax Year 2025

Consent Agenda

Executive Summary:

Pursuant to Section 25.25 of the Texas Property Tax Code, the Chief Appraiser for the Dallas Central Appraisal District has certified and periodically will certify to the Assessor/Collector for the Garland Independent School District supplemental changes in the appraisal rolls to correct clerical errors and/or multiple appraisals of a property subject to tax.

Section 26.15 of the Texas Property Tax Code authorizes the Board of Trustees to order changes in the tax roll to correct errors.

This agenda item will be presented to the Finance, Facilities and Operations Committee for review on October 7, 2025.

Administrative Recommendations:

Administration recommends that the corrected appraisal rolls from the Chief Appraiser for the Dallas County Central Appraisal District be accepted and the Assessor /Collector for the District be directed to change the Garland Independent School tax rolls to correct errors in computation of a tax and issue refunds or new statements to the taxpayer for taxes due/owed as appropriate.

Recommended Motion for Action Items:

Move to approve changes to the Certified Tax Roll for Tax Year 2025.

Financial Impact and Funding Source:

N/A

Resolution and Order

WHEREAS, the Chief Appraiser for the Dallas Central Appraisal District, pursuant to Section 25.25, Texas Property Tax Code, has certified, and periodically will certify, to the Assessor/Collector for the Garland Independent School District changes in the appraisal rolls to correct clerical errors and/or multiple appraisals of a property subject to tax; and

WHEREAS, Section 26.15, Texas Property Tax Code, authorized the Board of Trustees to order changes in the tax rolls to correct errors in the computation of a tax;

NOW THEREFORE BE IT RESOLVED by the Garland Independent School District Board of Trustees that the appraisal rolls be changed and corrected so as to reflect the changes that the Chief Appraiser, Dallas County Appraisal District, certifies in accordance with Section 25.25, Texas Property Tax Code.

BE IT FURTHER RESOLVED that the Assessor/Collector for the District is hereby directed to change the Garland Independent School tax rolls to correct errors in computation of a tax pursuant to this Order and as authorized by Section 26.15, Texas Tax Code and process applicable taxpayer refunds or send out corrected tax statements if additional taxes are due.

PASSED AND ADOPTED this 28th day October 2025.

Attest:

Daphne Stanley, Secretary
Board of Trustees of the
Garland Independent School District

Johnny Beach, President
Board of Trustee of the
Garland Independent School District



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Kristi Cooper, Director of Tax Services

Subject: Consider Approval of Garland ISD Tax Roll for Tax Year 2025

Consent Agenda

Executive Summary:

The tax rate for tax year 2025 has been set under Section 26.09 of the Texas Property Tax Code. Upon receipt of the tax rate for the current year, the Assessor/Collector for the Garland Independent School District calculated the proposed tax to be imposed on each property included on the appraisal rolls of the district and entered the amounts in the appraisal rolls which is now submitted for approval by the governing body as required by Section 26.09(e).

This agenda item will be presented to the Finance, Facilities and Operation Committee for review on October 7, 2025.

Administrative Recommendations:

Administration recommends approval of the 2025 certified tax rolls of 31,278,389,155 taxable value, producing a levy of \$342,116,317 based on the district's adopted tax rate of \$1.1709 or \$229,918,252 for M&O levy for the General Operating Fund and \$112,198,065 for I&S levy for the Debt Service Fund.

(The 2025 levy includes the value for over-65 Tax Ceiling Loss of 2,060,154,222)

Recommended Motion for Action Items:

Move to approve the Garland ISD Tax Roll for Tax Year 2025.

Financial Impact and Funding Source:

N/A

Resolution

WHEREAS, the Garland Independent School District Board of Trustees has determined and set the tax rate for the tax year 2025; and

WHEREAS, the Tax Assessor for the District has calculated the tax to be imposed on each property included on the Appraisal Rolls of the District in accordance with Section 26.09 of the Texas Tax Code; and

WHEREAS, the Tax Assessor has entered the amount of tax in the Appraisal Rolls and has submitted it to the Board of Trustees for approval as required under Section 26.09(e) of the Texas Tax Code; and

WHEREAS, the Board of Trustees desires to approve the Appraisal Rolls with the amounts of tax entered as the 2025 Tax Roll for the District.

NOW THEREFORE BE IT RESOLVED BY THE GARLAND INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES that the certified and approved Appraisal Rolls with the authorized tax entered therein, as submitted by the District's Tax Assessor, is hereby approved and declared to be the 2025 Tax Rolls for the District.

PASSED AND ADOPTED this 28th day of October 2025.

Attest:

Daphne Stanley, Secretary
Board of Trustees of the
Garland Independent School District

Johnny Beach, President
Board of Trustee of the
Garland Independent School District



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Kristi Cooper, Director of Tax Services

Subject: Consider Approval of Resolution Authorizing Designation of Auditor for the Purpose of Excessive or Erroneous Property Tax Refunds

Consent Agenda

Executive Summary:

Under section 31.11 of the Texas Property Tax Code, if the assessor/collector determines that a payment was erroneous or excessive and exceeds \$20.00 it must also be approved by an internal or designated auditor. We would like board approval by resolution to designate the Executive Director of Finance and the Assistant Director of Finance as the auditor for this purpose.

Presented to the Finance, Facilities and Operations Committee for review on October 7, 2025.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve resolution authorizing designation of auditor for the purpose of excessive or erroneous property tax refunds.

Financial Impact and Funding Source:

N/A



Garland Independent School District
Department of Taxation

Street Address

901 West State Street
Garland, TX
75040

Phone

972-494-8570

FAX

972-494-8631

To: Arturo Valenzuela
Executive Director of Finance
Business Operations

From: Kristi Cooper
Director of Tax Services

Subject: Consider Approval of Designation of Auditor for the purpose of excessive or erroneous property tax refunds

Under section 31.11 of the Texas Property Tax Code, if the assessor/collector determines that a payment was erroneous or excessive and exceeds \$20.00 it must also be approved by an internal or designated auditor.

We would like board approval by resolution to designate the Executive Director of Finance and the Assistant Director of Finance as the auditor for this purpose.

Resolution and Order

WHEREAS, Section 33.11 of the Texas Property Tax Code provides for administration of refunds of overpayments and erroneous payments; and

WHEREAS, Senate Bill 850 has removed the requirement of Section 33.11 of the Texas Property Tax Code for refunds of more than \$20 to be approved by the Board of Trustees and only requires the approval of the tax assessor/collector and the taxing unit's auditor to refund overpayments and erroneous payments; and

WHEREAS, Garland Independent School District does not have an internal auditor and desires to designate the Executive Director of Finance and the Assistant Director of Finance as auditors for the purpose of reviewing and approving refund requests.

NOW THEREFORE BE IT RESOLVED by the Garland Independent School District Board of Trustees that the Executive Director of Finance and the Assistant Director of Finance be designated as auditors for the purpose of reviewing and approving refund requests in accordance with Section 33.11, Texas Property Tax Code.

PASSED AND ADOPTED this 28th day October 2025.

Attest:

Daphne Stanley, Secretary
Board of Trustees of the
Garland Independent School District

Johnny Beach, President
Board of Trustee of the
Garland Independent School District



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Kristi Cooper, Director of Tax Services

Subject: Consider Approval of Resolution Authorizing the Resale of Struck-Off Properties to the City of Garland

Consent Agenda

Executive Summary:

The City of Garland has made an offer to purchase the following struck-off properties:

- 212, 216, 220 and 224 N. 3rd Street, Garland, TX, struck off to the City of Garland in 1994
- 4401 Chaha Rd., Garland, TX, struck off to the City of Garland in 2018
- 4411 Chaha Rd., Garland, TX, struck off to the City of Garland in 2010
- 5520 Marina Drive, Garland, TX, struck off to the City of Garland in 2009
- 5546 Marina Drive, Garland, TX, struck off to the City of Garland in 2016
- 5550 Marina Drive, Garland, TX, struck off to the City of Garland in 1993
- 6125 Marvin Loving Drive, Garland, TX, struck off to the City of Garland in 2008

Please refer to the attached letter, resolution and deeds from Mr. Burnside.

Presented to the Finance, Facilities and Operations Committee for review on October 7, 2025.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve resolution authorizing the resale of struck-off properties to the City of Garland.

Financial Impact and Funding Source:

N/A



Garland Independent School District
Department of Taxation

Street Address

901 West State Street
Garland, TX
75040

Phone

972-494-8570

FAX

972-494-8631

To: Arturo Valenzuela
Executive Director of Finance
Business Operations

From: Kristi Cooper
Director of Tax Services

Subject: Offer to purchase struck off property (212, 216, 220, and 224 N 3rd Street
Garland TX)

J. Douglas Burnside, of Perdue Brandon Fielder Collins & Mott, LLP has presented an offer from the City of Garland to purchase 212 N. 3rd Street, 216 N. 3rd Street, 220 N. 3rd Street and 224 N. 3rd Street, Garland TX, struck off to the City of Garland in 1994.

The City of Garland has offered \$68,355.73 to purchase this property. The amount to be **distributed to Garland ISD will be \$34,668.12** pursuant to the Texas Property Tax Code §34.06.

Should the Board approve, attached is the resolution authorizing the resale as well as the Deed Without Warranty.



J. DOUGLAS BURNSIDE
Attorney at Law
1919 S. Shiloh Rd, Ste 640, LB 40
Garland, Texas 75042
p: 972-278-8282
f: 972-278-8222
w: www.pbfc.com

September 15, 2025

Ms. Kristi Cooper
Director of Taxation
Garland ISD
901 W. State Street, Suite A
Garland, Texas 75040

Via electronic-mail

Re: Offer by the City of Garland to purchase 212 N. 3rd Street, 216 N. 3rd Street, 220 N. 3rd Street, 224 N. 3rd Street, Garland, Texas

Dear Ms. Cooper:

The City of Garland has offered to purchase 212 N. 3rd Street, 216 N. 3rd Street, 220 N. 3rd Street, and 224 N. 3rd Street, Garland, Texas (TRACT 1: DCAD NO.: 65032895020440000; PROPERTY ADDRESS: 224 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 51' X 72.5' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 44 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY. TRACT 2: DCAD NO.: 65032895020460000; PROPERTY ADDRESS: 220 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 52' X 144.8' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 46 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY. TRACT 3: DCAD NO.: 65032895020470000; PROPERTY ADDRESS: 216 NORTH THIRD STREET F/K/A 214 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 50' X 144.8' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 47 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY. TRACT 4: DCAD NO.: 65032895020480000; PROPERTY ADDRESS: 212 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 51' X 144.8' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 48 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY.) for \$68,355.73.

These properties were sold at a Sheriff's Sale on March 1, 1994 pursuant to delinquent tax collection suit number TX88-40178. There were no bidders, and the property was struck off to the City of Garland for itself and on behalf of the other taxing jurisdictions.

The properties' most recent cumulative value according to the Appraisal District is \$323,590. The properties were struck off for the total judgment amount, \$77,421.89, which includes taxes, penalties and interest, costs of court, and costs of sale. Of that amount, \$9,066.16 was paid for the resale of another tract of land included in that judgment. The total amount left to satisfy the minimum bid is \$68,355.73.

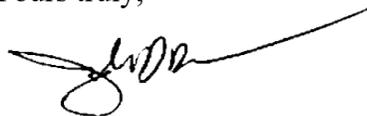
Pursuant to the Texas Property Tax Code, City reimbursement for post-sale maintenance, court costs and costs of sale must be paid first out of the proceeds of a resale. Those expenses and costs total \$1,500.00. The remainder would be distributed to the taxing jurisdictions pro-rata. A breakdown of amounts each taxing entity will receive is enclosed.

Because the sale price is equal to the total amount due under the Judgment, this sale meets the criteria of §34.05(h) and does not require the consent of the other taxing units in the Judgment.

If the District decides to accept this offer, enclosed for execution is a Special Warranty Deed our office prepared for this resale. When the Deed is executed, please return it to me so that I may finalize the transaction.

If you have any questions or need additional information, please do not hesitate to call me.

Yours truly,

A handwritten signature in black ink, appearing to read 'J. Douglas Burnside', with a long, sweeping horizontal line extending to the right.

J. Douglas Burnside
Attorney at Law

Re-sale Disbursement Worksheet

CAD Acct #:	65032895020480000, 65032895020470000, 65032895020460000 and 65032895020440000
Property address:	212 N. 3rd Street, 216 N. 3rd Street, 220 N. 3rd Street, 224 N. 3rd Street
Cause No.:	TX88-40178
Judgment Date:	October 13, 1993
Sheriff's Sale Date:	March 1, 1994
Judgment amount:	GISD 1985-1993 taxes \$25,849.72 (51.9%)
	City 1985-1993 taxes \$14,003.91 (28.1%)
	County 1985-1993 taxes \$9,996.26 (20.0%)
Total Judgment for Taxes:	\$49,849.89
Court costs:	\$0.00 (paid through prior sale)
Sheriff's fees for sale:	\$0.00 (paid through prior sale)
Publication fees:	\$0.00 (paid through prior sale)
Total Costs:	\$0.00 (paid through prior sale)

Checks to be disbursed as follows:

1.	City of Garland (administrative fee)	\$1,500.00
2.	City of Garland (Pro-rata Judgment tax year distribution)	\$18,781.22
3.	Garland ISD (Pro-rata Judgment tax year distribution)	\$34,668.12
4.	Dallas County (Pro-rata Judgment tax year distribution)	\$13,406.39
	TOTAL	\$68,355.73

RESOLUTION

A RESOLUTION AUTHORIZING THE RE-SALE OF TAX FORECLOSED PROPERTY LOCATED AT 212 N. 3RD STREET, 216 N. 3RD STREET, 220 N. 3RD STREET, 224 N. 3RD STREET, GARLAND, TEXAS, BY PUBLIC OR PRIVATE SALE, AS PROVIDED BY SECTION 34.05 OF THE TEXAS PROPERTY TAX CODE

WHEREAS, pursuant to a delinquent tax collection lawsuit and tax foreclosure sale, the property located at 212 N. 3rd Street, 216 N. 3rd Street, 220 N. 3rd Street, 224 N. 3rd Street, Garland, Texas, (“The Property”) was struck off to the City of Garland on its own behalf and as Trustee for Garland Independent School District and Dallas County, pursuant to Section 34.01(j) of the Property Tax Code, and

WHEREAS, Garland Independent School District desires to resell The Property pursuant to Section 34.05 of the Property Tax Code to the City of Garland for \$68,355.73, and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT, GARLAND, TEXAS THAT:

Section 1. The Garland Independent School District does hereby provide specific authorization to the President of the Board of Trustees to execute a Deed without Warranty to convey 212 N. 3rd Street, 216 N. 3rd Street, 220 N. 3rd Street, 224 N. 3rd Street, Garland, Texas, more fully described in Exhibit “A,” attached hereto and made a part hereof, to the City of Garland for \$68,355.73 in compliance with Section 34.05 of the Texas Property Tax Code, and each taxing unit entitled to receive proceeds of the sale consents to the sale for that amount.

Section 2. This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED AND APPROVED this _____ day of _____, 202_, by the Board of Trustees for the Garland Independent School District.

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____
President, Board of Trustees

ATTEST:

Secretary, Board of Trustees
Garland Independent School District

EXHIBIT A

TRACT 1: DCAD NO.: 65032895020440000; PROPERTY ADDRESS: 224 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 51' X 72.5' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 44 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY.

TRACT 2: DCAD NO.: 65032895020460000; PROPERTY ADDRESS: 220 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 52' X 144.8' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 46 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY.

TRACT 3: DCAD NO.: 65032895020470000; PROPERTY ADDRESS: 216 NORTH THIRD STREET F/K/A 214 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 50' X 144.8' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 47 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY.

TRACT 4: DCAD NO.: 65032895020480000; PROPERTY ADDRESS: 212 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 51' X 144.8' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 48 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY.

DEED WITHOUT WARRANTY

THE STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF DALLAS §

That the **Garland Independent School District** ("Grantor"), for and in consideration of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration to Grantor, the receipt and sufficiency of which is hereby acknowledged, paid in hand by the **City of Garland, 200 N. 5th Street, Garland, TX 75040** ("Grantee"), has GRANTED, SOLD and CONVEYED, and by these presents does GRANT, SELL and CONVEY unto Grantee that certain lot, tract, or parcel of land, commonly known as **212 N. 3rd Street, 216 N. 3rd Street, 220 N. 3rd Street, and 224 N. 3rd Street**, situated in the City of Garland, County of Dallas, State of Texas, to wit:

TRACT 1: DCAD NO.: 65032895020440000; PROPERTY ADDRESS: 224 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 51' X 72.5' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 44 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY.

TRACT 2: DCAD NO.: 65032895020460000; PROPERTY ADDRESS: 220 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 52' X 144.8' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 46 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY.

TRACT 3: DCAD NO.: 65032895020470000; PROPERTY ADDRESS: 216 NORTH THIRD STREET F/K/A 214 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 50' X 144.8' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 47 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY.

TRACT 4: DCAD NO.: 65032895020480000; PROPERTY ADDRESS: 212 NORTH THIRD STREET; BEING ALL THAT CERTAIN TRACT OF LAND APPROXIMATELY 51' X 144.8' OUT OF ABSTRACT 328, J. CRUMPACKER SURVEY TO THE CITY OF GARLAND, TEXAS, TRACT 48 AND BEING MORE PARTICULARLY DESCRIBED IN THE MAP OR PLAT RECORDS OF DALLAS COUNTY. (the "Property").

This Deed Without Warranty is subject to:

- (i) any and all visible and apparent easements and encroachments, whether of record or not;

- (ii) any and all covenants, conditions, reservations, restrictions, exceptions, easements, rights-of-way, mineral interests, mineral leases, or other instruments of record applicable to the land or any part thereof;
- (iii) rights of the public to any portion of the above described property lying within the boundaries of dedicated or existing roadways or which may be used for road or street purposes;
- (iv) rights of parties in possession; and
- (v) any right of redemption as specified in Chapter 34, Subchapter B, Texas Property Tax Code.

It is understood and agreed that Grantor is not making any warranties or representations of any kind or character, express, implied or statutory, with respect to the Property, its physical condition or any other matter or thing relating to or affecting the Property and that the Property is being conveyed and transferred to Grantee "AS IS, WHERE IS, AND WITH ALL FAULTS." Grantor does not warrant or make any representations, express or implied, as to fitness for a particular purpose, merchantability, design, quantity, physical condition, operation compliance with specifications, absence of latent defects or compliance with laws and regulations (including, without limitation, those relating to zoning, health, safety and the environment) or any other matter affecting the Property.

THIS DEED IS MADE WITHOUT WARRANTY, EXPRESS OR IMPLIED, AND GRANTOR EXPRESSLY DISCLAIMS, EXCEPTS AND EXCLUDES ANY AND ALL WARRANTIES OF TITLE OR OTHERWISE FROM THIS CONVEYANCE, INCLUDING, WITHOUT LIMITATION, ANY WARRANTIES ARISING UNDER COMMON LAW OR STATUTE.

The intent of this Deed Without Warranty is to transfer the Property foreclosed on by the Grantor taxing jurisdictions in Cause TX88-40178 in the 160th Judicial District Court, Dallas County, Texas, and no more.

When the context requires, singular nouns and pronouns include the plural.

TO HAVE AND TO HOLD the Property, together with all and singular the rights and appurtenances thereto and in anywise belonging unto Grantee, his heirs, successors and assigns forever; **WITHOUT WARRANTY AND SUBJECT IN ALL RESPECTS TO THE DISCLAIMERS SET FORTH ABOVE.**

EXECUTED on the dates set forth in the acknowledgements below, to be EFFECTIVE on the _____ day of _____, 2025.

GRANTOR:

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Title: _____

THE STATE OF TEXAS §
 §
COUNTY OF DALLAS §

The foregoing instrument was acknowledged before me on the _____ day of _____, 2025, by _____ of the Garland Independent School District as the act and deed of said Garland Independent School District.

NOTARY PUBLIC, STATE OF TEXAS

PRINTED NAME OF NOTARY

MY COMMISSION EXPIRES:



Garland Independent School District
Department of Taxation

Street Address

901 West State Street
Garland, TX
75040

Phone

972-494-8570

FAX

972-494-8631

To: Arturo Valenzuela
Executive Director of Finance
Business Operations

From: Kristi Cooper
Director of Tax Services

Subject: Offer to purchase struck off property (4401 Chaha Road, Garland TX)

J. Douglas Burnside, of Perdue Brandon Fielder Collins & Mott, LLP has presented an offer from the City of Garland to purchase 4401 Chaha Road, Garland TX, struck off to the City of Garland in 2018.

The City of Garland has offered \$243,720.00 to purchase this property. The amount to be **distributed to Garland ISD will be \$126,078.97** pursuant to the Texas Property Tax Code §34.06.

Should the Board approve, attached is the resolution authorizing the resale as well as the Deed Without Warranty.

September 16, 2025

Ms. Kristi Cooper
Director of Taxation
Garland ISD
901 W. State Street, Suite A
Garland, Texas 75040

Via electronic-mail

Re: Offer from the City of Garland to purchase
4401 Chaha Road, Garland, Texas

Dear Ms. Cooper:

The City of Garland has offered to purchase 4401 Chaha Road, Garland, Texas (DCAD ACCOUNT NO. 26178730010010100; BEING 1.119 ACRES OF LAND, MORE OR LESS, OUT OF LOT 1.1, BLOCK 1, FAULKNER POINT NO. 16, AN ADDITION IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AS SHOWN BY DEED RECORDED IN VOLUME 93210 PAGE 4691 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 4401 CHAHA ROAD, GARLAND, DALLAS COUNTY, TEXAS) for \$243,720.00. In addition to that amount, all post-judgment taxes for the years 2018-2019 will be paid at closing. The total amount of post-judgment taxes will be approximately \$17,647.75.

This property was sold at a Sheriff's Sale on January 2, 2018 pursuant to delinquent tax collection suit number TX17-01542. There were no bidders and the property was struck off to the City of Garland for itself and on behalf of the other taxing jurisdictions.

The property's most recent value according to the Appraisal District is \$243,720.00. The total judgment amount was \$277,169.59, which includes taxes, penalties and interest, abatement liens, costs of court, and costs of sale. The property was struck off for the assessed value in the judgment, \$243,720.00.

Pursuant to the Texas Property Tax Code, City reimbursement for post-sale maintenance, court costs and costs of sale must be paid first out of the proceeds of a resale. Those expenses and costs total \$11,307.46. The remainder would be distributed to the taxing jurisdictions pro-rata. A breakdown of amounts each taxing entity will receive is enclosed.

Because the sale price is equal to the assessed value under the Judgment, this sale meets the criteria of §34.05(h) and does not require the consent of the other taxing units in the Judgment.

If the District decides to accept this offer, enclosed for execution is a Special Warranty Deed our office prepared for this resale. When the Deed is executed, please return it to me so that I may finalize the transaction.

If you have any questions or need additional information, please do not hesitate to call me.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Douglas Burnside", with a long, sweeping horizontal line extending to the right.

J. Douglas Burnside

Enclosure

Exhibit A
Re-sale Disbursement Worksheet

CAD Acct #:	26178730010010000
Property address:	4401 Chaha Road
Cause No.:	TX17-01542
Offer Amount:	\$243,720.00
DCAD Value:	\$243,720.00
Judgment Date:	August 27, 2018
Sheriff's Sale Date:	January 2, 2018
Judgment amount:	GISD 1998-2017 taxes \$124,170.76 (50.3%)
	City 1997-2017 taxes \$66,106.40 (26.8%)
	County 1997-2017 taxes \$56,555.65 (22.9%)
Total Judgment for Taxes:	\$246,832.81
City Abatement Liens:	\$4,857.85
Court costs:	\$4,141.46
Sheriff's fees for sale:	\$5,260.00
Publication fees for sheriff's sale, paid by Perdue Brandon:	\$406.00
Total Costs:	\$9,807.46

Funds to be disbursed as follows:

1.	Dallas County District Clerk	\$4,141.46
2.	Dallas County Sheriff	\$5,260.00
3.	Perdue Brandon Fielder Collins & Mott, LLP	\$406.00
4.	City of Garland (administrative fee)	\$1,500.00
5.	City of Garland (Pro-rata Judgment tax year distribution)	\$62,244.38
6.	Garland ISD (Pro-rata Judgment tax year distribution)	\$116,916.56
7.	Dallas County (Pro-rata Judgment tax year distribution)	\$53,251.60
	TOTAL Judgment Distribution	\$243,720.00

Post Judgment Distribution:

8.	City of Garland (Post Judgment tax year distribution)	\$4,704.81
9.	Garland ISD (Post Judgment tax year distribution)	\$9,162.41
10.	Dallas County (Post Judgment tax year distribution)	\$3,780.53
	TOTAL Post Judgment Distribution	\$17,647.75

	TOTAL Distribution	\$261,367.75
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RESOLUTION

A RESOLUTION AUTHORIZING THE RE-SALE OF TAX FORECLOSED PROPERTY LOCATED AT 4401 CHAHA ROAD, GARLAND, TEXAS, BY PUBLIC OR PRIVATE SALE, AS PROVIDED BY SECTION 34.05 OF THE TEXAS PROPERTY TAX CODE

WHEREAS, pursuant to a delinquent tax collection lawsuit and tax foreclosure sale, the property located at 4401 Chaha Road, Garland, Texas, (“The Property”) was struck off to the City of Garland on its own behalf and as Trustee for the Garland Independent School District and Dallas County, pursuant to Section 34.01(j) of the Property Tax Code, and

WHEREAS, Garland Independent School District desires to resell The Property pursuant to Section 34.05 of the Property Tax Code to the City of Garland for \$243,720.00, and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT, GARLAND, TEXAS THAT:

Section 1. The Garland Independent School District does hereby provide specific authorization to the President of the Board of Trustees to execute a Deed without Warranty to convey 4401 Chaha Road, Garland, Texas, more fully described in Exhibit “A,” attached hereto and made a part hereof, to the City of Garland for \$243,720.00 in compliance with Section 34.05 of the Texas Property Tax Code, and each taxing unit entitled to receive proceeds of the sale consents to the sale for that amount.

Section 2. This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED AND APPROVED this _____ day of _____, 202_, by the Board of Trustees for the Garland Independent School District.

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____
President, Board of Trustees

ATTEST:

Secretary, Board of Trustees
Garland Independent School District

EXHIBIT A

DCAD ACCOUNT NO. 26178730010010100 BEING 1.119 ACRES OF LAND, MORE OR LESS, OUT OF LOT 1.1, BLOCK 1, FAULKNER POINT NO. 16, AN ADDITION IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AS SHOWN BY DEED RECORDED IN VOLUME 93210 PAGE 4691 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 4401 CHAHA ROAD, GARLAND, DALLAS COUNTY, TEXAS.

DEED WITHOUT WARRANTY

THE STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF DALLAS §

That the **Garland Independent School District** ("Grantor"), for and in consideration of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration to Grantor, the receipt and sufficiency of which is hereby acknowledged, paid in hand by the **City of Garland, 200 N. 5th Street, Garland, TX 75040** ("Grantee"), has GRANTED, SOLD and CONVEYED, and by these presents does GRANT, SELL and CONVEY unto Grantee that certain lot, tract, or parcel of land, commonly known as **4401 Chaha Road**, situated in the City of Garland, County of Dallas, State of Texas, to wit:

DCAD ACCOUNT NO. 26178730010010100 BEING 1.119 ACRES OF LAND, MORE OR LESS, OUT OF LOT 1.1, BLOCK 1, FAULKNER POINT NO. 16, AN ADDITION IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AS SHOWN BY DEED RECORDED IN VOLUME 93210 PAGE 4691 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 4401 CHAHA ROAD, GARLAND, DALLAS COUNTY, TEXAS. (the "Property").

This Deed Without Warranty is subject to:

- (i) any and all visible and apparent easements and encroachments, whether of record or not;
- (ii) any and all covenants, conditions, reservations, restrictions, exceptions, easements, rights-of-way, mineral interests, mineral leases, or other instruments of record applicable to the land or any part thereof;
- (iii) rights of the public to any portion of the above described property lying within the boundaries of dedicated or existing roadways or which may be used for road or street purposes;
- (iv) rights of parties in possession; and
- (v) any right of redemption as specified in Chapter 34, Subchapter B, Texas Property Tax Code.

It is understood and agreed that Grantor is not making any warranties or representations of any kind or character, express, implied or statutory, with respect to the Property, its physical condition or any other matter or thing relating to or affecting the Property and that the Property is being conveyed and transferred to Grantee "AS IS, WHERE IS, AND WITH ALL FAULTS." Grantor does not warrant or make any representations, express or implied, as to fitness for a particular purpose, merchantability, design, quantity, physical condition, operation compliance with specifications, absence of latent defects or compliance with laws and regulations (including,

without limitation, those relating to zoning, health, safety and the environment) or any other matter affecting the Property.

THIS DEED IS MADE WITHOUT WARRANTY, EXPRESS OR IMPLIED, AND GRANTOR EXPRESSLY DISCLAIMS, EXCEPTS AND EXCLUDES ANY AND ALL WARRANTIES OF TITLE OR OTHERWISE FROM THIS CONVEYANCE, INCLUDING, WITHOUT LIMITATION, ANY WARRANTIES ARISING UNDER COMMON LAW OR STATUTE.

The intent of this Deed Without Warranty is to transfer the Property foreclosed on by the Grantor taxing jurisdictions in Cause TX17-01542 in the 116th Judicial District Court, Dallas County, Texas, and no more.

When the context requires, singular nouns and pronouns include the plural.

TO HAVE AND TO HOLD the Property, together with all and singular the rights and appurtenances thereto and in anywise belonging unto Grantee, his heirs, successors and assigns forever; **WITHOUT WARRANTY AND SUBJECT IN ALL RESPECTS TO THE DISCLAIMERS SET FORTH ABOVE.**

EXECUTED on the dates set forth in the acknowledgements below, to be EFFECTIVE on the ____ day of _____, 202_.

GRANTOR:

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Title: _____

THE STATE OF TEXAS §

§

COUNTY OF DALLAS §

The foregoing instrument was acknowledged before me on the ____ day of _____, 202_, by _____ of the Garland Independent School District as the act and deed of said Garland Independent School District.

NOTARY PUBLIC, STATE OF TEXAS

PRINTED NAME OF NOTARY

MY COMMISSION EXPIRES:



Garland Independent School District
Department of Taxation

Street Address

901 West State Street
Garland, TX
75040

Phone

972-494-8570

FAX

972-494-8631

To: Arturo Valenzuela
Executive Director of Finance
Business Operations

From: Kristi Cooper
Director of Tax Services

Subject: Offer to purchase struck off property (4411 Chaha Rd Garland, TX)

J. Douglas Burnside, of Perdue Brandon Fielder Collins & Mott, LLP has presented an offer from the City of Garland to purchase 4411 Chaha Rd Garland, TX, struck off to the City of Garland in 2010.

The City of Garland has offered \$178,850.00 to purchase this property. The amount to be **distributed to Garland ISD will be \$108,922.23** pursuant to the Texas Property Tax Code §34.06.

Should the Board approve, attached is the resolution authorizing the resale as well as the Deed Without Warranty.

September 16, 2025

Ms. Kristi Cooper
Director of Taxation
Garland ISD
901 W. State Street, Suite A
Garland, Texas 75040

Via electronic-mail

Re: Offer from City of Garland to purchase
4411 Chaha Road, Garland, Texas

Dear Ms. Cooper:

The City of Garland has offered to purchase 4411 Chaha Road, Garland, Texas (DCAD No. 26178730010010000; BEING PART OF LOT 1, BLOCK 1, FAULKNER POINT 16 ADDITION, COMMONLY KNOWN AS 4411 CHAHA ROAD, CITY OF GARLAND, DALLAS COUNTY, TEXAS AS RECORDED IN VOLUME 83078, PAGE 3292 OF THE DALLAS COUNTY DEED RECORDS) for \$178,850.00. In addition to that amount, all post-judgment taxes for the year 2010 will be paid at closing. The total amount of post-judgment taxes will be approximately \$11,995.51.

This property was sold at a Sheriff's Sale on October 5, 2010 pursuant to delinquent tax collection suit number TX09-40309. There were no bidders and the property was struck off to the City of Garland for itself and on behalf of the other taxing jurisdictions.

The property's most recent value according to the Appraisal District is \$223,560.00. The total judgment amount was \$357,639.46, which includes taxes, penalties and interest, abatement liens, costs of court, and costs of sale. The property was struck off for the assessed value in the judgment, \$223,560.00.

Pursuant to the Texas Property Tax Code, City reimbursement for post-sale maintenance, court costs and costs of sale must be paid first out of the proceeds of a resale. Those expenses and costs total \$12,183.75. The remainder would be distributed to the taxing jurisdictions pro-rata. A breakdown of amounts each taxing entity will receive is enclosed.

Because the sale price is equal to the market value in the Judgment, this sale meets the criteria of §34.05(h) and does not require the consent of the other taxing units in the Judgment.

If the District decides to accept this offer, enclosed for execution is a Special Warranty Deed our office prepared for this resale. When the Deed is executed, please return it to me so that I may finalize the transaction.

If you have any questions or need additional information, please do not hesitate to call me.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Douglas Burnside', with a long, sweeping horizontal line extending to the right.

J. Douglas Burnside

Enclosure

Exhibit A
Re-sale Disbursement Worksheet

CAD Acct #:	26178730010010000
Property address:	4411 Chaha Road
Cause No.:	TX09-40309
Offer Amount:	\$178,850.00
DCAD Value:	\$223,560.00
Judgment Date:	March 11, 2010
Sheriff's Sale Date:	October 5, 2010
Judgment amount:	GISD 1984-2009 taxes \$189,300.43 (62.0%)
	City 1989-2009 taxes \$58,750.98 (19.2%)
	County 1986-2009 taxes \$57,431.55 (18.8%)
Total Judgment for Taxes:	\$305,482.96
Court costs:	\$5,960.50
Sheriff's fees for sale:	\$4,393.25
Publication fees for sheriff's sale, paid by Perdue Brandon:	\$330.00
Total Costs:	\$10,683.75

Funds to be disbursed as follows:

1.	Dallas County District Clerk	\$5,960.50
2.	Dallas County Sheriff	\$4,393.25
3.	Perdue Brandon Fielder Collins & Mott, LLP	\$330.00
4.	City of Garland (administrative fee)	\$1,500.00
5.	City of Garland (Pro-rata Judgment tax year distribution)	\$32,053.52
6.	Garland ISD (Pro-rata Judgment tax year distribution)	\$103,249.06
7.	Dallas County (Pro-rata Judgment tax year distribution)	\$31,333.67
	TOTAL Judgment Distribution	\$178,850.00

Post Judgment Distribution:

8.	City of Garland (Post Judgment tax year distribution)	\$3,328.13
9.	Garland ISD (Post Judgment tax year distribution)	\$5,673.17
10.	Dallas County (Post Judgment tax year distribution)	\$2,994.21
	TOTAL Post Judgment Distribution	\$11,995.51
	TOTAL Distribution	\$190,845.51

RESOLUTION

A RESOLUTION AUTHORIZING THE RE-SALE OF TAX FORECLOSED PROPERTY LOCATED AT 4411 CHAHA ROAD, GARLAND, TEXAS, BY PUBLIC OR PRIVATE SALE, AS PROVIDED BY SECTION 34.05 OF THE TEXAS PROPERTY TAX CODE

WHEREAS, pursuant to a delinquent tax collection lawsuit and tax foreclosure sale, the property located at 4411 Chaha Road, Garland, Texas, (“The Property”) was struck off to the City of Garland on its own behalf and as Trustee for the Garland Independent School District and Dallas County, pursuant to Section 34.01(j) of the Property Tax Code, and

WHEREAS, Garland Independent School District desires to resell The Property pursuant to Section 34.05 of the Property Tax Code to the City of Garland for \$178,850.00, and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT, GARLAND, TEXAS THAT:

Section 1. The Garland Independent School District does hereby provide specific authorization to the President of the Board of Trustees to execute a Deed without Warranty to convey 4411 Chaha Road, Garland, Texas, more fully described in Exhibit “A,” attached hereto and made a part hereof, to the City of Garland for \$178,850.00 in compliance with Section 34.05 of the Texas Property Tax Code, and each taxing unit entitled to receive proceeds of the sale consents to the sale for that amount.

Section 2. This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED AND APPROVED this _____ day of _____, 202_, by the Board of Trustees for the Garland Independent School District.

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____
President, Board of Trustees

ATTEST:

Secretary, Board of Trustees
Garland Independent School District

EXHIBIT A

DCAD No. 26178730010010000. BEING PART OF LOT 1, BLOCK 1, FAULKNER POINT 16 ADDITION, COMMONLY KNOWN AS 4411 CHAHA ROAD, CITY OF GARLAND, DALLAS COUNTY, TEXAS AS RECORDED IN VOLUME 83078, PAGE 3292 OF THE DALLAS COUNTY DEED RECORDS.

DEED WITHOUT WARRANTY

THE STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF DALLAS §

That the **Garland Independent School District** ("Grantor"), for and in consideration of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration to Grantor, the receipt and sufficiency of which is hereby acknowledged, paid in hand by **City of Garland, 200 N. 5th Street, Garland, TX 75040** ("Grantee"), has GRANTED, SOLD and CONVEYED, and by these presents does GRANT, SELL and CONVEY unto Grantee that certain lot, tract, or parcel of land, commonly known as **4411 Chaha Road**, situated in the City of Garland, County of Dallas, State of Texas, to wit:

DCAD No. 26178730010010000. BEING PART OF LOT 1, BLOCK 1, FAULKNER POINT 16 ADDITION, COMMONLY KNOWN AS 4411 CHAHA ROAD, CITY OF GARLAND, DALLAS COUNTY, TEXAS AS RECORDED IN VOLUME 83078, PAGE 3292 OF THE DALLAS COUNTY DEED RECORDS. (the "Property").

This Deed Without Warranty is subject to:

- (i) any and all visible and apparent easements and encroachments, whether of record or not;
- (ii) any and all covenants, conditions, reservations, restrictions, exceptions, easements, rights-of-way, mineral interests, mineral leases, or other instruments of record applicable to the land or any part thereof;
- (iii) rights of the public to any portion of the above described property lying within the boundaries of dedicated or existing roadways or which may be used for road or street purposes;
- (iv) rights of parties in possession; and
- (v) any right of redemption as specified in Chapter 34, Subchapter B, Texas Property Tax Code.

It is understood and agreed that Grantor is not making any warranties or representations of any kind or character, express, implied or statutory, with respect to the Property, its physical condition or any other matter or thing relating to or affecting the Property and that the Property is being conveyed and transferred to Grantee "AS IS, WHERE IS, AND WITH ALL FAULTS." Grantor does not warrant or make any representations, express or implied, as to fitness for a particular purpose, merchantability, design, quantity, physical condition, operation compliance with specifications, absence of latent defects or compliance with laws and regulations (including, without limitation, those relating to zoning, health, safety and the environment) or any other matter affecting the Property.

THIS DEED IS MADE WITHOUT WARRANTY, EXPRESS OR IMPLIED, AND GRANTOR EXPRESSLY DISCLAIMS, EXCEPTS AND EXCLUDES ANY AND ALL WARRANTIES OF TITLE OR OTHERWISE FROM THIS CONVEYANCE, INCLUDING, WITHOUT LIMITATION, ANY WARRANTIES ARISING UNDER COMMON LAW OR STATUTE.

The intent of this Deed Without Warranty is to transfer the Property foreclosed on by the Grantor taxing jurisdictions in Cause TX09-40309 in the 193rd Judicial District Court, Dallas County, Texas, and no more.

When the context requires, singular nouns and pronouns include the plural.

TO HAVE AND TO HOLD the Property, together with all and singular the rights and appurtenances thereto and in anywise belonging unto Grantee, his heirs, successors and assigns forever; **WITHOUT WARRANTY AND SUBJECT IN ALL RESPECTS TO THE DISCLAIMERS SET FORTH ABOVE.**

EXECUTED on the dates set forth in the acknowledgements below, to be EFFECTIVE on the _____ day of _____, 202_.

GRANTOR:

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Title: _____

THE STATE OF TEXAS §
 §
COUNTY OF DALLAS §

The foregoing instrument was acknowledged before me on the _____ day of _____, 202_, by _____ of the Garland Independent School District as the act and deed of said Garland Independent School District.

NOTARY PUBLIC, STATE OF TEXAS

PRINTED NAME OF NOTARY

MY COMMISSION EXPIRES:



Garland Independent School District
Department of Taxation

Street Address

901 West State Street
Garland, TX
75040

Phone

972-494-8570

FAX

972-494-8631

To: Arturo Valenzuela
Executive Director of Finance
Business Operations

From: Kristi Cooper
Director of Tax Services

Subject: Offer to purchase struck off property (5520 Marina Drive, Garland TX)

J. Douglas Burnside, of Perdue Brandon Fielder Collins & Mott, LLP has presented an offer from the City of Garland to purchase 5520 Marina Drive, Garland TX, struck off to the City of Garland in 2009.

The City of Garland has offered \$190,697.98 to purchase this property. The amount to be **distributed to Garland ISD will be \$128,539.31** pursuant to the Texas Property Tax Code §34.06.

Should the Board approve, attached is the resolution authorizing the resale as well as the Deed Without Warranty.

September 16, 2025

Ms. Kristi Cooper
Director of Taxation
Garland ISD
901 W. State Street, Suite A
Garland, Texas 75040

Via electronic-mail

Re: Offer from the City of Garland to purchase
5520 Marina Drive, Garland, Texas

Dear Ms. Cooper:

The City of Garland has offered to purchase 5520 Marina Drive, Garland, Texas (DCAD No. 65079157410230000; BEING 2.54 ACRES, MORE OR LESS, OUT OF THE JAMES LOVING SURVEY; ABSTRACT 791, PAGE 574, TRACT 23 SITUATED IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AS SHOWN BY DEED RECORDED IN VOLUME 163, PAGE 576 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 5520 MARINA DRIVE, GARLAND, DALLAS COUNTY, TEXAS.) for \$190,697.98. In addition to that amount, all post-judgment taxes for the years 2008-2009 will be paid at closing. The total amount of post-judgment taxes will be approximately \$39,056.87.

This property was sold at a Sheriff's Sale on December 1, 2009 pursuant to delinquent tax collection suit number TX06-41472. There were no bidders, and the property was struck off to the City of Garland for itself and on behalf of the other taxing jurisdictions.

The property's most recent value according to the Appraisal District is \$221,280.00. The property was struck off for the total judgment amount, \$190,697.98, which includes taxes, penalties and interest, abatement liens, costs of court, and costs of sale.

Pursuant to the Texas Property Tax Code, City reimbursement for post-sale maintenance, court costs and costs of sale must be paid first out of the proceeds of a resale. Those expenses and costs total \$12,814.77. The remainder would be distributed to the taxing jurisdictions pro-rata. A breakdown of amounts each taxing entity will receive is enclosed.

Because the sale price is equal to the total amount due under the Judgment, this sale meets the criteria of §34.05(h) and does not require the consent of the other taxing units in the Judgment.

If the District decides to accept this offer, enclosed for execution is a Special Warranty Deed our office prepared for this resale. When the Deed is executed, please return it to me so that I may finalize the transaction.

If you have any questions or need additional information, please do not hesitate to call me.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Douglas Burnside", with a long horizontal flourish extending to the right.

J. Douglas Burnside

Enclosure

Exhibit A
Re-sale Disbursement Worksheet

CAD Acct #:	65079157410230000
Property address:	5520 Marina Drive
Cause No.:	TX06-41472
Offer Amount:	\$190,697.98
DCAD Value:	\$221,280.00
Judgment Date:	February 26, 2008
Sheriff's Sale Date:	December 1, 2009
Judgment amount:	GISD 1993-2007 taxes \$90,357.62 (62.2%)
	City 1993-2007 taxes \$40,568.69 (27.9%)
	County 2005-2007 taxes \$14,342.05 (9.9%)
Total Judgment for Taxes:	\$145,268.36
City Abatement Liens:	\$13,934.39
Court costs:	\$9,785.91
Sheriff's fees for sale:	\$2,719.48
Publication fees for sheriff's sale, paid by Perdue Brandon:	\$309.38
Total Costs:	\$12,814.77

Funds to be disbursed as follows:

1.	Dallas County District Clerk	\$9,785.91
2.	Dallas County Sheriff	\$2,719.48
3.	Perdue Brandon Fielder Collins & Mott, LLP	\$309.38
4.	City of Garland (administrative fee)	\$1,500.00
5.	City of Garland (Pro-rata Judgment tax year distribution)	\$49,258.05
6.	Garland ISD (Pro-rata Judgment tax year distribution)	\$109,711.21
7.	Dallas County (Pro-rata Judgment tax year distribution)	\$17,413.95
	TOTAL Judgment Distribution	\$190,697.98

Post Judgment Distribution:

8.	City of Garland (Post Judgment tax year distribution)	\$11,003.57
9.	Garland ISD (Post Judgment tax year distribution)	\$18,828.10
10.	Dallas County (Post Judgment tax year distribution)	\$9,225.20
	TOTAL Post Judgment Distribution	\$39,056.87

	TOTAL Distribution	\$229,754.85
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RESOLUTION

A RESOLUTION AUTHORIZING THE RE-SALE OF TAX FORECLOSED PROPERTY LOCATED AT 5520 MARINA DRIVE, GARLAND, TEXAS, BY PUBLIC OR PRIVATE SALE, AS PROVIDED BY SECTION 34.05 OF THE TEXAS PROPERTY TAX CODE

WHEREAS, pursuant to a delinquent tax collection lawsuit and tax foreclosure sale, the property located at 5520 Marina Drive, Garland, Texas, (“The Property”) was struck off to the City of Garland on its own behalf and as Trustee for the Garland Independent School District and Dallas County, pursuant to Section 34.01(j) of the Property Tax Code, and

WHEREAS, Garland Independent School District desires to resell The Property pursuant to Section 34.05 of the Property Tax Code to the City of Garland for \$190,697.98, and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT, GARLAND, TEXAS THAT:

Section 1. The Garland Independent School District does hereby provide specific authorization to the President of the Board of Trustees to execute a Deed without Warranty to convey 5520 Marina Drive, Garland, Texas, more fully described in Exhibit “A,” attached hereto and made a part hereof, to the City of Garland for \$190,697.98 in compliance with Section 34.05 of the Texas Property Tax Code, and each taxing unit entitled to receive proceeds of the sale consents to the sale for that amount.

Section 2. This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED AND APPROVED this _____ day of _____, 202_, by the Board of Trustees for the Garland Independent School District.

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____
President, Board of Trustees

ATTEST:

Secretary, Board of Trustees
Garland Independent School District

EXHIBIT A

DCAD No. 65079157410230000; BEING 2.54 ACRES, MORE OR LESS, OUT OF THE JAMES LOVING SURVEY; ABSTRACT 791, PAGE 574, TRACT 23 SITUATED IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AS SHOWN BY DEED RECORDED IN VOLUME 163, PAGE 576 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 5520 MARINA DRIVE, GARLAND, DALLAS COUNTY, TEXAS.

DEED WITHOUT WARRANTY

THE STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF DALLAS §

That the **Garland Independent School District** ("Grantor"), for and in consideration of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration to Grantor, the receipt and sufficiency of which is hereby acknowledged, paid in hand by **City of Garland, 200 N. 5th Street, Garland, TX 75040** ("Grantee"), has GRANTED, SOLD and CONVEYED, and by these presents does GRANT, SELL and CONVEY unto Grantee that certain lot, tract, or parcel of land, commonly known as **5520 Marina Drive**, situated in the City of Garland, County of Dallas, State of Texas, to wit:

DCAD No. 65079157410230000; BEING 2.54 ACRES, MORE OR LESS, OUT OF THE JAMES LOVING SURVEY; ABSTRACT 791, PAGE 574, TRACT 23 SITUATED IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AS SHOWN BY DEED RECORDED IN VOLUME 163, PAGE 576 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 5520 MARINA DRIVE, GARLAND, DALLAS COUNTY, TEXAS. (the "Property").

This Deed Without Warranty is subject to:

- (i) any and all visible and apparent easements and encroachments, whether of record or not;
- (ii) any and all covenants, conditions, reservations, restrictions, exceptions, easements, rights-of-way, mineral interests, mineral leases, or other instruments of record applicable to the land or any part thereof;
- (iii) rights of the public to any portion of the above described property lying within the boundaries of dedicated or existing roadways or which may be used for road or street purposes;
- (iv) rights of parties in possession; and
- (v) any right of redemption as specified in Chapter 34, Subchapter B, Texas Property Tax Code.

It is understood and agreed that Grantor is not making any warranties or representations of any kind or character, express, implied or statutory, with respect to the Property, its physical condition or any other matter or thing relating to or affecting the Property and that the Property is being conveyed and transferred to Grantee "AS IS, WHERE IS, AND WITH ALL FAULTS." Grantor does not warrant or make any representations, express or implied, as to fitness for a particular purpose, merchantability, design, quantity, physical condition, operation compliance with specifications, absence of latent defects or compliance with laws and regulations (including,

without limitation, those relating to zoning, health, safety and the environment) or any other matter affecting the Property.

THIS DEED IS MADE WITHOUT WARRANTY, EXPRESS OR IMPLIED, AND GRANTOR EXPRESSLY DISCLAIMS, EXCEPTS AND EXCLUDES ANY AND ALL WARRANTIES OF TITLE OR OTHERWISE FROM THIS CONVEYANCE, INCLUDING, WITHOUT LIMITATION, ANY WARRANTIES ARISING UNDER COMMON LAW OR STATUTE.

The intent of this Deed Without Warranty is to transfer the Property foreclosed on by the Grantor taxing jurisdictions in Cause TX06-41472 in the 298th Judicial District Court, Dallas County, Texas, and no more.

When the context requires, singular nouns and pronouns include the plural.

TO HAVE AND TO HOLD the Property, together with all and singular the rights and appurtenances thereto and in anywise belonging unto Grantee, his heirs, successors and assigns forever; **WITHOUT WARRANTY AND SUBJECT IN ALL RESPECTS TO THE DISCLAIMERS SET FORTH ABOVE.**

EXECUTED on the dates set forth in the acknowledgements below, to be EFFECTIVE on the ____ day of _____, 202_.

GRANTOR:

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Title: _____

THE STATE OF TEXAS §
 §
COUNTY OF DALLAS §

The foregoing instrument was acknowledged before me on the ____ day of _____, 202_, by _____ of the Garland Independent School District as the act and deed of said Garland Independent School District.

NOTARY PUBLIC, STATE OF TEXAS

PRINTED NAME OF NOTARY

MY COMMISSION EXPIRES:



Garland Independent School District
Department of Taxation

Street Address

901 West State Street
Garland, TX
75040

Phone

972-494-8570

FAX

972-494-8631

To: Arturo Valenzuela
Executive Director of Finance
Business Operations

From: Kristi Cooper
Director of Tax Services

Subject: Offer to purchase struck off property (5546 Marina Drive, Garland TX)

J. Douglas Burnside, of Perdue Brandon Fielder Collins & Mott, LLP has presented an offer from the City of Garland to purchase 5546 Marina Drive, Garland TX, struck off to the City of Garland in 2016.

The City of Garland has offered \$177,720.00 to purchase this property. The amount to be **distributed to Garland ISD will be \$85,569.32** pursuant to the Texas Property Tax Code §34.06.

Should the Board approve, attached is the resolution authorizing the resale as well as the Deed Without Warranty.

September 16, 2025

Ms. Kristi Cooper
Director of Taxation
Garland ISD
901 W. State Street, Suite A
Garland, Texas 75040

Via electronic-mail

Re: Offer from the City of Garland to purchase
5546 Marina Drive, Garland, Texas

Dear Ms. Cooper:

The City of Garland has offered to purchase 5546 Marina Drive, Garland, Texas (DCAD No. 65079157410220000; BEING A 2.04 ACRE TRACT, MORE OR LESS, OUT OF THE JAMES LOVING SURVEY; ABSTRACT NO 791, PAGE 574, TRACT 22 SITUATED IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AS SHOWN BY DEED RECORDED IN VOLUME 4891, PAGE 415 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 5546 MARINA DRIVE, GARLAND, DALLAS COUNTY, TEXAS.) for \$177,720.00. In addition to that amount, all post-judgment taxes for the 2015-2016 years will be paid at closing. The total amount of post-judgment taxes will be approximately \$22,800.97.

This property was sold at a Sheriff's Sale on October 4, 2016 pursuant to delinquent tax collection suit number TX14-30065 combined with TX08-31853 and TX98-40413. There were no bidders, and the property was struck off to the City of Garland for itself and on behalf of the other taxing jurisdictions.

The property's most recent value according to the Appraisal District is \$177,720.00. The total judgment amount was \$300,267.57, which includes taxes, penalties and interest, abatement liens, costs of court, and costs of sale. The property was struck off for the assessed value in the judgment, \$177,720.00.

Pursuant to the Texas Property Tax Code, City reimbursement for post-sale maintenance, court costs and costs of sale must be paid first out of the proceeds of a resale. Those expenses and costs total \$36,162.02. The remainder would be distributed to the taxing jurisdictions pro-rata. A breakdown of amounts each taxing entity will receive is enclosed.

Because the sale price is equal to the total amount due under the Judgment, this sale meets the criteria of §34.05(h) and does not require the consent of the other taxing units in the Judgment.

If the District decides to accept this offer, enclosed for execution is a Special Warranty Deed our office prepared for this resale. When the Deed is executed, please return it to me so that I may finalize the transaction.

If you have any questions or need additional information, please do not hesitate to call me.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Douglas Burnside', with a long, sweeping horizontal line extending to the right.

J. Douglas Burnside

Enclosure

Exhibit A
Re-sale Disbursement Worksheet

CAD Acct #:	65079157410220000
Property address:	5546 Marina Drive
Cause No.:	TX14-30065 combined with TX08-31853 and TX98-40413
Offer Amount:	\$177,720.00
DCAD Value:	\$177,720.00
Judgment Date:	June 1, 2015
Sheriff's Sale Date:	October 4, 2016
Judgment amount:	GISD 1992-2014 taxes \$62,244.18 (52.5%)
	City 1993-2014 taxes \$29,681.09 (25.0%)
	County 1991-2014 taxes \$26,709.57 (22.5%)
Total Judgment for Taxes:	\$118,634.84
City Abatement Liens:	\$34,692.89
Court costs:	\$31,493.58
Sheriff's fees for sale:	\$2,643.44
Publication fees for sheriff's sale, paid by Perdue Brandon:	\$525.00
Total Costs:	\$34,662.02

Funds to be disbursed as follows:

1.	Dallas County District Clerk	\$31,493.58
2.	Dallas County Sheriff	\$2,643.44
3.	Perdue Brandon Fielder Collins & Mott, LLP	\$525.00
4.	City of Garland (administrative fee)	\$1,500.00
5.	City of Garland (Pro-rata Judgment tax year distribution)	\$35,416.20
6.	Garland ISD (Pro-rata Judgment tax year distribution)	\$74,271.27
7.	Dallas County (Pro-rata Judgment tax year distribution)	\$31,870.51
	TOTAL Judgment Distribution	\$177,720.00

Post Judgment Distribution:

8.	City of Garland (Post Judgment tax year distribution)	\$5,942.15
9.	Garland ISD (Post Judgment tax year distribution)	\$11,298.05
10.	Dallas County (Post Judgment tax year distribution)	\$5,560.77
	TOTAL Post Judgment Distribution	\$22,800.97

	TOTAL Distribution	\$200,520.97
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RESOLUTION

A RESOLUTION AUTHORIZING THE RE-SALE OF TAX FORECLOSED PROPERTY LOCATED AT 5546 MARINA DRIVE, GARLAND, TEXAS, BY PUBLIC OR PRIVATE SALE, AS PROVIDED BY SECTION 34.05 OF THE TEXAS PROPERTY TAX CODE

WHEREAS, pursuant to a delinquent tax collection lawsuit and tax foreclosure sale, the property located at 5546 Marina Drive, Garland, Texas, (“The Property”) was struck off to the City of Garland on its own behalf and as Trustee for the Garland Independent School District and Dallas County, pursuant to Section 34.01(j) of the Property Tax Code, and

WHEREAS, Garland Independent School District desires to resell The Property pursuant to Section 34.05 of the Property Tax Code to City of Garland for \$177,720.00, and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT, GARLAND, TEXAS THAT:

Section 1. The Garland Independent School District does hereby provide specific authorization to the President of the Board of Trustees to execute a Deed without Warranty to convey 5546 Marina Drive, Garland, Texas, more fully described in Exhibit “A,” attached hereto and made a part hereof, to the City of Garland for \$177,720.00 in compliance with Section 34.05 of the Texas Property Tax Code, and each taxing unit entitled to receive proceeds of the sale consents to the sale for that amount.

Section 2. This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED AND APPROVED this _____ day of _____, 202_, by the Board of Trustees for the Garland Independent School District.

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____
President, Board of Trustees

ATTEST:

Secretary, Board of Trustees
Garland Independent School District

EXHIBIT A

DCAD No. 65079157410220000; BEING A 2.04 ACRE TRACT, MORE OR LESS, OUT OF THE JAMES LOVING SURVEY; ABSTRACT NO 791, PAGE 574, TRACT 22 SITUATED IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AS SHOWN BY DEED RECORDED IN VOLUME 4891, PAGE 415 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 5546 MARINA DRIVE, GARLAND, DALLAS COUNTY, TEXAS.

DEED WITHOUT WARRANTY

THE STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF DALLAS §

That the **Garland Independent School District** ("Grantor"), for and in consideration of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration to Grantor, the receipt and sufficiency of which is hereby acknowledged, paid in hand by the **City of Garland, 200 N. 5th Street, Garland, TX 75040** ("Grantee"), has GRANTED, SOLD and CONVEYED, and by these presents does GRANT, SELL and CONVEY unto Grantee that certain lot, tract, or parcel of land, commonly known as **5546 Marina Drive**, situated in the City of Garland, County of Dallas, State of Texas, to wit:

DCAD No. 65079157410220000; BEING A 2.04 ACRE TRACT, MORE OR LESS, OUT OF THE JAMES LOVING SURVEY; ABSTRACT NO 791, PAGE 574, TRACT 22 SITUATED IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AS SHOWN BY DEED RECORDED IN VOLUME 4891, PAGE 415 OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 5546 MARINA DRIVE, GARLAND, DALLAS COUNTY, TEXAS. (the "Property").

This Deed Without Warranty is subject to:

- (i) any and all visible and apparent easements and encroachments, whether of record or not;
- (ii) any and all covenants, conditions, reservations, restrictions, exceptions, easements, rights-of-way, mineral interests, mineral leases, or other instruments of record applicable to the land or any part thereof;
- (iii) rights of the public to any portion of the above described property lying within the boundaries of dedicated or existing roadways or which may be used for road or street purposes;
- (iv) rights of parties in possession; and
- (v) any right of redemption as specified in Chapter 34, Subchapter B, Texas Property Tax Code.

It is understood and agreed that Grantor is not making any warranties or representations of any kind or character, express, implied or statutory, with respect to the Property, its physical condition or any other matter or thing relating to or affecting the Property and that the Property is being conveyed and transferred to Grantee "AS IS, WHERE IS, AND WITH ALL FAULTS." Grantor does not warrant or make any representations, express or implied, as to fitness for a particular purpose, merchantability, design, quantity, physical condition, operation compliance with specifications, absence of latent defects or compliance with laws and regulations (including,

without limitation, those relating to zoning, health, safety and the environment) or any other matter affecting the Property.

THIS DEED IS MADE WITHOUT WARRANTY, EXPRESS OR IMPLIED, AND GRANTOR EXPRESSLY DISCLAIMS, EXCEPTS AND EXCLUDES ANY AND ALL WARRANTIES OF TITLE OR OTHERWISE FROM THIS CONVEYANCE, INCLUDING, WITHOUT LIMITATION, ANY WARRANTIES ARISING UNDER COMMON LAW OR STATUTE.

The intent of this Deed Without Warranty is to transfer the Property foreclosed on by the Grantor taxing jurisdictions in Cause TX14-30065 combined with TX08-31853 and TX98-40413 in the 298th Judicial District Court, Dallas County, Texas, and no more.

When the context requires, singular nouns and pronouns include the plural.

TO HAVE AND TO HOLD the Property, together with all and singular the rights and appurtenances thereto and in anywise belonging unto Grantee, his heirs, successors and assigns forever; **WITHOUT WARRANTY AND SUBJECT IN ALL RESPECTS TO THE DISCLAIMERS SET FORTH ABOVE.**

EXECUTED on the dates set forth in the acknowledgements below, to be EFFECTIVE on the ____ day of _____, 202_.

GRANTOR:

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Title: _____

THE STATE OF TEXAS §
 §
COUNTY OF DALLAS §

The foregoing instrument was acknowledged before me on the ____ day of _____, 202_, by _____ of the Garland Independent School District as the act and deed of said Garland Independent School District.

NOTARY PUBLIC, STATE OF TEXAS

PRINTED NAME OF NOTARY

MY COMMISSION EXPIRES:



Garland Independent School District
Department of Taxation

Street Address

901 West State Street
Garland, TX
75040

Phone

972-494-8570

FAX

972-494-8631

To: Arturo Valenzuela
Executive Director of Finance
Business Operations

From: Kristi Cooper
Director of Tax Services

Subject: Offer to purchase struck off property (5550 Marina Drive, Garland TX)

J. Douglas Burnside, of Perdue Brandon Fielder Collins & Mott, LLP has presented an offer from the City of Garland to purchase 5550 Marina Drive, Garland TX, struck off to the City of Garland in 1993.

The City of Garland has offered \$5,854.31 to purchase this property. The amount to be **distributed to Garland ISD will be \$2,295.97** pursuant to the Texas Property Tax Code §34.06.

Should the Board approve, attached is the resolution authorizing the resale as well as the Deed Without Warranty.

September 16, 2025

Ms. Kristi Cooper
Director of Taxation
Garland ISD
901 W. State Street, Suite A
Garland, Texas 75040

Via electronic-mail

Re: Offer from City of Garland to purchase
5550 Marina Drive, Garland, Texas

Dear Ms. Cooper:

The City of Garland has offered to purchase 5550 Marina Drive, Garland, Texas (DCAD No. 65079157410600000; BEING A 0.5 ACRE TRACT, MORE OR LESS, OUT OF THE JAMES LOVING SURVEY; ABSTRACT NO 791, PAGE 574, TRACT 60 SITUATED IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 5550 MARINA DRIVE, GARLAND, DALLAS COUNTY, TEXAS) for \$5,854.31. This property was sold at a Sheriff's Sale on March 2, 1993 pursuant to delinquent tax collection suit number TX91-40364. There were no bidders, and the property was struck off to Garland Independent School District for itself and on behalf of the other taxing jurisdictions.

The property's most recent value according to the Appraisal District is \$43,560.00. The property was struck off for the total judgment amount, \$5,854.31, which includes taxes, penalties and interest, abatement liens, costs of court, and costs of sale.

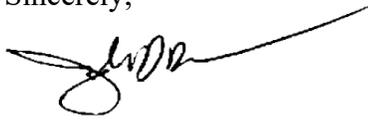
Pursuant to the Texas Property Tax Code, City reimbursement for post-sale maintenance, court costs and costs of sale must be paid first out of the proceeds of a resale. Those expenses and costs total \$2,208.75. The remainder would be distributed to the taxing jurisdictions pro-rata. A breakdown of amounts each taxing entity will receive is enclosed.

Because the sale price is equal to the total amount due under the Judgment, this sale meets the criteria of §34.05(h) and does not require the consent of the other taxing units in the Judgment.

If the District decides to accept this offer, enclosed for execution is a Special Warranty Deed our office prepared for this resale. When the Deed is executed, please return it to me so that I may finalize the transaction.

If you have any questions or need additional information, please do not hesitate to call me.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Douglas Burnside', with a long, sweeping horizontal line extending to the right.

J. Douglas Burnside

Enclosure

Exhibit A
Re-sale Disbursement Worksheet

CAD Acct #:	65079157410600000
Property address:	5550 Marina Drive
Cause No.:	TX91-40364
Offer Amount:	\$5,854.31
DCAD Value:	\$43,560.00
Judgment Date:	November 19, 1991
Sheriff's Sale Date:	March 2, 1993
Judgment amount:	GISD 1989-1990 taxes \$2,818.61 (63.0%)
	City 1989-1991 taxes \$992.41 (22.2%)
	County 1989-1991 taxes \$664.40 (14.8%)
Total Judgment for Taxes:	\$4,475.42
Total Costs:	\$708.75

Funds to be disbursed as follows:

1.	Dallas County District Clerk	\$708.75
3.	City of Garland (administrative fee)	\$1,500.00
4.	City of Garland (Pro-rata Judgment tax year distribution)	\$808.39
5.	Garland ISD (Pro-rata Judgment tax year distribution)	\$2,295.97
6.	Dallas County (Pro-rata Judgment tax year distribution)	\$541.20
	TOTAL Judgment Distribution	\$5,854.31

RESOLUTION

A RESOLUTION AUTHORIZING THE RE-SALE OF TAX FORECLOSED PROPERTY LOCATED AT 5550 MARINA DRIVE, GARLAND, TEXAS, BY PUBLIC OR PRIVATE SALE, AS PROVIDED BY SECTION 34.05 OF THE TEXAS PROPERTY TAX CODE

WHEREAS, pursuant to a delinquent tax collection lawsuit and tax foreclosure sale, the property located at 5550 Marina Drive, Garland, Texas, (“The Property”) was struck off to the Garland Independent School District on its own behalf and as Trustee for the City of Garland and Dallas County, pursuant to Section 34.01(j) of the Property Tax Code, and

WHEREAS, Garland Independent School District desires to resell The Property pursuant to Section 34.05 of the Property Tax Code to the City of Garland for \$5,854.31, and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT, GARLAND, TEXAS THAT:

Section 1. The Garland Independent School District does hereby provide specific authorization to the President of the Board of Trustees to execute a Deed without Warranty to convey 5550 Marina Drive, Garland, Texas, more fully described in Exhibit “A,” attached hereto and made a part hereof, to the City of Garland for \$5,854.31 in compliance with Section 34.05 of the Texas Property Tax Code, and each taxing unit entitled to receive proceeds of the sale consents to the sale for that amount.

Section 2. This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED AND APPROVED this _____ day of _____, 202_, by the Board of Trustees for the Garland Independent School District.

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____
President, Board of Trustees

ATTEST:

Secretary, Board of Trustees
Garland Independent School District

EXHIBIT A

DCAD No. 65079157410600000; BEING A 0.5 ACRE TRACT, MORE OR LESS, OUT OF THE JAMES LOVING SURVEY; ABSTRACT NO 791, PAGE 574, TRACT 60 SITUATED IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 5550 MARINA DRIVE, GARLAND, DALLAS COUNTY, TEXAS

DEED WITHOUT WARRANTY

THE STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF DALLAS §

That the **Garland Independent School District** ("Grantor"), for and in consideration of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration to Grantor, the receipt and sufficiency of which is hereby acknowledged, paid in hand by the **City of Garland, 200 N. 5th Street, Garland, TX 75040** ("Grantee"), has GRANTED, SOLD and CONVEYED, and by these presents does GRANT, SELL and CONVEY unto Grantee that certain lot, tract, or parcel of land, commonly known as **5550 Marina Drive**, situated in the City of Garland, County of Dallas, State of Texas, to wit:

DCAD No. 65079157410600000; BEING A 0.5 ACRE TRACT, MORE OR LESS, OUT OF THE JAMES LOVING SURVEY; ABSTRACT NO 791, PAGE 574, TRACT 60 SITUATED IN THE CITY OF GARLAND, DALLAS COUNTY, TEXAS AND MORE COMMONLY ADDRESSED AS 5550 MARINA DRIVE, GARLAND, DALLAS COUNTY, TEXAS (the "Property").

This Deed Without Warranty is subject to:

- (i) any and all visible and apparent easements and encroachments, whether of record or not;
- (ii) any and all covenants, conditions, reservations, restrictions, exceptions, easements, rights-of-way, mineral interests, mineral leases, or other instruments of record applicable to the land or any part thereof;
- (iii) rights of the public to any portion of the above described property lying within the boundaries of dedicated or existing roadways or which may be used for road or street purposes;
- (iv) rights of parties in possession; and
- (v) any right of redemption as specified in Chapter 34, Subchapter B, Texas Property Tax Code.

It is understood and agreed that Grantor is not making any warranties or representations of any kind or character, express, implied or statutory, with respect to the Property, its physical condition or any other matter or thing relating to or affecting the Property and that the Property is being conveyed and transferred to Grantee "AS IS, WHERE IS, AND WITH ALL FAULTS." Grantor does not warrant or make any representations, express or implied, as to fitness for a particular purpose, merchantability, design, quantity, physical condition, operation compliance with specifications, absence of latent defects or compliance with laws and regulations (including, without limitation, those relating to zoning, health, safety and the environment) or any other matter affecting the Property.

THIS DEED IS MADE WITHOUT WARRANTY, EXPRESS OR IMPLIED, AND GRANTOR EXPRESSLY DISCLAIMS, EXCEPTS AND EXCLUDES ANY AND ALL WARRANTIES OF TITLE OR OTHERWISE FROM THIS CONVEYANCE, INCLUDING, WITHOUT LIMITATION, ANY WARRANTIES ARISING UNDER COMMON LAW OR STATUTE.

The intent of this Deed Without Warranty is to transfer the Property foreclosed on by the Grantor taxing jurisdictions in Cause TX91-40364 in the 193rd Judicial District Court, Dallas County, Texas, and no more.

When the context requires, singular nouns and pronouns include the plural.

TO HAVE AND TO HOLD the Property, together with all and singular the rights and appurtenances thereto and in anywise belonging unto Grantee, his heirs, successors and assigns forever; **WITHOUT WARRANTY AND SUBJECT IN ALL RESPECTS TO THE DISCLAIMERS SET FORTH ABOVE.**

EXECUTED on the dates set forth in the acknowledgements below, to be EFFECTIVE on the _____ day of _____, 202_.

GRANTOR:

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Title: _____

THE STATE OF TEXAS §
 §
COUNTY OF DALLAS §

The foregoing instrument was acknowledged before me on the _____ day of _____, 202_, by _____ of the Garland Independent School District as the act and deed of said Garland Independent School District.

NOTARY PUBLIC, STATE OF TEXAS

PRINTED NAME OF NOTARY

MY COMMISSION EXPIRES:



Garland Independent School District
Department of Taxation

Street Address

901 West State Street
Garland, TX
75040

Phone

972-494-8570

FAX

972-494-8631

To: Arturo Valenzuela
Executive Director of Finance
Business Operations

From: Kristi Cooper
Director of Tax Services

Subject: Offer to purchase struck off property (6125 Marvin Loving Drive
Garland TX)

J. Douglas Burnside, of Perdue Brandon Fielder Collins & Mott, LLP has presented an offer from the City of Garland to purchase 6125 Marvin Loving Drive, Garland TX, struck off to the City of Garland in 2008.

The City of Garland has offered \$81,738.74 to purchase this property. The amount to be distributed to Garland ISD will be \$58,298.17 pursuant to the Texas Property Tax Code §34.06.

Should the Board approve, attached is the resolution authorizing the resale as well as the Deed Without Warranty.

September 16, 2025

Ms. Kristi Cooper
Director of Taxation
Garland ISD
901 W. State Street, Suite A
Garland, Texas 75040

Via electronic-mail

Re: Offer from the City of Garland to purchase
6125 Marvin Loving Drive, Garland, Texas

Dear Ms. Cooper:

The City of Garland has offered to purchase 6125 Marvin Loving Drive, Garland, Texas (DCAD No. 26178650010010000; BEING 0.9712 ACRES, MORE OR LESS, FAULKNER POINT 3 ADDITION, BLOCK 1, LOT 1, COMMONLY KNOWN AS 6125 MARVIN LOVING DRIVE, CITY OF GARLAND, DALLAS COUNTY, TEXAS AND BEING MORE PARTICULARLY DESCRIBED IN THAT CERTAIN DEED OF RECORD AT VOLUME 8201, PAGE 1306, OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS) for \$81,738.74. In addition to that amount, all post-judgment taxes for the years 2005-2008 will be paid at closing. The total amount of post-judgment taxes will be approximately \$30,413.07.

This property was sold at a Sheriff's Sale on March 4, 2008 pursuant to delinquent tax collection suit number TX98-41172. There were no bidders, and the property was struck off to the City of Garland for itself and on behalf of the other taxing jurisdictions.

The property's most recent value according to the Appraisal District is \$158,640.00. The property was struck off for the total judgment amount, \$81,738.74, which includes taxes, penalties and interest, abatement liens, costs of court, and costs of sale.

Pursuant to the Texas Property Tax Code, City reimbursement for post-sale maintenance, court costs and costs of sale must be paid first out of the proceeds of a resale. Those expenses and costs total \$5,246.91. The remainder would be distributed to the taxing jurisdictions pro-rata. A breakdown of amounts each taxing entity will receive is enclosed.

Because the sale price is equal to the total amount due under the Judgment, this sale meets the criteria of §34.05(h) and does not require the consent of the other taxing units in the Judgment.

If the District decides to accept this offer, enclosed for execution is a Special Warranty Deed our office prepared for this resale. When the Deed is executed, please return it to me so that I may finalize the transaction.

If you have any questions or need additional information, please do not hesitate to call me.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Douglas Burnside', with a long, sweeping horizontal line extending to the right.

J. Douglas Burnside

Enclosure

Exhibit A
Re-sale Disbursement Worksheet

CAD Acct #:	26178650010010000
Property address:	6125 Marvin Loving Drive
Cause No.:	TX98-41172
Offer Amount:	\$81,738.74
DCAD Value:	\$158,640.00
Judgment Date:	October 27, 2005
Sheriff's Sale Date:	March 4, 2008
Judgment amount:	GISD 1986-2004 taxes \$33,541.67 (55.6%)
	City 1985-2004 taxes \$14,071.56 (23.4%)
	County 1985-2004 taxes \$12,666.34 (21.0%)
Total Judgment for Taxes:	\$60,279.57
City Abatement Liens:	\$537.00
Court costs:	\$1,553.24
Sheriff's fees for sale:	\$1,849.92
Publication fees for sheriff's sale, paid by Perdue Brandon:	\$343.75
Total Costs:	\$3,746.91

Funds to be disbursed as follows:

1.	Dallas County District Clerk	\$1,553.24
2.	Dallas County Sheriff	\$1,849.92
3.	Perdue Brandon Fielder Collins & Mott, LLP	\$343.75
4.	City of Garland (administrative fee)	\$1,500.00
5.	City of Garland (Pro-rata Judgment tax year distribution)	\$17,856.12
6.	Garland ISD (Pro-rata Judgment tax year distribution)	\$42,562.74
7.	Dallas County (Pro-rata Judgment tax year distribution)	\$16,072.97
	TOTAL Judgment Distribution	\$81,738.74

Post Judgment Distribution:

8.	City of Garland (Post Judgment tax year distribution)	\$7,453.93
9.	Garland ISD (Post Judgment tax year distribution)	\$15,735.43
10.	Dallas County (Post Judgment tax year distribution)	\$7,223.71
	TOTAL Post Judgment Distribution	\$30,413.07

	TOTAL Distribution	\$111,791.81
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RESOLUTION

A RESOLUTION AUTHORIZING THE RE-SALE OF TAX FORECLOSED PROPERTY LOCATED AT 6125 MARVIN LOVING DRIVE, GARLAND, TEXAS, BY PUBLIC OR PRIVATE SALE, AS PROVIDED BY SECTION 34.05 OF THE TEXAS PROPERTY TAX CODE

WHEREAS, pursuant to a delinquent tax collection lawsuit and tax foreclosure sale, the property located at 6125 Marvin Loving Drive, Garland, Texas, (“The Property”) was struck off to the City of Garland on its own behalf and as Trustee for the Garland Independent School District and Dallas County, pursuant to Section 34.01(j) of the Property Tax Code, and

WHEREAS, Garland Independent School District desires to resell The Property pursuant to Section 34.05 of the Property Tax Code to the City of Garland for \$81,738.74, and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT, GARLAND, TEXAS THAT:

Section 1. The Garland Independent School District does hereby provide specific authorization to the President of the Board of Trustees to execute a Deed without Warranty to convey 6125 Marvin Loving Drive, Garland, Texas, more fully described in Exhibit “A,” attached hereto and made a part hereof, to the City of Garland for \$81,738.74 in compliance with Section 34.05 of the Texas Property Tax Code, and each taxing unit entitled to receive proceeds of the sale consents to the sale for that amount.

Section 2. This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED AND APPROVED this _____ day of _____, 202_, by the Board of Trustees for the Garland Independent School District.

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____
President, Board of Trustees

ATTEST:

Secretary, Board of Trustees
Garland Independent School District

EXHIBIT A

DCAD No. 26178650010010000; BEING 0.9712 ACRES, MORE OR LESS, FAULKNER POINT 3 ADDITION, BLOCK 1, LOT 1, COMMONLY KNOWN AS 6125 MARVIN LOVING DRIVE, CITY OF GARLAND, DALLAS COUNTY, TEXAS AND BEING MORE PARTICULARLY DESCRIBED IN THAT CERTAIN DEED OF RECORD AT VOLUME 8201, PAGE 1306, OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS

DEED WITHOUT WARRANTY

THE STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF DALLAS §

That the **Garland Independent School District** ("Grantor"), for and in consideration of Ten and No/100 Dollars (\$10.00) and other good and valuable consideration to Grantor, the receipt and sufficiency of which is hereby acknowledged, paid in hand by **City of Garland, 200 N. 5th Street, Garland, TX 75040** ("Grantee"), has GRANTED, SOLD and CONVEYED, and by these presents does GRANT, SELL and CONVEY unto Grantee that certain lot, tract, or parcel of land, commonly known as **6125 Marvin Loving Drive**, situated in the City of Garland, County of Dallas, State of Texas, to wit:

DCAD No. 26178650010010000; BEING 0.9712 ACRES, MORE OR LESS, FAULKNER POINT 3 ADDITION, BLOCK 1, LOT 1, COMMONLY KNOWN AS 6125 MARVIN LOVING DRIVE, CITY OF GARLAND, DALLAS COUNTY, TEXAS AND BEING MORE PARTICULARLY DESCRIBED IN THAT CERTAIN DEED OF RECORD AT VOLUME 8201, PAGE 1306, OF THE DEED RECORDS OF DALLAS COUNTY, TEXAS (the "Property").

This Deed Without Warranty is subject to:

- (i) any and all visible and apparent easements and encroachments, whether of record or not;
- (ii) any and all covenants, conditions, reservations, restrictions, exceptions, easements, rights-of-way, mineral interests, mineral leases, or other instruments of record applicable to the land or any part thereof;
- (iii) rights of the public to any portion of the above described property lying within the boundaries of dedicated or existing roadways or which may be used for road or street purposes;
- (iv) rights of parties in possession; and
- (v) any right of redemption as specified in Chapter 34, Subchapter B, Texas Property Tax Code.

It is understood and agreed that Grantor is not making any warranties or representations of any kind or character, express, implied or statutory, with respect to the Property, its physical condition or any other matter or thing relating to or affecting the Property and that the Property is being conveyed and transferred to Grantee "AS IS, WHERE IS, AND WITH ALL FAULTS." Grantor does not warrant or make any representations, express or implied, as to fitness for a particular purpose, merchantability, design, quantity, physical condition, operation compliance with specifications, absence of latent defects or compliance with laws and regulations (including,

without limitation, those relating to zoning, health, safety and the environment) or any other matter affecting the Property.

THIS DEED IS MADE WITHOUT WARRANTY, EXPRESS OR IMPLIED, AND GRANTOR EXPRESSLY DISCLAIMS, EXCEPTS AND EXCLUDES ANY AND ALL WARRANTIES OF TITLE OR OTHERWISE FROM THIS CONVEYANCE, INCLUDING, WITHOUT LIMITATION, ANY WARRANTIES ARISING UNDER COMMON LAW OR STATUTE.

The intent of this Deed Without Warranty is to transfer the Property foreclosed on by the Grantor taxing jurisdictions in Cause TX98-41172 in the 14th Judicial District Court, Dallas County, Texas, and no more.

When the context requires, singular nouns and pronouns include the plural.

TO HAVE AND TO HOLD the Property, together with all and singular the rights and appurtenances thereto and in anywise belonging unto Grantee, his heirs, successors and assigns forever; **WITHOUT WARRANTY AND SUBJECT IN ALL RESPECTS TO THE DISCLAIMERS SET FORTH ABOVE.**

EXECUTED on the dates set forth in the acknowledgements below, to be EFFECTIVE on the _____ day of _____, 202_.

GRANTOR:

GARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Title: _____

THE STATE OF TEXAS §

§

COUNTY OF DALLAS §

The foregoing instrument was acknowledged before me on the _____ day of _____, 202_, by _____ of the Garland Independent School District as the act and deed of said Garland Independent School District.

NOTARY PUBLIC, STATE OF TEXAS

PRINTED NAME OF NOTARY

MY COMMISSION EXPIRES:



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Elisa Cordova-Long, Executive Director of Budget

Subject: Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 2025-2026 School Year

Consent Agenda

Executive Summary:

This presentation details the budget transfers and amendments proposed for approval and their respective impact on the General Fund, Student Nutrition Services Fund, and the Debt Services Fund. As an appendix, the tax rate calculations forms used by the district's designated office to calculate the non-new-revenue tax rate and voter approved tax rate are attached.

Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Fund Budget. This agenda item was reviewed during the Finance, Facilities and Operations Committee Meeting on October 7, 2025. Reviewed and approved by Elisa Cordova-Long, Executive Director of Budget, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the Budget Transfers and Amendments to the General Fund, Debt Services Fund and Student Nutrition Services Fund for the 2025-2026 School Year as presented to the Board of Trustees.

Financial Impact and Funding Source:

N/A



Budget Transfers And Amendments
General Fund
Fiscal Year 2025-2026
October 28, 2025

	Original Budget	Revised Budget	Balance Neutral Transfers	Current Amendments Requested	Proposed Amended Budget
Revenue					
57 Local Revenue	\$ 229,990,287	\$ 229,990,287	\$ -	\$ 1,375	\$ 229,991,662
58 State Revenue	342,260,284	342,260,284			342,260,284
59 Federal Revenue	8,000,000	8,000,000			8,000,000
Total Revenues	\$ 580,250,571	\$ 580,250,571	\$ -	\$ 1,375	\$ 580,251,946
Expenditures					
11 Instruction	\$ 359,899,542	\$ 359,899,542	\$ 446,830	\$ (1,555,600)	\$ 358,790,772
12 Instructional Resources and Media Services	8,996,525	8,996,525	17,930		9,014,455
13 Curriculum Development and Instructional Staff Development	15,912,761	15,912,761	249,710		16,162,471
21 Instructional Leadership	8,994,026	8,994,026	(117,839)		8,876,187
23 School Leadership	36,516,396	36,516,396	22,320		36,538,716
31 Guidance, Counseling and Evaluation	37,943,725	37,943,725	(547,632)		37,396,093
32 Social Work Services	510,841	510,841			510,841
33 Health Services	10,115,572	10,115,572	119,077		10,234,649
34 Student Transportation	23,188,841	23,188,841	(134,401)	46,867	23,101,307
35 Food Service	370,812	370,812			370,812
36 Extracurricular Activities	14,186,930	14,186,930	(132,010)		14,054,920
41 General Administration	20,715,067	20,715,067	(85,901)		20,629,166
51 Facilities Maintenance & Operations	63,737,518	63,737,518	158,203	905,805	64,801,526
52 Security and Monitoring Services	16,173,422	16,173,422	1,583		16,175,005
53 Data Processing Services	18,051,462	18,051,462		167,499	18,218,961
61 Community Services	1,471,512	1,471,512	2,130		1,473,642
71 Debt Service - Principal on Long-Term Debt	2,400,144	2,400,144			2,400,144
72 Debt Service Interest on Long-Term Debt	-	-			-
73 Bond Issuance Cost and Fees	-	-			-
81 Facilities Acquisition and Construction	-	-			-
95 Juvenile Justice Program	35,000	35,000			35,000
99 Other Intergovernmental Charges	1,180,819	1,180,819			1,180,819
Total Expenditures	\$ 640,400,915	\$ 640,400,915	\$ -	\$ (435,429)	\$ 639,965,486
Excess(Deficiency) Revenues Over(Under) Expenditures	\$ (60,150,344)	\$ (60,150,344)	\$ -	\$ 436,804	\$ (59,713,540)
Other Financing Sources / (Uses)					
7900 Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -
8900 Other Financing Uses	\$ -	\$ -	\$ -	\$ (1,555,600)	\$ (1,555,600)
Total Other Financing Sources / (Uses)	\$ -	\$ -	\$ -	\$ (1,555,600)	\$ (1,555,600)
Net Change to Fund Balance	\$ (60,150,344)	\$ (60,150,344)	\$ -	\$ (1,118,796)	\$ (61,269,140)



Detail of Budget Transfers And Amendments
General Fund
Fiscal Year 2025-2026
October 28, 2025

Revenue	Increase	Decrease	Net
57 Local Revenue	\$ 1,375	\$ -	\$ 1,375
Total Revenue	\$ 1,375	\$ -	\$ 1,375

Notes:
 57 - Increase due to insurance reimbursement of bus accident claim.

Budget Transfers

Expenditures	Increase	Decrease	Net
11 Instruction	\$ 446,830	\$ -	\$ 446,830
12 Instructional Resources and Media Services	17,930		17,930
13 Curriculum Development and Instructional Staff Development	249,710		249,710
21 Instructional Leadership		117,839	(117,839)
23 School Leadership	22,320		22,320
31 Guidance, Counseling and Evaluation		547,632	(547,632)
33 Health Services	119,077		119,077
34 Student Transportation		134,401	(134,401)
36 Extracurricular Activities		132,010	(132,010)
41 General Administration		85,901	(85,901)
51 Facilities Maintenance & Operations	158,203		158,203
52 Security and Monitoring Services	1,583		1,583
61 Community Services	2,130		2,130
Total Expenditures	\$ 1,017,783	\$ 1,017,783	\$ -

Notes:
 Cross-functional balance neutral transfers.

Budget Amendments

Expenditures	Increase	Decrease	Net
11 Instruction	\$ -	\$ 1,555,600	\$ (1,555,600)
34 Student Transportation	46,867		46,867
51 Facilities Maintenance & Operations	905,805		905,805
53 Data Processing Services	167,499		167,499
Total Expenditures	\$ 1,120,171	\$ 1,555,600	\$ (435,429)

Notes:
 11 - Decrease for Fine Arts transfer out to 651 for replacement of band equipment - Year 3. Program approved at the September 26, 2023 Board Meeting.
 34 - Increase due to insurance reimbursement of bus accident claim.
 34,51,53 - Purchase Order rollover for departments: Career & Technology Department, Maintenance, Oracle Technology Group, and Transportation not received by June 30th.

Other Financing Sources (Uses)

	Increase	Decrease	Net
Other Financing Uses	\$ -	\$ 1,555,600	\$ (1,555,600)
Total Other Financing Sources (Uses)	\$ -	\$ 1,555,600	\$ (1,555,600)

Notes:
 Fine Arts transfer out to 651 for replacement of band equipment - Year 3. Program approved at the September 26, 2023 Board Meeting.



Budget Transfers And Amendments
Student Nutrition Services Fund
Fiscal Year 2025-2026
October 28, 2025

	Original Budget	Revised Budget	Balance Neutral Transfers	Current Amendments Requested	Proposed Amended Budget
Revenue					
57 Local Revenue	\$ 3,035,000	\$ 3,035,000	\$ -	\$ -	\$ 3,035,000
58 State Revenue	185,000	185,000			185,000
59 Federal Revenue	36,711,119	36,711,119			36,711,119
Total Revenues	\$ 39,931,119	\$ 39,931,119	\$ -	\$ -	\$ 39,931,119
Expenditures					
35 Food Service	\$ 44,089,663	\$ 44,089,663	\$ -	\$ -	\$ 44,089,663
Total Expenditures	\$ 44,089,663	\$ 44,089,663	\$ -	\$ -	\$ 44,089,663
Other Financing Sources / (Uses)					
7900 Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -
8900 Other Financing Uses	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Financing Sources / (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -
Net Change to Fund Balance	\$ (4,158,544)	\$ (4,158,544)	\$ -	\$ -	\$ (4,158,544)



Budget Transfers And Amendments
Debt Service Fund
Fiscal Year 2025-2026
October 28, 2025

	Original Budget	Revised Budget	Balance Neutral Transfers	Current Amendments Requested	Proposed Amended Budget
Revenue					
57 Local Revenue	\$ 135,286,739	\$ 135,286,739	\$ -	\$ -	\$ 135,286,739
58 State Revenue	13,000,000	13,000,000			13,000,000
59 Federal Revenue	471,994	471,994			471,994
Total Revenues	\$ 148,758,733	\$ 148,758,733	\$ -	\$ -	\$ 148,758,733
Expenditures					
71 Debt Service - Principal on Long-Term Debt	\$ 99,251,080	\$ 99,251,080	\$ -	\$ -	\$ 99,251,080
72 Debt Service Interest on Long-Term Debt	49,407,653	49,407,653			49,407,653
73 Bond Issuance Cost and Fees	100,000	100,000			100,000
Total Expenditures	\$ 148,758,733	\$ 148,758,733	\$ -	\$ -	\$ 148,758,733
Other Financing Sources / (Uses)					
7900 Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -
8900 Other Financing Uses	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Financing Sources / (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -
Net Change to Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -

2025 Tax Rate Calculation Worksheet

Form 50-859

School Districts without Chapter 313 and JETI Agreements

Garland Independent School District

972-494-8570

School District's Name

Phone (area code and number)

501 S Jupiter Rd. Garland TX 75040

www.garlandisd.net

School District's Address, City, State, ZIP Code

School District's Website Address

GENERAL INFORMATION: Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per \$100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest. The designated officer or employee shall submit the rates to the governing body by August 7 or as soon thereafter as practicable. Tax Code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts without Tax Code Chapter 313 or Government Code Chapter 403, Subchapter T, Texas Jobs, Energy, Technology, and Innovation Act (JETI) agreements only.** School districts that have a Chapter 313 or JETI agreement should use Comptroller Form 50-884 *Tax Rate Calculation Worksheet, School Districts with Chapter 313 and JETI Agreements*.

Water districts as defined under Water Code Section 49.001(1) do not use this form. Use Comptroller Form 50-858 *Water District Voter-Approval Tax Rate Worksheet for Low Tax Rate and Developing Districts* or Comptroller Form 50-860 *Developed Water District Voter-Approval Tax Rate Worksheet*.

All other taxing units should use Comptroller Form 50-856 *Tax Rate Calculation, Taxing Units Other Than School Districts or Water Districts*.

The Comptroller's office provides this worksheet to assist taxing units in determining tax rates. The Texas Education Agency (TEA) provides detailed information on and guidance to school districts in calculating their tax rates. Please review and rely on information provided by TEA when completing this worksheet. Additionally, the information provided in this worksheet is offered as technical assistance and not legal advice. Taxing units should consult legal counsel for interpretations of law regarding tax rate preparation and adoption.

SECTION 1: No-New-Revenue Tax Rate

The no-new-revenue (NNR) tax rate enables the public to evaluate the relationship between taxes for the prior year and for the current year based on a tax rate that would produce the same amount of revenue if applied to the same properties that are taxed in both years (no new taxes). When appraisal values increase, the NNR tax rate should decrease.

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
1.	Prior year total taxable value. Enter the amount of the prior year taxable value on the prior year tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). ¹	\$ 30,320,982,157
2.	Prior year tax ceilings. Enter the prior year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. ²	\$ 4,269,784,050
3.	Preliminary prior year adjusted taxable value. Subtract Line 2 from Line 1.	\$ 26,051,198,107
4.	Prior year total adopted tax rate.	\$ 1.050900 /\$100
5.	Prior year taxable value lost because court appeals of ARB decisions reduced prior year appraised value. A. Original prior year ARB values: \$ 2,036,141,660 B. Prior year values resulting from final court decisions: - \$ 1,832,850,830 C. Prior year value loss. Subtract B from A. ³	\$ 203,290,830
6.	Prior year taxable value subject to an appeal under Chapter 42, as of July 25. A. Prior year ARB certified value: \$ 2,756,421,505 B. Prior year disputed value: - \$ 551,284,301 C. Prior year undisputed value. Subtract B from A. ⁴	\$ 2,205,137,204
7.	Prior year Chapter 42-related adjusted values. Add Line 5 and 6.	\$ 2,408,428,034
8.	Prior year taxable value, adjusted for actual and potential court-ordered adjustments. Add Line 3 and Line 7.	\$ 28,459,626,141

¹ Tex. Tax Code §26.012(14)

² Tex. Tax Code §26.012(14)

³ Tex. Tax Code §26.012(13)

⁴ Tex. Tax Code §26.012(13)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
9.	Prior year taxable value of property in territory the school deannexed after Jan. 1, of the prior year. Enter the prior year value of property in deannexed territory. ⁵	\$ 0
10.	<p>Prior year taxable value lost because property first qualified for an exemption in the current year. If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freeport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in the current year does not create a new exemption or reduce taxable value.</p> <p>A. Absolute exemptions. Use prior year market value: \$ 10,037,995</p> <p>B. Partial exemptions. Current year exemption amount or current year percentage exemption times prior year value: .. + \$ 3,525,522,842</p> <p>C. Value loss. Add A and B.⁶</p>	\$ 3,535,560,837
11.	<p>Prior year taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/scenic appraisal or public access airport special appraisal in the current year. Use only properties that qualified in the current year for the first time; do not use properties that qualified in the prior year.</p> <p>A. Prior year market value. \$ 0</p> <p>B. Current year productivity or special appraised value: - \$ 0</p> <p>C. Value loss. Subtract B from A.⁷</p>	\$ 0
12.	Total adjustments for lost value. Add Lines 9, 10C and 11C.	\$ 3,535,560,837
13.	Adjusted prior year taxable value. Subtract Line 12 from Line 8.	\$ 24,924,065,304
14.	Adjusted prior year total levy. Multiply Line 4 by Line 13 and divide by \$100.	\$ 261,927,002
15.	Taxes refunded for years preceding prior year. Enter the amount of taxes refunded by the district for tax years preceding the prior year. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for the prior tax year. This line applies only to tax years preceding the prior tax year. ⁸	\$ 4,727,642
16.	<p>Adjusted prior year levy with refunds. Add Line 14 and Line 15.⁹</p> <p><small>Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in the prior year from the result.</small></p>	\$ 266,654,644
17.	<p>Total current year taxable value on the current year certified appraisal roll today. This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled.¹⁰</p> <p>A. Certified values.¹¹ \$ 31,278,389,155</p> <p>B. Pollution control and energy storage system exemption: Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: - \$ 0</p> <p>C. Total current year value. Subtract B from A.</p>	\$ 31,278,389,155
18.	<p>Total value of properties under protest or not included on certified appraisal roll.¹²</p> <p>A. Current year taxable value of properties under protest. The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest.¹³ \$ 1,521,296,193</p> <p>B. Current year value of properties not under protest or included on certified appraisal roll. The chief appraiser gives school districts a list of those taxable properties that the chief appraiser knows about but are not included in the appraisal roll certification. These properties are also not on the list of properties that are still under protest. On this list of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll.¹⁴ + \$ 0</p> <p>C. Total value under protest or not certified. Add A and B.</p>	\$ 1,521,296,193

⁵ Tex. Tax Code §26.012(15)
⁶ Tex. Tax Code §26.012(15)
⁷ Tex. Tax Code §26.012(15)
⁸ Tex. Tax Code §26.012(13)
⁹ Tex. Tax Code §26.012(13)
¹⁰ Tex. Tax Code §§26.012 and 26.04(c-2)
¹¹ Tex. Tax Code §26.012(6)
¹² Tex. Tax Code §26.01(c) and (d)
¹³ Tex. Tax Code §26.01(c)
¹⁴ Tex. Tax Code §26.01(d)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
19.	Current year tax ceilings. Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. ¹⁵	\$ 2,941,200,668
20.	Anticipated contested value. Affected taxing units enter the contested taxable value for all property that is subject to anticipated substantial litigation. ¹⁶ An affected taxing unit is wholly or partly located in a county that has a population of less than 500,000 and is located on the Gulf of Mexico. ¹⁷ If completing this section, the taxing unit must include supporting documentation in Section 6. ¹⁸ Taxing units that are not affected, enter 0.	\$ 0
21.	Current year total taxable value. Add Lines 17C and 18C. Subtract Lines 19 and 20. ¹⁹	\$ 29,858,484,680
22.	Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year. Include both real and personal property. Enter the current year value of property in territory annexed by the school district.	\$ 0
23.	Total current year taxable value of new improvements and new personal property located in new improvements. New means the item was not on the appraisal roll in the prior year. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, of the prior year, and be located in a new improvement.	\$ 977,088,747
24.	Total adjustments to the current year taxable value. Add lines 22 and 23.	\$ 977,088,747
25.	Adjusted current year taxable value. Subtract line 24 from line 21.	\$ 28,881,395,933
26.	Current year NNR tax rate. Divide line 16 by line 25 and multiply by \$100.	\$ 0.923274 /\$100

SECTION 2: Voter-Approval Tax Rate

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.²⁰

- Maximum Compressed Tax Rate (MCR):** A district’s maximum compressed tax rate is defined as the tax rate for the current tax year per \$100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment.²¹
- Enrichment Tax Rate:**²² A district’s enrichment tax rate is defined as any tax effort in excess of the district’s MCR and less than \$0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression with any increases in the guaranteed yield.²³
- Debt Rate:** The debt rate includes the debt service necessary to pay the school district’s debt payments in the coming year. This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district’s maintenance and operations (M&O) tax rate. Districts cannot increase the district’s M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district’s debt service.²⁴

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate (disaster pennies) in the calculation this year. This adjustment will be made in Section 4 of this worksheet.

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district’s website 30 days prior to the election.²⁵ Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the *declaration without conducting an efficiency audit*.²⁶ Districts should review information from TEA when calculating their voter-approval tax rate.

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
27.	Current year maximum compressed tax rate (MCR). TEA will publish compression rates based on district and statewide property value growth. Enter the school districts’ maximum compressed rate based on guidance from TEA. ²⁷	\$ 0.616900 /\$100

¹⁵ Tex. Tax Code §26.012(6)(B)
¹⁶ Tex. Tax Code §§26.012(6)(C) and 26.012(1-b)
¹⁷ Tex. Tax Code §26.012(1-a)
¹⁸ Tex. Tax Code §26.04(d-3)
¹⁹ Tex. Tax Code §26.012(6)
²⁰ Tex. Tax Code §26.08(n)
²¹ Tex. Edu. Code §48.2551(a)(3)
²² Tex. Tax Code §26.08(i) and Tex. Edu. Code §45.0032
²³ Tex. Edu. Code §§48.202(a-1)(2) and 48.202(f)
²⁴ Tex. Edu. Code §45.0021(a)
²⁵ Tex. Edu. Code §11.184(b)
²⁶ Tex. Edu. Code §11.184(b-1)
²⁷ Tex. Edu. Code §§48.255, 48.2551(b)(1) and (b)(2)

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
28.	Current year enrichment tax rate. Enter the greater of A and B. ²⁸ A. Enter the district's prior year enrichment tax rate, minus any required reduction under Education Code Section 48.202(f) \$ 0.000000 /\$100 B. \$0.05 per \$100 of taxable value \$ 0.050000 /\$100	\$ 0.050000 /\$100
29.	Current year maintenance and operations (M&O) tax rate. Add Lines 27 and 28. Note: M&O tax rate may not exceed the sum of \$0.17 and the district's maximum compressed rate. ²⁹	\$ 0.666900 /\$100
30.	Total current year debt to be paid with property tax revenue. Debt means the interest and principal that will be paid on debts that: (1) Are paid by property taxes; (2) Are secured by property taxes; (3) Are scheduled for payment over a period longer than one year; and (4) Are not classified in the school district's budget as M&O expenses. A. Debt includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here. ³⁰ Enter debt amount: \$ 138,228,349 B. Subtract unencumbered fund amount used to reduce total debt. - \$ 10,568,000 C. Subtract state aid received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program..... - \$ 10,906,374 D. Adjust debt: Subtract B and C from A.	\$ 116,753,975
31.	Certified prior year excess debt collections. Enter the amount certified by the collector. ³¹	\$ 2,097,197
32.	Adjusted current year debt. Subtract line 31 from line 30D.	\$ 114,656,778
33.	Current year anticipated collection rate. If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%. ³² A. Enter the current year anticipated collection rate certified by the collector. ³³ 100.00 % B. Enter the 2024 actual collection rate 99.51 % C. Enter the 2023 actual collection rate 99.01 % D. Enter the 2022 actual collection rate 98.79 %	100.00 %
34.	Current year debt adjusted for collections. Divide Line 32 by Line 33. Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in the current year to the result.	\$ 114,656,778
35.	Current year total taxable value. Enter the amount on Line 21 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ 29,858,484,680
36.	Current year debt rate. Divide Line 34 by Line 35 and multiply by \$100.	\$ 0.384000 /\$100
37.	Current year voter-approval tax rate. Add Lines 29 and 36. If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 29 and 36. ³⁴	\$ 1.050900 /\$100

²⁸ Tex. Tax Code §26.08(n)(2)
²⁹ Tex. Edu. Code §45.003(d)
³⁰ Tex. Tax Code §26.012(7)
³¹ Tex. Tax Code §§26.012(10) and 26.04(b)
³² Tex. Tax Code §§26.04(h), (h-1) and (h-2)
³³ Tex. Tax Code §26.04(b)
³⁴ Tex. Tax Code §26.08(g)

SECTION 3: Voter-Approval Tax Rate Adjustment for Pollution Control

A school district may raise its rate for M&O funds used to pay for a facility, device or method for the control of air, water or land pollution. This includes any land, structure, building, installation, excavation, machinery, equipment or device that is used, constructed, acquired or installed wholly or partly to meet or exceed pollution control requirements. The school district's expenses are those necessary to meet the requirements of a permit issued by the Texas Commission on Environmental Quality (TCEQ). The school district must provide the tax assessor with a copy of the TCEQ letter of determination that states the portion of the cost of the installation for pollution control.

This section should only be completed by a school district that uses M&O funds to pay for a facility, device or method for the control of air, water or land pollution.

Line	Voter-Approval Rate Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
38.	Certified expenses from the Texas Commission on Environmental Quality (TCEQ). Enter the amount certified in the determination letter from TCEQ. ³⁵ The school district shall provide its tax assessor with a copy of the letter. ³⁶	\$ 0 _____
39.	Current year total taxable value. Enter the amount on Line 21 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ 29,858,484,680 _____
40.	Additional rate for pollution control. Divide line 38 by line 39 and multiply by \$100.	\$ 0.000000 _____/\$100
41.	Current year voter-approval tax rate, adjusted for pollution control. Add line 37 and line 40.	\$ 1.050900 _____/\$100

SECTION 4: Voter-Approval Tax Rate Adjustment in Year Following Disaster

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate in the calculation this year. ³⁷ As such, it must reduce its voter-approval tax rate for the current tax year.

This section applies to a school district in a disaster area that adopts a tax rate greater than its voter-approval tax rate without holding an election in the prior year, as provided for by Tax Code Section 26.042(e).

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
42.	Prior year adopted tax rate. Enter the rate in Line 4 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ 1.050900 _____/\$100
43.	Prior voter-approval tax rate. If the school district adopted a tax rate above the prior year voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year's worksheet.	\$ 0.000000 _____/\$100
44.	Increase in the prior year tax rate due to disaster (disaster pennies). Subtract Line 43 from Line 42.	\$ 0.000000 _____/\$100
45.	Current year voter-approval tax rate, adjusted for prior year disaster. Subtract Line 44 from one of the following lines (as applicable): Line 37 or Line 41 (school districts with pollution control).	\$ 1.050900 _____/\$100

SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate \$ 0.923274 _____/\$100

Enter the current year NNR tax rate from Line 26.

Voter-Approval Tax Rate \$ 1.050900 _____/\$100

As applicable, enter the current year voter-approval tax rate from Line 37, Line 41 or Line 45. Indicate the line number used: 37

³⁵ Tex. Tax Code §26.045(d)
³⁶ Tex. Tax Code §26.045(i)
³⁷ Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0032(d)

SECTION 6: Addendum

An affected taxing unit that enters an amount described by Tax Code Section 26.012(6)(C) in Line 20 must include the following as an addendum:

1. Documentation that supports the exclusion of value under Tax Code Section 26.012(6)(C); and
2. Each statement submitted to the designated officer or employee by the property owner or entity as required by Tax Code Section 41.48(c)(2) for that tax year.

Insert hyperlinks to supporting documentation:

Not Applicable to Garland ISD's jurisdiction.

SECTION 7: School District Representative Name and Signature

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code.³⁸

**print
here** ➔

Kristi Cooper

Printed Name of School District Representative

**sign
here** ➔

Kristi Cooper, RTA

School District Representative

July 30, 2025

Date

³⁸ Tex. Tax Code §26.04(c)



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Jennifer Miller, Director of Student Nutrition

Subject: Consider Approval of Purchase of Point of Sale for Student Nutrition Services (#25-26-01)

Consent Agenda

Executive Summary:

The purpose of this contract is to ensure the provision of adequate and effective services for the 2025–2026 school year and beyond. Garland ISD Student Nutrition Services will partner with Cybersoft Technologies to implement and support the most appropriate solutions for our point-of-sale (POS) hardware and software needs. Reviewed and approved by Jennifer Miller, Director of Student Nutrition, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on October 7, 2025.

Administrative Recommendations:

It is the administration’s recommendation that the offer(s) for Point of Sale for Student Nutrition Services (SNS) from the company, Cybersoft Technologies Incorporated, provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Sole Source

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to award sole source for contract#25-26-01 Point of Sale for Student Nutrition Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$225,000

240 - National School Lunch Program Fund



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Renee Kotsopoulos, RN, Director of Health Services

Subject: Consider Approval of Purchase of Medical Supplies and Equipment (#220-26)

Consent Agenda

Executive Summary:

This award will provide medical supplies and equipment to support school nurses across the district in addressing the medical needs of our students. Reviewed and approved by Renee Kotsopoulos, RN, Director of Health Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on October 7, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Medical Supplies and Equipment, from the companies listed in Exhibit "A", provides the best value to the Garland Independent School District.

New Award- Replacement

Procurement Method: Request for Proposal

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#220-26 Medical Supplies and Equipment as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Confidential

199 - General Fund

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT
Exhibit "A"

Bid Rfq Num **180601** Auction Title **220-26 Medical Supplies, Equipment and Services** Auction Status **ACTIVE** LINE

*CONFIDENTIAL

Ln #	Award (Y/N)	Reason	Item Description	Quantity	UOM	Supplier	Price	Extended Price
1	Y		Welch Allyn Sure Temp Plus 690 Thermometer, or approved equal	300	EA	SCHOOL NURSE SUPPLY INC (PRIMARY)	299.00	89,700.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	306.57	91,971.00
						WILLIAM V MACGILL AND CO (ALTERNATE)	339.00	101,700.00
						SCHOOL HEALTH CORP (ALTERNATE)	339.52	101,856.00
						HENRY SCHEIN (ALTERNATE)	347.75	104,325.00
						PACIFIC STAR CORPORATION (ALTERNATE)	350.95	105,285.00
						SMARTGROUP SYSTEMS (ALTERNATE)	425.00	127,500.00
2	Y		Welch Allyn Sure Temp Probe (Oral) or approved equal	15	EA	CIRCLE OF PROFESSIONALS INC (PRIMARY)	93.00	1,395.00
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	101.70	1,525.50
						WILLIAM V MACGILL AND CO (ALTERNATE)	105.09	1,576.35
						SCHOOL HEALTH CORP (ALTERNATE)	106.68	1,600.20
						PACIFIC STAR CORPORATION (ALTERNATE)	121.20	1,818.00
						HENRY SCHEIN (ALTERNATE)	136.89	2,053.35
						SMARTGROUP SYSTEMS (ALTERNATE)	425.00	6,375.00
3	Y		Wheelchair w/ adj. leg rests or approved equal	3	EA	NATIONAL SEATING AND MOBILITY INC	0.01	0.03
						CIRCLE OF PROFESSIONALS INC (PRIMARY)	184.00	552.00
						PACIFIC STAR CORPORATION (ALTERNATE)	185.91	557.73
						*VWR FUNDING INC (ALTERNATE)		
						SCHOOL HEALTH CORP (ALTERNATE)	285.82	857.46
						SMARTGROUP SYSTEMS (ALTERNATE)	342.00	1,026.00
						SCHOOL NURSE SUPPLY INC	355.50	1,066.50
						HENRY SCHEIN (ALTERNATE)	466.57	1,399.71
4	Y		Combat Application Tourniquet, Single Routing Buckle, reinforced windlass, stabilization plate, windlass clip and writeable windlass security strap. Open Length: 37.5" Weight: 2.7 oz	100	EA	*VWR FUNDING INC (PRIMARY)		
						HENRY SCHEIN (ALTERNATE)	25.94	2,594.00
						SCHOOL HEALTH CORP (ALTERNATE)	29.54	2,954.00
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	29.70	2,970.00
						WILLIAM V MACGILL AND CO (ALTERNATE)	30.69	3,069.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	36.00	3,600.00

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

						PACIFIC STAR CORPORATION (ALTERNATE)	36.53	3,653.00
						SMARTGROUP SYSTEMS (ALTERNATE)	50.00	5,000.00
5	Y		Good-Lite Illuminated Cabinet w/LED, includes Snellen, Tumbling E, and HOTV charts or approved equal	2	EA	HENRY SCHEIN (PRIMARY)	337.26	674.52
						WILLIAM V MACGILL AND CO (ALTERNATE)	386.83	773.66
						SMARTGROUP SYSTEMS (ALTERNATE)	448.00	896.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	487.50	975.00
						SCHOOL HEALTH CORP (ALTERNATE)	2,746.68	5,493.36
6	Y		Good-Lite Acuity Chart (10 ft), Symbols, HOTV, Snellen, and Tumbling "E" or approved equal	2	EA	WILLIAM V MACGILL AND CO (PRIMARY)	21.86	43.72
						HENRY SCHEIN (ALTERNATE)	24.64	49.28
						SCHOOL HEALTH CORP (ALTERNATE)	45.98	91.96
						SMARTGROUP SYSTEMS (ALTERNATE)	62.72	125.44
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	180.00	360.00
7	Y		Welch Allyn Otoscope 3.5V or approved equal	2	EA	SMARTGROUP SYSTEMS (PRIMARY)	207.00	414.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	311.30	622.60
						HENRY SCHEIN (ALTERNATE)	384.48	768.96
						PACIFIC STAR CORPORATION (ALTERNATE)	512.00	1,024.00
						VWR FUNDING INC (ALTERNATE)		
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	805.50	1,611.00
						WILLIAM V MACGILL AND CO (ALTERNATE)	836.07	1,672.14
						SCHOOL HEALTH CORP (ALTERNATE)	861.20	1,722.40
8	Y		Replacement Battery 3.5V (rechargeable) or approved equal	50	EA	SMARTGROUP SYSTEMS (PRIMARY)	31.20	1,560.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	52.00	2,600.00
						WILLIAM V MACGILL AND CO (ALTERNATE)	59.52	2,976.00
						SCHOOL HEALTH CORP (ALTERNATE)	62.10	3,105.00
						HENRY SCHEIN (ALTERNATE)	64.41	3,220.50
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	67.50	3,375.00
						PACIFIC STAR CORPORATION (ALTERNATE)	73.04	3,652.00
9	Y		Otoscope Replacement Bulb or approved equal	10	EA	CIRCLE OF PROFESSIONALS INC (PRIMARY)	24.00	240.00
						SCHOOL HEALTH CORP (ALTERNATE)	29.80	298.00
						HENRY SCHEIN (ALTERNATE)	30.25	302.50
						WILLIAM V MACGILL AND CO (ALTERNATE)	31.61	316.10
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	34.20	342.00

The District solicited 461 suppliers and recieved 10 responses

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

						PACIFIC STAR CORPORATION (ALTERNATE)	35.71	357.10
						SMARTGROUP SYSTEMS (ALTERNATE)	37.12	371.20
10	Y		Welch Allyn pocket Aneroid (adult) or approved equal	5	EA	HENRY SCHEIN (PRIMARY)	20.05	100.25
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	34.89	174.45
						PACIFIC STAR CORPORATION (ALTERNATE)	39.24	196.20
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	103.50	517.50
						*VWR FUNDING INC (ALTERNATE)		
						SMARTGROUP SYSTEMS (ALTERNATE)	293.40	1,467.00
						SCHOOL HEALTH CORP (ALTERNATE)	386.15	1,930.75
11	Y		Welch Allyn Large Adult-Size Cuff & Bladder or approved equal	5	EA	CIRCLE OF PROFESSIONALS INC (PRIMARY)	21.18	105.90
						SMARTGROUP SYSTEMS (ALTERNATE)	26.40	132.00
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	31.95	159.75
						PACIFIC STAR CORPORATION (ALTERNATE)	32.43	162.15
						HENRY SCHEIN (ALTERNATE)	63.12	315.60
						*VWR FUNDING INC (ALTERNATE)		
						SCHOOL HEALTH CORP (ALTERNATE)	93.00	465.00
12	Y		Welch Allyn Child-Size Cuff & Bladder or approved equal	5	EA	CIRCLE OF PROFESSIONALS INC (PRIMARY)	16.74	83.70
						PACIFIC STAR CORPORATION (ALTERNATE)	23.21	116.05
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	26.33	131.65
						SMARTGROUP SYSTEMS (ALTERNATE)	33.60	168.00
						HENRY SCHEIN (ALTERNATE)	91.44	457.20
						*VWR FUNDING INC (ALTERNATE)		
						SCHOOL HEALTH CORP (ALTERNATE)	132.86	664.30
13	Y		StethoscopeLittmann Classic II or approved equal	5	EA	HENRY SCHEIN (PRIMARY)	123.85	619.25
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	125.10	625.50
						PACIFIC STAR CORPORATION (ALTERNATE)	127.49	637.45
						SCHOOL HEALTH CORP (ALTERNATE)	127.72	638.60
						WILLIAM V MACGILL AND CO (ALTERNATE)	129.27	646.35
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	136.70	683.50
						SMARTGROUP SYSTEMS (ALTERNATE)	148.80	744.00
						*VWR FUNDING INC (ALTERNATE)		
14	Y		Examining Lamp w/ floor base (3-wire plug) or approved equal	2	EA	SCHOOL NURSE SUPPLY INC (PRIMARY)	116.10	232.20
						HENRY SCHEIN (ALTERNATE)	144.21	288.42
						WILLIAM V MACGILL AND CO (ALTERNATE)	147.25	294.50

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

						PACIFIC STAR CORPORATION (ALTERNATE)	173.08	346.16
						SMARTGROUP SYSTEMS (ALTERNATE)	259.20	518.40
						SCHOOL HEALTH CORP (ALTERNATE)	287.90	575.80
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	510.00	1,020.00
15	Y		Fixed Cabinet (36H x 36W x 18D) or approved equal	1	EA	SMARTGROUP SYSTEMS (PRIMARY)	296.00	296.00
						PACIFIC STAR CORPORATION (ALTERNATE)	368.50	368.50
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	405.00	405.00
						HENRY SCHEIN (ALTERNATE)	1,569.26	1,569.26
16	Y		Health-o-meter Professional Scale with Height rod, or approved equal	2	EA	SCHOOL HEALTH CORP (PRIMARY)	247.17	494.34
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	269.10	538.20
						HENRY SCHEIN (ALTERNATE)	279.14	558.28
						WILLIAM V MACGILL AND CO (ALTERNATE)	312.55	625.10
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	356.58	713.16
						*VWR FUNDING INC (ALTERNATE)		
						PACIFIC STAR CORPORATION (ALTERNATE)	433.21	866.42
						SMARTGROUP SYSTEMS (ALTERNATE)	561.00	1,122.00
17	Y		Pulse Oxymeter or approved equal	50	BD	SCHOOL NURSE SUPPLY INC (PRIMARY)	25.00	1,250.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	26.54	1,327.00
						WILLIAM V MACGILL AND CO (ALTERNATE)	27.85	1,392.50
						PACIFIC STAR CORPORATION (ALTERNATE)	30.36	1,518.00
						SMARTGROUP SYSTEMS (ALTERNATE)	39.44	1,972.00
						SCHOOL HEALTH CORP (ALTERNATE)	43.21	2,160.50
						HENRY SCHEIN (ALTERNATE)	59.89	2,994.50
						*VWR FUNDING INC (ALTERNATE)		
18	Y		Google Eye Shield Encore Clear, or approved equal	30	EA	HENRY SCHEIN (PRIMARY)	0.81	24.30
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	3.03	90.90
						*VWR FUNDING INC (ALTERNATE)		
						SMARTGROUP SYSTEMS (ALTERNATE)	5.12	153.60
						PACIFIC STAR CORPORATION (ALTERNATE)	5.86	175.80
						SCHOOL HEALTH CORP (ALTERNATE)	13.95	418.50
19	Y		Infection Control Bundle includes: One isolation gown, One bouffant cap 21", One face mask with ties, One Pair of vinyl powder gloves, One pair of shoe covers, blue frame safety glasses, one package of (10) Nitrile exam gloves, or approved equal	32	BN	HENRY SCHEIN	0.00	0.00
						SMARTGROUP SYSTEMS (PRIMARY)	58.88	1,884.16
20			Demo Dose® 5% Dextros and 0.9% Sodium Chloride IV Fluid 50mL, or approved equal	100	EA	HENRY SCHEIN	0.00	0.01

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

	Y					*VWR FUNDING INC (PRIMARY)		
						SMARTGROUP SYSTEMS (ALTERNATE)	8.64	864.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	11.73	1,173.00
21	Y		Demo Dose® Powder 200mg/mL 10mL, or approved equal	100	EA	HENRY SCHEIN	0.00	0.01
						SMARTGROUP SYSTEMS (PRIMARY)	7.20	720.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	9.79	979.00
						*VWR FUNDING INC (ALTERNATE)		
22	Y		Demo Dose® Steril Water for Injections 10mL or approved equal	400	EA	HENRY SCHEIN (PRIMARY)	5.89	2,356.00
						SMARTGROUP SYSTEMS (ALTERNATE)	7.20	2,880.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	9.80	3,920.00
						*VWR FUNDING INC (ALTERNATE)		
23	Y		Personal Protection Kit - Latex Free includes: One isolation gown, One bouffant cap 21", One facemask with ties, One pair vinyl powder gloves, One pair shoe covers or approved equal	100	KT	HENRY SCHEIN (PRIMARY)	11.92	1,192.00
						PACIFIC STAR CORPORATION (ALTERNATE)	15.44	1,544.00
						SMARTGROUP SYSTEMS (ALTERNATE)	17.92	1,792.00
						WILLIAM V MACGILL AND CO (ALTERNATE)	42.77	4,277.00
24	Y		Rx Vial with Multi-Function Reversible Cap-13-Dram or approved equal	100	EA	HENRY SCHEIN (PRIMARY)	0.30	30.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	1.88	188.00
						SMARTGROUP SYSTEMS (ALTERNATE)	54.40	5,440.00
25	Y		E-Z Scrub Preoperative Surgical Scrub Brush 107 with 4% CHG or approved equal.	100	EA	HENRY SCHEIN (PRIMARY)	1.90	190.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	2.15	215.00
						SMARTGROUP SYSTEMS (ALTERNATE)	3.39	339.00
						*VWR FUNDING INC (ALTERNATE)		
						SCHOOL HEALTH CORP (ALTERNATE)	46.42	4,642.00
						PACIFIC STAR CORPORATION (ALTERNATE)	471.48	47,148.00
26	Y		Diagnostic Bundle includes: Adult aneroid sphygmomanometer, Geratherm® oral thermometer (non-mercury), Thermometer sheaths (non-mercury), Disposable penlight or approved equal	44	BN	HENRY SCHEIN	0.00	0.00
						SMARTGROUP SYSTEMS (PRIMARY)	50.40	2,217.60
27	Y		Demo Dose® 5% Dextros and 0.9% Sodium Chloride IV Fluid 1000 mL or approved equal	100	EA	HENRY SCHEIN	0.00	0.01
						*VWR FUNDING INC (PRIMARY)		
						SMARTGROUP SYSTEMS (ALTERNATE)	5.76	576.00

The District solicited 461 suppliers and recieved 10 responses

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	13.75	1,375.00
28	Y		Demo Dose Measles, Mumps and Rubella (MMR) A and B 0.5 mL or approved equal	100	EA	HENRY SCHEIN	0.00	0.01
						SMARTGROUP SYSTEMS (PRIMARY)	7.71	771.00
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	13.75	1,375.00
						*VWR FUNDING INC (ALTERNATE)		
29	Y		Demo Dose Penicillin G Potassium 5,000,000 units vial 20mL or approved equal	100	EA	HENRY SCHEIN	0.00	0.01
						SMARTGROUP SYSTEMS (PRIMARY)	7.25	725.00
30	Y		Demo Dose Steril Practice Drug 20mL or approved equal	100	EA	HENRY SCHEIN	0.00	0.01
						SMARTGROUP SYSTEMS (PRIMARY)	8.40	840.00
						*VWR FUNDING INC (ALTERNATE)		
31	Y		Oscillator for audiometers (Ambco or Beltone)	100	EA	HENRY SCHEIN	0.00	0.01
						SMARTGROUP SYSTEMS (PRIMARY)	1,299.00	129,900.00
32	Y		Amplifier for audiometers (Ambco or Beltone)	100	EA	HENRY SCHEIN	0.00	0.01
						SMARTGROUP SYSTEMS (PRIMARY)	1,260.00	126,000.00
33			Attenuator for audiometers (Ambco or Beltone)	100	EA	HENRY SCHEIN	0.00	0.01
34	Y		Headphones for audiometers (Ambco or Beltone)	100	EA	SMARTGROUP SYSTEMS (PRIMARY)	216.24	21,624.00
						SCHOOL HEALTH CORP (ALTERNATE)	441.64	44,164.00
						HENRY SCHEIN (ALTERNATE)	480.91	48,091.00
						PACIFIC STAR CORPORATION (ALTERNATE)	1,104.39	110,439.00
35	Y		Zoll Powerheart G5 AED, Semi-Automatic	5	EA	SCHOOL HEALTH CORP (PRIMARY)	1,649.00	8,245.00
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	1,695.00	8,475.00
						SMARTGROUP SYSTEMS (ALTERNATE)	1,811.20	9,056.00
						PACIFIC STAR CORPORATION (ALTERNATE)	1,913.82	9,569.10
						HENRY SCHEIN (ALTERNATE)	1,994.23	9,971.15
						WILLIAM V MACGILL AND CO (ALTERNATE)	2,049.15	10,245.75
						CIRCLE OF PROFESSIONALS INC (ALTERNATE)	2,483.18	12,415.90
36	Y		Welch Allyn Spot Vision Screener	4	EA	CIRCLE OF PROFESSIONALS INC (PRIMARY)	2,484.68	9,938.72
						WILLIAM V MACGILL AND CO (ALTERNATE)	7,322.00	29,288.00
						SCHOOL HEALTH CORP (ALTERNATE)	7,465.00	29,860.00
						SCHOOL NURSE SUPPLY INC (ALTERNATE)	7,695.00	30,780.00
						PACIFIC STAR CORPORATION (ALTERNATE)	8,044.56	32,178.24
						HENRY SCHEIN (ALTERNATE)	8,288.31	33,153.24
						*VWR FUNDING INC (ALTERNATE)		
						SMARTGROUP SYSTEMS (ALTERNATE)	11,859.54	47,438.16
37			Calibration and/or repair of audiometer equipment (Ambco or Beltone)	100	EA	HENRY SCHEIN	0.00	0.01
						SMARTGROUP SYSTEMS	35.00	3,500.00

BID TABULATION
GARLAND INDEPENDANT SCHOOL DISTRICT

	Y					AUDITORY SYSTEMS LLC (PRIMARY)	48.00	4,800.00
						NATIONAL SEATING AND MOBILITY INC (ALTERNATE)	175.00	17,500.00
	Y		Medical Equipment Service Rate	100	EA	HENRY SCHEIN	0.00	0.01
						SMARTGROUP SYSTEMS	35.00	3,500.00
						AUDITORY SYSTEMS LLC (PRIMARY)	48.00	4,800.00
						NATIONAL SEATING AND MOBILITY INC (ALTERNATE)	175.00	17,500.00



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Tim Logan, Director of Transportation

Subject: Consider Approval of Purchase of Fuel Quoting (#7-26)

Consent Agenda

Executive Summary:

This award will provide fuel for the district's white fleet through a pool of suppliers, from which quotes may be obtained on an as-needed basis for ground storage tanks. Reviewed and approved by Tim Logan, Director of Transportation, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on October 7, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Fuel Quoting from the companies listed on Exhibit "A", provide the best value to the Garland Independent School District.

New Award - Replacement

Procurement Method: Request for Proposal

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#7-26 Fuel Quoting as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$850,000

199 - General Fund

EXHIBIT A
RFP 7-26 FUEL QUOTING

Petroleum Traders Corporation
SB Fleet Lube LLC
Senegy Petroleum LLC

The district solicited 164 suppliers and received 4 responses, with one, No Award, due to deviations to Terms and Conditions.



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Tim Logan, Director of Transportation

Subject: Consider Approval of Increase in Awarded Amount for General Trades Transportation Merchandise, Vehicles and Services (#390-21)

Consent Agenda

Executive Summary:

This increase will continue to sustain the efficiency of Transportation's day-to-day operations. At the start of this contract term, the estimated monthly spend was \$205,000. For the final three months, an estimated increase of \$250,000 will be needed to cover expenses. Reviewed and approved by Tim Logan, Director of Transportation, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on October 7, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for General Trades Transportation Merchandise, Vehicles, and Services from the companies listed on Exhibit "A", provide the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: Final renewal option

Recommended Motion for Action Items:

Move to approve the increase to contract#390-21 General Trades Transportation Merchandise, Vehicles, and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$1,950,000 Increase \$250,000 New Award \$2,200,000
199 - General Fund

Exhibit A

RFP 390-21 Transportation General Trades Merchandise, Vehicles and Services

Awarded Suppliers

AUTOMOTIVE GLASS

Binswanger Enterprises
Thomas Auto Glass
Western Marketing Inc.

BATTERIES

Alternator Service, Inc.
American Golf Cars
Batteries Plus Bulbs #408
Haastech, Inc.
Industrial Power, LLC
Metroplex Battery
Ogburn's Truck Parts
O'Reilly Auto Enterprises
Southwest International
Texas Kenworth
Town East Ford II, LLC

KEY BLANKS AND KEYS

Industrial Power, LLC
Texas Safe & Lock Corp.

BUS A/C PARTS

Alternator Service, Inc.
Buck's Wheel & Equipment Co.
Chalk's Truck Parts
Heavy Duty Bus Parts, Inc.
Industrial Power, LLC
Ogburn's Truck Parts
O'Reilly Auto Enterprises
Southwest International
Texas Truck A/C, Inc.

BUS BODY PARTS

Batteries Plus Bulbs #408
Buck's Wheel & Equipment Co.
Chalk's Truck Parts
Heavy Duty Bus Parts, Inc.
Hose-Fast, Inc.
Industrial Power, LLC
Lawson Products, Inc.
Ogburn's Truck Parts
O'Reilly Auto Enterprises
Texas Kenworth

The District solicited 62 suppliers and received 47 responses.

Awarded Suppliers

BUS AIR BRAKE PARTS

Alternator Service, Inc.
Buck's Wheel & Equipment Co.
Chalk's Truck Parts
Industrial Power, LLC
Ogburn's Truck Parts
O'Reilly Auto Enterprises
Southwest International
Texas Kenworth

ENGINE PARTS

Alternator Service, Inc.
Buck's Wheel & Equipment Co.
Chalk's Truck Parts
Haastech, Inc.
Industrial Power, LLC
Ogburn's Truck Parts
O'Reilly Auto Enterprises
Southwest International

FILTERS

Buck's Wheel & Equipment Co.
Industrial Power, LLC
Ogburn's Truck Parts
O'Reilly Auto Enterprises
Southwest International

SALVAGE/USED VEHICLE PARTS

Chalk's Truck Parts
Collision Repair Unit 3, LLC
Haastech, Inc.
Industrial Power, LLC
World Tech Automotive

TRANSMISSION PARTS

Buck's Wheel & Equipment Co.
Chalk's Truck Parts
Industrial Power, LLC
O'Reilly Auto Enterprises
Southwest International
Texas Kenworth

WHEEL CHAIR LIFT PARTS

Buck's Wheel & Equipment Co.
Industrial Power, LLC

Awarded Suppliers

TIRES

Industrial Power, LLC
Southern Tire Mart, LLC
T & W Tire, LLC

AUTO AND BUS BODY REPAIRS

Big Wheels Body Shop, LLC
Binswanger Enterprises
Buck's Wheel & Equipment Co.
Collision Repair Unit 3, LLC
Industrial Power, LLC
Mark Payne Collision
RRPFG, LP
Roy's Paint and Body
Southwest International
Texas Department of Criminal Justice
Texas Kenworth
Texas Truck A/C, Inc.
Town East Ford II, LLC
World Tech Automotive

LOCKSMITH SERVICES

Texas Safe & Lock Corp.
World Tech Automotive

AUTO UPHOLSTERY

Mr. C
Texas Department of Criminal Justice

TRUCK/TRAILER REFRIGERATION REPAIR

Industrial Power, LLC
Texas Truck A/C, Inc.
W & B Service Company

TRUCK/TRAILER HYDRAULICS REPAIR

Buck's Wheel & Equipment Co.
Hose-Fast, Inc.
Industrial Power, LLC
Southwest International
W & B Service Company
World Tech Automotive

WELDING

Big Wheels Body Shop, LLC
Buck's Wheel & Equipment Co.
Industrial Power, LLC
Texas Department of Criminal Justice
World Tech Automotive

Awarded Suppliers

HAND AIR TOOLS

Industrial Power, LLC
Southwest International

FUEL ISLAND EQUIPMENT SERVICES

Fleetwash, Inc.
ICES
J-8 Equipment Co.

SHOP EQUIPMENT REPAIR

Hose-Fast, Inc.
J-8 Equipment Co.

OVERHEAD DOOR REPAIR

Dallas Automatic Gate
DH Pace Door Services

COMMUNICATIONS AND VIDEO SYSTEMS

Bearcom Operating, LLC
Chalk's Truck Parts
Industrial Power, LLC
Ron Turley Associates, Inc.
RTyler Video Systems
Synovia Solutions

FIRST AID SUPPLIES

Buck's Wheel & Equipment Co.
Chalk's Truck Parts
Cintas First Aid and Safety
Heavy Duty Bus Parts, Inc.
Wedge Supply, LLC

CHEMICALS, OIL AND GREASE

Hydrotex
Industrial Power, LLC
Lawson Products, Inc.
Ogburn's Truck Parts
Wedge Supply, LLC

WHITE FLEET VEHICLES - NEW & USED

RRPFG, LP
Reliable Chevrolet
Sam Pack's Five Star Ford
Southwest International
Town East Ford II, LLC



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Carmen Blakey, Director of Career and Technical Education

Subject: Consider Approval of Increase in Awarded Amount for Textbook Adoption (#321-25)

Consent Agenda

Executive Summary:

This increase is for Career and Technical Education (CTE) programs such as Architecture and Design, Arts, A/V, Communications, Business, Marketing, Finance, Culinary, Health Science, Human Services, and Transportation for the 2025-2026 school year. The current contract expenditure didn't reflect the purchase for the CTE textbook adoption for this year. Reviewed and approved by Carmen Blakey, Director of Career and Technical Education, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on October 7, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer for Textbook Adoption from Goodheart-Willcox Co. Inc., provides the best value to the Garland Independent School District.

Increase

Procurement Method: Cooperative Purchase Contract

Contract Term: First of three (3) annual renewal options

Recommended Motion for Action Items:

Move to approve the increase to contract#321-25 Textbook Adoption as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$149,999 Increase \$149,999 New Award \$299,998

199 - General Fund



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Carmen Blakey, Director of Career and Technical Education

Subject: Consider Approval of Increase in Awarded Amount for Testing and Assessments (#325-22-02)

Consent Agenda

Executive Summary:

This increase is due to the addition of Career and Technical Education (CTE) uses of Certiport (NCS Pearson), which includes access to specialized instructional materials and industry-based certification testing. These resources are essential for aligning curriculum with workforce demands, enhancing student readiness for industry-recognized credentials, and meeting state and federal accountability standards for CTE programs. Reviewed and approved by Carmen Blakey, Director of Career and Technical Education, and Accountability, Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

Presented to the Finance, Facilities and Operations Committee for review on October 7, 2025.

Administrative Recommendations:

It is the administration's recommendation that the offer for Testing and Assessments from NCS Pearson, provides the best value to the Garland Independent School District.

Increase

Procurement Method: Cooperative Purchase Contract

Contract Term: Final renewal option

Recommended Motion for Action Items:

Move to approve the increase to contract#325-22-02 Testing and Assessments as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$650,000 Increase \$357,000 New Award \$1,007,000

199 - General Fund



BOARD OF TRUSTEES AGENDA

Date: October 28, 2025

Presented By: Mark Booker, Executive Director of Purchasing
Dr. Shelley Garrett, Assistant Superintendent of Safety Operations

Subject: Consider Approval of Increase in Awarded Amount for Transportation GPS Tracking Software and Related Services (#47-25)

Action Item

Executive Summary:

This contract increase is recommended to support the purchase of a new audio-visual (AV) system for school bus security. The district's existing AV system, installed in 2015 and deployed across 370 buses, has reached the end of its service life. The original vendor is no longer in business, rendering the current system obsolete and unsupported. Furthermore, the district will upgrade to Windows 11 on October 14, 2025. The existing AV software is incompatible with this new operating system. Without replacement, the district will lose the ability to access and retrieve bus video footage-an essential tool for campus safety, legal proceedings, law enforcement investigations, and responding to parental concerns. Reviewed and approved by Shelley Garrett, Assistant Superintendent of Safety Operations, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Transportation GPS Tracking Software and Related Services from the company Great South Texas Corporation, provides the best value to the Garland Independent School District.

Increase

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with two (2) annual renewal options

Recommended Motion for Action Items:

Move to approve the increase to contract#47-25 Transportation GPS Tracking Software and Related Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$172,000 Increase \$350,000 New Award \$522,000

199 - General Fund