

Goals/Performance Targets	Goals/Performance Targets	Goals/Performance Targets
<p>Children of all racial and SES backgrounds will learn and succeed at equally high academic levels as required by the TEKS.</p>	<p>Every adult in the district will ensure that all children succeed academically.</p>	<p>The primary focus of the district will be to provide equitable and excellent classroom learning.</p>
<ul style="list-style-type: none"> • By 2011, 85% of GISD 8th graders will meet the TAKS passing standard in science. • By 2011, 75% of GISD 10th graders will meet the TAKS passing standard in science. • By 2011, 80% of GISD 9th/10th graders will meet the TAKS passing standard in math. • By 2011, there should be no more than a 5% gap among subpopulations in math/science. • Decrease dropout rate by 5% by 2011. • By 2011, 90% of GISD 6th graders will meet the TAKS passing standard in math. • By 2011, all campuses will attain Gold Performance Acknowledgment in attendance. • Garland ISD students will be provided knowledge and skills necessary to succeed in entry-level college courses and/or be on track to succeed in post high school careers or career training. 	<ul style="list-style-type: none"> • By 2009 the district will implement a staff development system which offers varied levels of rigor, alignment to student needs, and real time access. • All professional staff will participate in “job alike” collaboration activities on an average of once per month. • By 2011 community forums will support increased membership in parent organizations (increasing diversity of membership) and visibility and participation of the community in the schools and classrooms. 	<ul style="list-style-type: none"> • All teachers will be “highly qualified” for each subject taught by 2010. • Experienced and successful administrators and teachers will be recruited and retained for campuses with the greatest need. • All schools will be provided equitable resources for classroom instruction by 2011.
<p>Action Plans</p>	<p>Action Plans</p>	<p>Action Plans</p>
<ul style="list-style-type: none"> • PLCs will analyze curriculum assessments, benchmarks, and TAKS results by ethnicity and objectives. • Establish vertical teams of 5th/6th grade teachers and 8th/9th grade teachers in areas of math and science. • Analyze and replicate best practices of campuses with successful programs and TAKS scores. • Provide campus facilitator in area of math and science at campuses with greatest need. • Research Optional Extended Year Program to increase attendance and provide for intense remediation for students at risk of not passing TAKS. • Campus Improvement Teams at each campus will set and monitor plans for their campus to reach Gold Performance Acknowledgment in attendance. • Provide every student the opportunity to earn 12 college hours before graduating from high school. • Integrate college entrance exam preparation into classroom instruction. • Provide avenues for students to explore career interests and pursue a career prep plan from high school to post high school training • Inform staff of student status for college readiness 	<ul style="list-style-type: none"> • District staff will develop and implement a staff development system training plan for principals and other staff using a trainer of trainer model. • District staff will develop a measurement component in the staff development system to track the use by staff, assess data for training in meeting needs of all learners (teachers and students);, end of course surveys; student formative assessments; student achievement scores. • To support collaboration activities, the district will assign priority in finding contract time during the instructional day/year for teachers to get together and plan. • Hold forums at middle schools geographically around the district with an appointed committee determining locations, schedule, agenda, and process for assessing participation. • GISD will collaborate with the local Chambers of Commerce to develop an action plan that will increase the involvement of employers in the success of GISD students. 	<ul style="list-style-type: none"> • Funds provided for staff to observe successful teaching. • Teachers with 3 years or less experience will receive training critical to student success. • Develop a district plan to offer incentive pay to successful teachers at high risk campuses. • All teachers participate in high quality professional development aimed at improving student achievement. • All programs/funding will be implemented to maximize student success in college and career preparedness.

Garland ISD Equity Beliefs

All children, regardless of their racial and SES differences, have the capability to learn and succeed at equally high academic levels as required by the TEKS.

It is the responsibility of all of the adults in the district to ensure that all of the children succeed academically.

Equitable and excellent classroom learning is the primary focus of district operations.