Garland Independent School District

District Improvement Plan

2024-2025

Mission Statement

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

Vision

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

Value Statement

We believe every student can learn.

We know every student deserves our best.

We value and celebrate all cultures.

We respect all students, families, staff and communities.

We demonstrate ethical behavior.

EDUCATION TRANSFORMS LIVES.

Core Beliefs

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

1. GISD demonstrates that teachers are the number one determinant of students' success and will ensure teachers provide effective Tier I

instruction by supporting them with relevant resources, ongoing professional development, and coaching while being held accountable for student growth and achievement.

2. GISD demonstrates that all students can learn and will be held to high expectations while being supported through rigorous curriculum and instruction tailored to their needs.

3. GISD engages families as an added value and extension to learning and committed to and focused on building authentic relationships to support student learning while being culturally responsive to the needs of our community.

4. GISD bridges barriers to ensure a positive impact on student achievement.

5. GISD commits to incorporating a growth mindset, being willing to initiate change and adapt to new innovative ideas and experiences.

6. GISD embraces a high sense of urgency that yields transformational results in an ever-changing environment.

7. GISD demonstrates an equitable and inclusive environment focused on building a culture that cultivates positive student outcomes.

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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
Grade 3% STAAR RLA Meets Grade Level	47.3%	33.8%	47.3%	49.3%	43.3%
Grade 6% STAAR RLA Meets Grade Level	36.7%	27.4%	38.3%	46.2%	50.3%

*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
Grade 3% STAAR Mathematics Meets Grade Level	52.3%	24.7%	47.3%	45.9%	40.9%
Grade 6% STAAR Mathematics Meets Grade Level	39.4%	22.5%	25.0%	27.8%	25.4%

*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
SAT CR Benchmark: % Met Evidence-Based Reading & Writing (Gr 11)	52%	46%	44%	46%	49%
SAT CR Benchmark: % Met Mathematics (Gr 11)	28%	25%	23%	23%	29%

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

CCMR	Class of 2018	Class of 2020	Class of 2021	Class of 2022	Class of 2023
CCR-CCMR^ % Graduates**	59.1%	68.8%	78.7%	86.4%	

Priority Problem Statements

Problem Statement 1: Foundations (RLA) - Data show that only 44% of 3rd graders and 51% of 6th graders achieved 'Meets' grade level performance on the STAAR Reading Language Arts assessment, indicating a consistent struggle to reach proficiency in foundational literacy skills as students progress through key grades.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Foundations (Math) - STAAR assessment data reveal that 42% of 3rd graders and 26% of 6th graders met the 'Meets' grade level in Mathematics, pointing to a downward trend in math proficiency as students advance from early to middle grades.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Pathways - Despite a strong CCMR rate of 92% for the Class of 2023, only 34% met the TSI benchmark by exam through TSIA2, SAT, or ACT, highlighting a notable gap in achieving college readiness indicators through standardized exams.

Root Cause 3:

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Excellence - Inconsistency in accountability ratings among campus peer groups points to disparities in performance; for example, 26% of campuses are currently rated as D or F, reflecting varied levels of success in meeting district and state standards.

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

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

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
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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 (2024-2025 target: 47%).

Performance Objective 1: Foundations

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Implement TEKS-Aligned High-Quality Instructional Materials (HQIM): Ensure all third-grade classrooms have access to and are utilizing HQIM aligned with TEKS, designed to foster rigorous literacy development and meet the diverse needs of all students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services **Problem Statements:** Student Learning 1	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Develop a Data-Informed Literacy 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Executive Directors of Teaching and Learning, Multilingual Programs, Specialized Support and Student Services **Problem Statements:** Student Learning 1	N/A			

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
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.				
Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services				
Problem Statements: Student Learning 1				

Strategy 4 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
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.				
Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services				
Problem Statements: Student Learning 1				

Strategy 5 Details	Reviews			
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 districtwide writing opportunities, encouraging regular writing practices across the curriculum and promoting skill development.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
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.				
Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services				
Problem Statements: Student Learning 1				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Foundations (RLA) - Data show that only 44% of 3rd graders and 51% of 6th graders achieved 'Meets' grade level performance on the STAAR Reading Language Arts assessment, indicating a consistent struggle to reach proficiency in foundational literacy skills as students progress through key grades.

Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 58% by 2030 (2024-2025 target: 45%).

Performance Objective 1: Foundations

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** CBAs, MAP, i-Ready, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement TEKS-Aligned High-Quality Instructional Materials (HQIM): Ensure all third-grade classrooms have access to and are utilizing HQIM aligned with TEKS, designed to foster conceptual understanding of mathematics via the Concrete-Pictorial-Abstract (CPA) approach.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services **Problem Statements:** Student Learning 2	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Establish a Targeted Numeracy Development Program: Develop a foundational numeracy program emphasizing the development of fluency and automaticity in essential mathematical skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services **Staff Responsible for Monitoring:** Increased student recall and automaticity in foundational math skills, including multiplication facts, achieved through targeted fluency assessments that inform instruction. **Problem Statements:** Student Learning 2	N/A			

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services **Problem Statements:** Student Learning 2	N/A			

Strategy 4 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved instructional leadership across campuses will facilitate effective 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. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services **Problem Statements:** Student Learning 2	N/A			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Foundations (Math) - STAAR assessment data reveal that 42% of 3rd graders and 26% of 6th graders met the 'Meets' grade level in Mathematics, pointing to a downward trend in math proficiency as students advance from early to middle grades.

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 (2024-2025 target: 52%).

Performance Objective 1: Foundations

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Develop a Data-Informed Literacy 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services **Problem Statements:** Student Learning 1	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Provide Targeted Professional Development for Instructional Leaders: Offer comprehensive training for campus administrators, instructional coaches, and lead teachers across all secondary 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services **Problem Statements:** Student Learning 1	N/A			

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
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. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: 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 districtwide writing opportunities, encouraging regular writing practices across the curriculum and promoting skill development.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
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. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services **Problem Statements:** Student Learning 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Foundations (RLA) - Data show that only 44% of 3rd graders and 51% of 6th graders achieved 'Meets' grade level performance on the STAAR Reading Language Arts assessment, indicating a consistent struggle to reach proficiency in foundational literacy skills as students progress through key grades.

Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams to 56% by 2030 (2024-2025 target: 31%).

Performance Objective 1: Foundations

    High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Implement a Comprehensive 6th-Grade Mathematics Plan: Develop, monitor, and evaluate a district-wide plan aligned with state standards that employs purposefully crafted instructional materials. This plan will incorporate scaffolded instruction and a gradual release approach, providing structured support to help students master complex mathematical concepts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			

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.
    Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services
 	
    Problem Statements: Student Learning 2				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			

Strategy's Expected Result/Impact: Enhanced instructional effectiveness and real-time identification of student needs, leading to improved problem-solving skills, deeper conceptual understanding, and higher proficiency for sixth graders, in alignment with data-driven instruction.
    Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services
 	
    Problem Statements: Student Learning 2				

Strategy 3 Details	Reviews			
Strategy 3: Provide Targeted Professional Development for Instructional Leaders: Offer comprehensive training for campus administrators, instructional coaches, and lead teachers across all secondary 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
Strategy's Expected Result/Impact: Improved instructional leadership across campuses will facilitate effective 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. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Specialized Support and Student Services **Problem Statements:** Student Learning 2				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Foundations (Math) - STAAR assessment data reveal that 42% of 3rd graders and 26% of 6th graders met the 'Meets' grade level in Mathematics, pointing to a downward trend in math proficiency as students advance from early to middle grades.

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 (2024-2025 target: 33%).

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			
Strategy 1: Develop Structured Texas Success Initiative (TSI) Preparation Programs: 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.	**Formative**				**Summative**
	Nov	**Feb**	**Apr**		**June**
	N/A				
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.					
Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Department of Innovation					
Problem Statements: District Processes & Programs 1					

Strategy 2 Details		Reviews			
Strategy 2: Implement a Comprehensive CCMR Monitoring Dashboard: 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.	**Formative**				**Summative**
	Nov	**Feb**	**Apr**		**June**
	N/A				
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.					
Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Innovation, Counseling, RAAD, Data Services					
Problem Statements: District Processes & Programs 1					

Strategy 3 Details	Reviews			
Strategy 3: Align Career and Technical Education (CTE) Programs with Industry Standards: Conduct comprehensive programmatic reviews of CTE pathways to ensure they meet current industry requirements. Implement continuous progress monitoring for pathway concentrators and completers to align with completion goals, equipping students with relevant skills and certifications.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
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.				
Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, CTE, Counseling				
Problem Statements: District Processes & Programs 1				

Strategy 4 Details	Reviews			
Strategy 4: Establish Collaborative Partnerships to Enhance College, Career, and Military Readiness (CCMR): 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
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.				
Staff Responsible for Monitoring: Executive Directors of Leadership and Counseling				
Problem Statements: District Processes & Programs 1				

Strategy 5 Details	Reviews			
Strategy 5: Support Early College Programs in Meeting TEA Outcomes-Based Measures: Assist 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
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.				
Staff Responsible for Monitoring: Department of Innovation, Teaching and Learning, CTE, Executive Directors of Leadership				
Problem Statements: District Processes & Programs 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 1: Pathways - Despite a strong CCMR rate of 92% for the Class of 2023, only 34% met the TSI benchmark by exam through TSIA2, SAT, or ACT, highlighting a notable gap in achieving college readiness indicators through standardized exams.

Goal 6: Eliminate all D-rated and F-rated campuses by 2030 (2024-2025 target: 22% of campuses).

Performance Objective 1: Excellence

    High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct Comprehensive Campus Risk Load Analysis: Perform an in-depth 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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.
    Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, and RAAD
 	
    Problem Statements: Student Learning 3
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Prioritize Allocation of District Instructional Support Staff to High-Need Campuses: Assign district instructional support staff, including Instructional Design Facilitators (IDFs), Sheltered Instruction Specialists, Early Literacy Support Teachers (EL-STs), Language Proficiency Assessment Committee (LPAC) leads, and Instructional Support Teachers (ISTs), to provide focused coaching, modeling, and support in Professional Learning Communities (PLCs).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased academic achievement, particularly in STAAR-tested subjects, through targeted instructional support at campuses with the highest needs.
    Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs
 	
    Problem Statements: Student Learning 3
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Deliver Targeted Instructional Leadership Training and Coaching for Priority Campuses: Provide leadership training and coaching, utilizing partners such as TK Consulting and Lead4ward, with an emphasis on data-informed practices, formative feedback protocols, and the development of culturally responsive collaboration and team-building skills.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
Strategy's Expected Result/Impact: Improved school accountability ratings through enhanced instructional leadership and strategic data practices at high-need campuses. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, and RAAD **Problem Statements:** Student Learning 3				

Strategy 4 Details	Reviews			
Strategy 4: Implement Focused Instructional Support with High-Frequency Observations: Conduct frequent classroom observations to provide targeted support in literacy and mathematics, with a focus on building teacher capacity and refining instructional strategies in these critical areas.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
Strategy's Expected Result/Impact: Increased academic performance, with a focus on STAAR-tested grades and subjects, through continuous and specific instructional support. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, Multilingual Programs **Problem Statements:** Student Learning 3				

Strategy 5 Details	Reviews			
Strategy 5: Data-Driven Interventions for Addressing Foundational Gaps: Use data to identify and address foundational learning gaps among struggling students, applying tailored interventions to improve skills in targeted areas.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	N/A			
Strategy's Expected Result/Impact: Increased student academic growth and proficiency in specific skill areas, contributing to overall improvement in accountability ratings. **Staff Responsible for Monitoring:** Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, and MTSS **Problem Statements:** Student Learning 3				

Strategy 6 Details		Reviews			
Strategy 6: Develop and Implement a Comprehensive Parent Engagement Program: Create a districtwide parent engagement initiative to support at-home learning, providing resources and strategies to families that align with classroom instruction and encourage academic growth.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased academic performance and student growth through strengthened home-school partnerships that support continuous learning outside of the classroom. **Staff Responsible for Monitoring:** Teaching and Learning, Family and Community Engagement **Problem Statements:** Student Learning 3		N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Excellence - Inconsistency in accountability ratings among campus peer groups points to disparities in performance; for example, 26% of campuses are currently rated as D or F, reflecting varied levels of success in meeting district and state standards.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Guidance and Counseling			
Child Abuse and Neglect	Guidance and Counseling			
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health			
Decision-Making and Planning Policy Evaluation	Round Table			
Disciplinary Alternative Education Program (DAEP)	Student Services			
Dropout Prevention	Student Services			
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia			
Title I, Part C Migrant	Student Services			
Pregnancy Related Services	CTE			
Post-Secondary Preparedness	Office of Innovation			
Recruiting Teachers and Paraprofessionals	Human Resources			
Student Welfare: Crisis Intervention Programs and Training				
Student Welfare: Discipline/Conflict/Violence Management	Guidance and Counseling			
Texas Behavior Support Initiative (TBSI)	S4			

Title	Person Responsible	Review Date	Addressed By	Addressed On
Technology Integration	Technology			
Job Description for Peace Officers, Resource Officers & Security Personnel	Safety & Operations			

Addendums

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Methods For Addressing Needs Of Students For Special Programs

- Early Mental Health Intervention And Suicide Prevention (District Only - Hb 1386)
- Conflict Resolution Programs [Tec 11.252(3)(B)]
- Drug And Violence Prevention And Intervention [Tec 11.252(3)(B)]
- Dyslexia Treatment And Accelerated Reading Program [Tec 11.252(A)(3)(B)]
- Pregnancy-Related Services (Tea Addendum)
- Provisions To Improve Services To Gifted/Talented (G/T) Students (Tec 11.251-11.253
- Supplemental Services To Homeless Students [20 Usc 6313(C)(3)]
- Transportation To Foster Students [Essa 1112 (C)(5)(B)(I)]

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Discipline Management Programs

Discipline Management Programs; Sexual Harassment Policies and Procedures: 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
Review discipline data to determine trends and develop appropriate training	Principal	Training provided based on campus need
Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyberbullying.	Principal	Decrease in cyberbullying incidents
School counselors will increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities through classroom instruction.	School Counselor	Decrease in bullying incidents
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.	Principal	Information regarding reporting procedures distributed to parents
Teachers and staff members are trained in the GISD bullying reporting protocol.	Principal	Teachers attend training and are familiar with procedures
GISD staff conducts anti-bullying workshops for parents and students to increase awareness and prevention of bullying and cyberbullying.	Guidance and Counseling Department and School Counselor	Bullying workshops are attended and lead to decrease in bullying incidents

Garland ISD Improvement Plan Addendum: State and Federal Mandates

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

Discipline Management Programs; Sexual Harassment Policies and Procedures: FO(LEGAL), FO(LOCAL), FFH(LEGAL), FFH(LOCAL) & FFH(EXHIBIT)

Dating Violence Policies and Procedures; Educational Materials and Resources: FFH(LEGAL) & FFH(LOCAL)

Bullying Prevention Policies and Procedures: FFI(LEGAL) & FFI(LOCAL)

Addressing Sexual Abuse and Other Maltreatment of Children Policies and Procedures: 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 Policies and Procedures: FFB(LEGAL), FFB(LOCAL) & FFB(REGULATION)

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
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.	Guidance & Counseling and School Counselor	Staff is aware of child abuse recognition and reporting requirements
Provide training on methods for addressing the needs of students, including suicide prevention programs and early mental health intervention.	Guidance & Counseling and School Counselor	Staff is aware of methods for addressing mental health issues, including suicide prevention
Provide age-appropriate classroom instruction to educate students on suicide prevention, including warning signs and anonymous reporting procedures.	Guidance & Counseling and School Counselor	Student awareness is increased.

Garland ISD Improvement Plan Addendum: State and Federal Mandates

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

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
Community Liaisons will provide leadership for school improvement in the areas of climate, discipline management, drug/alcohol prevention, and safety	Community Liaisons	Support for campuses (awareness)
Prepare age-appropriate instruction, counseling, and/or presentations to students in conjunction with drug awareness education information.	Guidance & Counseling Department, School Counselors, SROs	Student awareness is increased
Coordinate with the Garland, Rowlett and Sachse Police Departments and/or other various local organizations to host community drug and alcohol awareness events.	Guidance & Counseling Department, SROs	Coordination between organizations leads to increased awareness
The Guidance and Counseling department utilizes character education in schools as an avenue for providing instruction to students in the following areas: motivation to achieve, responsible decision-making, interpersonal skills, self-awareness, and kindness.	Guidance & Counseling Department, School Counselor	Character Education programs are implemented on campuses
Highly trained dyslexia therapists provide dyslexia therapy/instruction to students identified with dyslexia in K-1Identified 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 meets the criteria of the Texas Dyslexia Handbook, 2018. The program used is implemented with fidelity as required by the curriculum and is provided four days/week for 60 minutes or five days/week for 45 minutes.	Asst Director Special Education	Dyslexia programs provide appropriate services to identified students
Provide pregnant or parenting students access to parenting skills classes, career training, and job acquisition skills through a wide variety of Career and Technical classes offered in GISD.	CTE	Pregnant or parenting students can access necessary support services

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Provide a child care center specifically designed to care for newborn infants until they are old enough to move to a regular child care setting.	CTE	Parenting students can return to school
Ensure that teachers of record for identified gifted/talented (G/T) students meet state-mandated training requirements and differentiate instruction to meet student needs per the District's G/T service design.	Principal, G/T Department	Documentation in lesson plans, classroom walkthroughs
Provide homeless students with supplemental materials and services: school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	District Homeless Liaison, Student Services Dept	Students are provided supplemental materials and services
Provide transportation services to students in foster care.	District Foster Care Liaison	Students are provided transportation services

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Harassment and dating violence [TEC 37.001]

Sexual Harassment Policies: FO(LEGAL), FO(LOCAL), FFH(LEGAL), FFH(LOCAL) & FFH(EXHIBIT)

Addressing Sexual Abuse and Other Maltreatment of Children Policies: FFG(LEGAL) & FFG(LOCAL)

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

Garland ISD Improvement Plan Addendum: State and Federal Mandates

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
Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	HR	Pools of candidates are created.
Increase minority candidates for positions that more adequately reflect the student population.	HR and Principal	The number of minority candidates interviewed and hired increases.
Provide ongoing training and development for mentors (current Project GOAL program).	HR	Training is provided for mentors.
Principals assign a veteran teacher on the campus to "mentor" the first-time teachers. Additional mentor resources are also available at the district level.	Principal	First-time teachers are provided with an adequate level of campus and district support.
During the school year, regular staff development activities are scheduled for first-year and veteran staff members.	HR/Principal	Staff development activities are held throughout the school year.
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.	HR	The district promotes internal candidates.

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Texas Behavior Support Initiative

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

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

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Post-Secondary Readiness

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

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
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.	Advanced Academics and Guidance & Counseling Department	Website scholarship page is kept current and updated.
Provide FAFSA/TASFA workshops to assist students and parents in completing the application for financial aid.	Guidance & Counseling Department and School Counselor	Students and parents complete the FAFSA.
Scholarship announcements are made through the campus Go Centers and district website as they become available during the school year.	Guidance & Counseling Department and School Counselor	Students are made aware of scholarships.
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.	Guidance & Counseling Department	College fair is provided for students and parents.

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Title I, Part C, Migrant Education Program

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

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Dropout Prevention

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
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.	Student Services	Training provided.
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.	Campus Staff	At-risk students are members of in-school curricular and non-curricular programs.
Access available community media outlets to conduct an awareness campaign to publicize the dropout problem and describe effective preventive techniques, programs, and available services.	Student Services	Media assists in awareness.
Solicit the support and encourage involvement of the community's diverse groups and organizations. Develop a centralized system for collecting, organizing, maintaining, and disseminating at-risk student data.	Student Services	Centralized system is created and utilized for the dissemination of at-risk student data.
Provide students with academic alternatives to dropping out through grade recovery, cycle recovery, credit recovery, online courses, summer school, and non-traditional options.	Office of Innovation	Students who experience failure complete recovery efforts.

![GISD logo]

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Coordinated School Health

Include any coordinated school health activities and their evaluation in the campus improvement plan and 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
Qualified teachers use best practices when teaching physical activity. Structured physical activity is provided at least 135 minutes weekly for elementary students. Middle school students complete a minimum of 225 minutes of physical activity every two weeks for 4 semesters.	Principal	Structured activity is in the elementary master schedules for the required weekly minutes. Middle school students are enrolled in at least 4 semesters of physical education (or equivalent substitute).
Health services are provided for students by qualified professionals such as physicians, nurses, dentists, and other allied health personnel from within the school and the community to assess, protect, and promote health.	Nurses	Clinic Services provide health services.
School Nutrition Services offers students a variety of nutritious and appealing meals that accommodate all students' health and dietary needs.	Student Nutrition Services	Students are served nutritious meals.
Counselors provide services to students to improve mental, emotional, and social health. This includes individual and group counseling and referrals.	Guidance & Counseling Department and School Counselor	Students are provided with appropriate counseling services or are given referrals to services.
Each elementary and middle school campus wellness team (physical education teacher, school nurse, administrator, cafeteria representative) creates a calendar detailing all the coordinated school health activities during the school year.	Principal District Health/Physical Education Coordinator	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.
Incorporate staff wellness on campus and promote District employee wellness activities throughout the year.	Principal Employee Wellness Campus Wellness Teams	Employee Wellness implements the District Health Improvement Plan, which includes activities and initiatives for employees throughout the year, such as yearly evaluation and tracking.

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Region 10 ESC Migrant Education Program PSF/Migrant Plan of Action

Title 1, Part C Migrant

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
Send surveys to identify migrant students in the district.	Title 1, Part C	Region 10, Student Services	100% Compliance

Garland ISD Improvement Plan Addendum: State and Federal Mandates

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
Participate in training to ensure compliance with EDGAR requirements.	Title I: Task 1.1	Grants Dev. Director	100% compliance
Provide Title I documentation training and oversight to campus administrators and conduct campus audits as needed using Title I Crate.	Title I: Task 1.1	Grants Dev. Director	100% compliance
Assist and support campus and district staff in properly budgeting, monitoring, and documenting the use of Title I funds.	Title I: Task 1.1	Grants Dev. Director	100% compliance
Provide training for teachers in improving teaching and learning in the classroom.` (SAIL, Priority Campuses)	Title I: Task 1.1	Teaching & Learning Executive Directors of Leadership	Students improve their scores in state assessments

Garland ISD Improvement Plan Addendum: State and Federal Mandates

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
Provide enrichment opportunities for Title I students to prevent summer learning loss.	Title I: Task 2.1	Grants Dev. Director	Reduction in learning loss as evidenced by summer achievement data
Summer school teachers will write the curriculum for summer programs and attend program-related PD.	Title I: Task 2.2	Grants Dev. Director	Reduction in learning loss as evidenced by summer achievement data

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TASK 5. Instructional Programs (MTSS)

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
Provide training for intervention specialists on effective teaching strategies or best practices to implement effective and timely assistance to students experiencing difficulty in the classroom.	Title I: Task 5.1	Assistant Director of MTSS	Students improve their scores in state assessments
Teachers will provide small group intervention and/or computer-based intervention to students in need of additional assistance (Branching Minds, Amplify).	Title I: Task 5.1	Assistant Director of MTSS	Intervention documentation, lesson plans

Garland ISD Improvement Plan Addendum: State and Federal Mandates

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
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	Advanced Academics Admin	Increased student achievement
Teachers will use supplemental curriculum and resources to provide additional support to non-traditional AP students.	Title I: Task 6.1	Advanced Academics Admin	Increased student achievement

TASK 7. Homeless and Foster Care

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
Provide resources to Homeless students – uniforms, transportation, school supplies, etc.	Title I: Task 7.1	Student Services Administrator	Students improve attendance and scores in state assessments
Provide transportation to students in Foster Care	Title I: Task 7.2	Student Services Administrator	Students improve attendance and scores in state assessments

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TASK 8. PNP

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
Region 10 Cooperative Membership Fees and Drawdown amounts for PNPs.	Title I: Task 8.1	Grants Dev. Director	100% compliance

GISD

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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
Campus and district staff will attend training designed to improve professional learning in the district.	Title I: Task 10.1 & 10.2	Digital Learning Coordinator	Improved integration of technology
Attend local, state, and national conferences to learn effective strategies and best practices for implementing technology in the classroom engagingly and innovatively.	Title I: Task 10.1 & 10.2	Digital Learning Coordinator	Teachers will incorporate strategies into lesson plans
Provide teacher training to improve teaching and learning through technology integration in the classroom.	Title I: Task 10.1 & 10.2	Digital Learning Coordinator	Students collaborate with peers, teachers, and experts in their communities and around the world and can share their experiences.

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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
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	Guidance & Counseling	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 and resources at GO Centers, as well as improved postsecondary access.
Improve school/family partnerships that focus on prioritizing and developing strategies to address campus family engagement needs.	Title I: Tasks 12.2 & 12.3	Title I PI Facilitator Guidance & Counseling	Staff evaluations Parent surveys

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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
Provide parents with information regarding ways to partner with schools and support children social, emotional, and academic growth.	Title I: Tasks 14.1, 14.2, & 14.3	Title I PI Facilitator	100% of campuses have a Parent Involvement Policy discussed and agreed upon by campus committee representatives and parents 100% of campuses have School-Parent Compacts developed with and signed by parents Increased number of parents attending parent meetings, parent-teacher conferences, parent training, and parent volunteers from the previous school year
Attend local, state, and national conferences to learn effective strategies for engaging and supporting families.	Title I: Task 14.1	Title I PI Facilitator	Staff evaluations
Improve school/family partnerships that focus on prioritizing and developing strategies to address campus family engagement needs	Title I: Task 14.1 & 14.2	Title I PI Facilitator	Staff evaluations Parent surveys