

Garland Independent School District

District Improvement Plan

2025-2026

Accountability Rating: B



Board Approval Date: October 28, 2025
Public Presentation Date: October 28, 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.

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.

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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	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

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
- 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
- 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
- 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
- Action research results

Goals

Revised/Approved: October 28, 2025

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>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.</p>

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
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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>

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 (NVC) 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

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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
			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
Challenging State Academic Standards	<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)
Periodic Review and Revisions	<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))	<p>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.</p> <p>Addendum: TASK 14. Parental Involvement (parent compacts, policies)</p>
9. Testing transparency (Sec. 1112(e)(2))	<p>Addendum: District Test and Assessment Calendar</p>
10. Outreach to parents of English learners (Sec. 1112(e)(3)(C))	<p>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.</p> <p>Addenda: Title I, Part C Migrant Title I, Part A</p>



**The Garland Independent School District
Title I, Part A Parent and Family Engagement Policy
2025-2026**

Title I, Part A of the Every Student Succeeds Act (ESSA) provides federal funding for schools with a high percentage of students who qualify for the free/reduced lunch program. Sixty-one campuses within Garland ISD receive Title I, Part A funding. Title I, Part A funds are used to ensure that all students meet the state’s high academic standards. Garland ISD (GISD) uses these funds to pay for additional teachers and campus support staff, technology and supplemental learning resources.

Each GISD campus that receives Title I, Part A funds must have a Parent and Family Engagement Policy that describes how parents and schools can work together to support student achievement. In addition, Garland ISD also has a District Parent and Family Engagement Policy that describes how GISD will support family engagement. Both the campus and district policies are developed with the input of GISD families and community stakeholders. The campus and district policies are reviewed and updated annually.

Garland ISD will collaborate with parents and families in the development of the District Improvement Plan, Title I, Part A Program Plan, the Parent and Family Engagement Policy, and the campus review and improvement process.

- Garland ISD jointly develops and approves the district improvement plan with parents and families through the District Education Improvement Committee.
- The district Parent Advisory Committee will take part in the development and approval of the Title I Program Plan and the District Title I Parent and Family Engagement Policy.
- Campus Improvement Plans are jointly developed with parents through the Campus Improvement Team, which is composed of campus staff, parents, and community members.

Garland ISD will support Title I, Part A Program campuses in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance.

- The Family and Community Engagement (FACE) Department provides support to departments and campuses in their family engagement efforts as requested (training, collaboration, and consultation).
- The FACE Department provides assistance with the evaluation of the campus parent and family engagement plan through an annual Title I survey.
- The FACE Department provides training for staff and parents in the development of the campus parent and family engagement plan, assists campuses in identifying effective family engagement practices, and provides community presentations.
- The FACE Department provides professional development and ongoing support to designated campus Family Engagement Contacts to ensure that campuses can implement research-based family engagement initiatives.

Garland ISD will build the schools' and parents' ability to create strong family engagement.

- **Parents may be assisted in understanding state standards, district, and school assessments, and how to monitor a child's progress in the following ways:**
 - The District will provide the Testing Calendar online so parents can stay informed of the testing schedule.
 - GISD assists parents in monitoring their child's progress through Skyward and frequent reports of student progress. Training in Skyward is available through the local campus.
 - The district provides an assessment page on the district website to assist parents in understanding the assessments given, what they measure, and how the schools and families will use these to measure student academic progress and placement.
 - Each Title I Campus conducts activities designed to assist parents in understanding state and district assessments and achievement standards.
 - Each campus sends information to parents about standardized assessments to help them understand their child's test results.
 - GISD will provide parent workshops that cover diverse topics such as supporting students, parenting, and partnering with schools.
 - The FACE Department will provide professional development to campuses to create a welcoming campus environment for parents and families.
- **Garland ISD will provide materials and training to help parents work with their child, such as literacy training and using technology.**
 - Each Title I campus provides training for parents according to the results of their Comprehensive Needs Assessment. This may include technology and literacy training as well as other topics identified.
 - The Family and Community Engagement Department provides resources to campuses and facilitates parent workshops that comply with state and federal requirements for family engagement.
 - GISD offers beginner and advanced computer classes annually at no cost to families.
- **Garland ISD will, with the assistance of parents and families, educate principals, teachers, and other staff in the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the schools.**
 - Training is provided to schools on developing their campus parent and family engagement plan.
 - GISD provides professional development sessions for campus staff to support best practices for family engagement.
 - The district designates November of each year as Family Engagement Month to emphasize the importance of partnerships between families and schools.
- **Garland ISD will ensure that information related to school and parent programs, meetings, and other activities is provided to parents in a format and language the parents can understand whenever reasonably possible.**
 - Information and documents important to parents and families are located on the district website in appropriate languages.
 - Each Title I campus is required to document the manner in which it notifies parents in a language and format that is easily understood.
 - GISD notifies parents of district-wide parent events in English, Spanish, and Vietnamese.
 - Interpretation in Spanish and Vietnamese for district-wide events is provided upon request.

Garland ISD will coordinate and integrate parent and family engagement strategies with other local parent involvement programs.

- **Garland ISD will provide reasonable support for family engagement activities.**
 - GISD will provide support to parent/student advocacy organizations PTA/PTSA board that meet regularly to support the parent and school relationship.
 - Booster clubs and other parent organizations may receive support for their activities through the neighborhood campus.
 - Campuses will work with local parent involvement programs to include them in their parent involvement activities as appropriate.

Garland ISD will develop appropriate roles for community-based organizations and businesses to take part in parent and family engagement activities.

- GISD works with businesses and the community to involve them in parent involvement activities at the campus and district level.
- GISD will maintain a volunteer website to improve communication between schools and community partners to link resources to needs.
- GISD will identify community agencies and facilitate referrals based on community needs and volunteers' interests.
- GISD will provide opportunities to communicate district goals to stakeholders and provide updates annually.

Garland ISD will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of Title I, Part A Program participating schools. This evaluation, the Title I Family Engagement Survey, is distributed to parents and families and seeks to identify barriers that inhibit greater participation. The findings will be used to design strategies for more effective parent and family engagement, and the Policy will be revised as necessary.