Garland Independent School District

2026-2027 District Improvement Plan

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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.

Value Statement

We believe every student can learn.

We know every student deserves our best.

We value and celebrate all cultures.

We respect all students, families, staff, and communities.

We demonstrate ethical behavior.

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Comprehensive Needs Assessment

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	2025-2026
Grade 3% STAAR RLA Meets Grade Level (HB3)	47.3%	33.8%	47.3%	49.3%	43.3%	49%	51%
Grade 6% STAAR RLA Meets Grade Level	36.7%	27.4%	38.3%	46.2%	50.3%	52%	53%

*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	2025-2026
Grade 3% STAAR Mathematics Meets Grade Level (HB3)	52.3%	24.7%	47.3%	45.9%	40.9%	48%	49%
Grade 6% STAAR Mathematics Meets Grade Level	39.4%	22.5%	25.0%	27.8%	25.4%	31%	36%

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

CCMR	Class of 2018	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025
CCR-CCMR^ % Graduates (HB3)**	59%	69%	79%	86%	92%	96%	95%

Demographics

Summary

Garland ISD served 49,151 students in 2025–26 across a diverse student population. Of enrolled students, 73.4% were economically disadvantaged, 54.9% were identified as at-risk, 37.2% were Emergent Bilingual, and 15.5% received special education services. Hispanic students represented 55.2% of enrollment, followed by African-American students at 17.7%, White students at 12.6%, and Asian students at 10.4%. District enrollment declined from 50,898 students in 2024–25 to 49,151 in 2025–26, a decrease of approximately 3.4%.

Strengths

- Garland ISD served a racially, culturally, linguistically, and economically diverse student population.
- More than 18,000 students were identified as Emergent Bilingual, reflecting the district's broad multilingual student population.
- Garland ISD provided extensive program access, including gifted and talented services, special education, Early College High School, P-TECH, and a wide range of Career and Technical Education programs of study.
- The district served more than 49,000 students across early childhood through Grade 12.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	District enrollment declined from 50,898 students in 2024-25 to 49,151 students in 2025-26, a decrease of approximately 3.4%.	Opportunities exist to strengthen and coordinate student retention and recruitment stategies to increase family engagement, awareness of district opportunities, and enrollment stability across campuses.

★ = Priority

Student Learning

Summary

Garland ISD demonstrated academic improvement in 2025–26, including gains in third-grade Reading Language Arts and Mathematics and sixth-grade Reading Language Arts. Third-grade Meets Grade Level performance reached 51% in RLA and 49% in mathematics, compared with 44% and 42%, respectively, at the 2024 baseline. Sixth-grade RLA reached 53%, while sixth-grade mathematics remained lower at 36%. Results reflected stronger performance on several foundational measures, while differences persisted across grade levels, content areas, and student groups.

Strengths

- Third-grade RLA increased from 44% Meets Grade Level at the 2024 baseline to 51% in 2026.
- Third-grade mathematics increased from 42% to 49%.
- Sixth-grade RLA increased to 53%, up from a 2024 baseline of 51%.
- Several student groups demonstrated gains in third-grade reading and mathematics, including economically disadvantaged, African American, and Hispanic students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although third-grade performance improved in 2025-26, 51% of students met grade-level expectations in RLA and 49% in mathematics, leaving approximately half of third-grade students below the Meets Grade Level standard in each content area.	Gaps in foundational literacy and numeracy skills prior to third grade contribute to challenges in students meeting grade-level expectations.
2	Sixth-grade RLA reached 53% Meets Grade Level in 2025-26, while sixth-grade mathematics remained at 36%, reflecting a performance gap as students transitioned to middle-school academic expectations.	Garland ISD has an opportunity to strengthen and consistently implement cross-level transition practices that align academic expectations, student supports, and readiness measures between elementary and middle school to better prepare students for success in sixth grade.

★ = Priority

District Processes & Programs

Summary

Garland ISD's overall accountability rating increased to 86 in 2025–26, while the number of D-rated campuses decreased from six to three and no campuses received an F rating. Twenty-three campuses earned an A rating, 22 earned a B, and 16 earned a C. Postsecondary readiness remained a district strength, with 95% of Class of 2025 graduates meeting at least one College, Career, and Military Readiness indicator. Academic college readiness by exam remained lower, with 41% of Class of 2025 graduates meeting TSI standards through assessment.

Strengths

- The district accountability rating increased to 86.
- The number of D-rated campuses decreased from six to three, and no campuses received an F rating.
- Forty-five campuses earned an A or B accountability rating.
- Ninety-five percent of Class of 2025 graduates met at least one CCMR indicator.
- TSI readiness by exam increased to 41% for the Class of 2025.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Despite continued improvement in district accountability and the absence of F-rated campuses, three campuses remained D-rated in 2025-2026.	District and campus support should be differentiated based on each campus's individual risk load, performance trends, and implementation needs.
2 ★	While 97% of graduates met at least one CCMR indicator in 2025-26, only 45% met TSI standards on the exam, showing a substantial gap between overall CCMR attainment and demonstrated college readiness through assessment.	While continuing to grow from the 2024 baseline, college readiness by exam has not been developed and monitored consistently across secondary coursework with the same coherence as broader CCMR attainment.

★ = Priority

Perceptions

Summary

Garland ISD maintained generally positive student safety and school experience indicators during 2025–26. Ninety-seven percent of students had no serious discipline incidents, and serious disciplinary concerns were concentrated among a relatively small group of students. Several significant behavior categories declined from the prior year, including fighting, on-campus felonies, terroristic threats, and assaults on employees. Garland ISD was also recognized as the 2026 H-E-B Excellence in Education District of the Year.

Strengths

- Ninety-seven percent of students had no serious discipline incidents.
- On-campus felonies decreased from 38 to 11.
- Fighting incidents decreased from 454 to 351.
- Terroristic threats decreased from 46 to 36.
- Assaults on employees decreased from 35 to 17.
- Garland ISD received the 2026 H-E-B Excellence in Education District of the Year recognition.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Although 97% of Garland ISD students had no serious discipline incidents in 2025-26, repeat disciplinary incidents remained concentrated among a relatively small group of students.	Garland ISD has primarily used universal behavior supports rather than targeted interventions for students with recurring discipline management incidents.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Although 97% of Garland ISD students had no serious discipline incidents in 2025-26, repeat disciplinary incidents remained concentrated among a relatively small group of students.	Garland ISD has primarily used universal behavior supports rather than targeted interventions for students with recurring discipline management incidents.
2 ★	District enrollment declined from 50,898 students in 2024-25 to 49,151 students in 2025-26, a decrease of approximately 3.4%.	Opportunities exist to strengthen and coordinate student retention and recruitment stategies to increase family engagement, awareness of district opportunities, and enrollment stability across campuses.
3 ★	Despite continued improvement in district accountability and the absence of F-rated campuses, three campuses remained D-rated in 2025-2026.	District and campus support should be differentiated based on each campus's individual risk load, performance trends, and implementation needs.
4 ★	While 97% of graduates met at least one CCMR indicator in 2025-26, only 45% met TSI standards on the exam, showing a substantial gap between overall CCMR attainment and demonstrated college readiness through assessment.	While continuing to grow from the 2024 baseline, college readiness by exam has not been developed and monitored consistently across secondary coursework with the same coherence as broader CCMR attainment.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Texas Success Initiative (TSI) data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**

- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**
- [x] **Pregnancy and related services data**
- [x] **Graduation plan types**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams to 61% by 2030 (2026-2027 target:52%).

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Foundations

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

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.

Strategy's Expected Result/Impact: Improved literacy proficiency at Meets Grade-Level and Above in third-grade STAAR results, reflecting effective use of HQIM and Curriculum-Based Assessment data to inform instruction.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title III , , Title II ,

Formative Reviews

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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.

Strategy's Expected Result/Impact: Enhanced instructional effectiveness and real-time identification of student needs, leading to continuous literacy improvement and higher proficiency for third graders, in alignment with data-driven instruction.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: LASO III - Instructional Leadership Grant, , Title II , , Local, , Title III ,

Formative Reviews

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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 Professional Learning Community (PLC) sessions. Key areas include data analysis, student work evaluation, lesson internalization, and evidence-based instructional strategies to enhance literacy-focused collaboration and improvement.

Strategy's Expected Result/Impact: Improved instructional leadership across campuses will facilitate effective literacy support and collaborative teacher development. This approach aims to increase the percentage of students meeting grade-level performance in STAAR Reading Language Arts through consistent implementation of data-responsive learning communities and district-aligned instructional plans.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: LASO III - Instructional Leadership Grant, , Local, , Title III , , Title II ,

Formative Reviews

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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.

Strategy's Expected Result/Impact: Improved literacy engagement through regular, cross-disciplinary writing practices that promote critical thinking and support STAAR readiness, leading to improved reading and writing proficiency outcomes.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title III , , Title II ,

Formative Reviews

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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.

Strategy's Expected Result/Impact: Enhanced literacy engagement and proficiency through personalized feedback, promoting improved writing skills and preparing students to meet or exceed grade-level expectations on STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title II ,

Formative Reviews

November **February** **April** **June**

Strategy 6

Provide training and support for campus leaders and instructional support teachers on classroom observation and feedback practices. Emphasize instructional drivers, in the moment coaching, and real-time feedback to strengthen teaching and learning routinely.

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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics

Funding Sources: LASO III - Instructional Leadership Grant, , Title II , , Local,

Formative Reviews

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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.

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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title II , , Title III ,

Formative Reviews

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Goal 2

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 58% by 2030 (2026-2027 target: 50%).

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Foundations

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

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.

Strategy's Expected Result/Impact:
Improved proficiency at Meets Grade-Level and Above, in third-grade STAAR results. Consistent improvement in problem-solving skills and conceptual understanding, reflecting effective use of HQIM and Curriculum-Based Assessment data to inform instruction.

Staff Responsible for Monitoring: Executive Directors of Leadership,Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title II , , Local,

Formative Reviews

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Strategy 2

Establish a Targeted Numeracy Development Program: Develop a foundational numeracy program emphasizing the development of fluency and automaticity in essential mathematical skills.

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.

Staff Responsible for Monitoring: Executive Directors of Leadership,Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title II ,

Formative Reviews

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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.

Strategy's Expected Result/Impact: Enhanced instructional effectiveness and real-time identification of student needs, leading to fluency and automaticity, as well as higher proficiency for third graders, in alignment with data-driven instruction.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Student Support and Specialized Services

Funding Sources: Title II , , Local,

Formative Reviews

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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 Professional Learning Community (PLC) sessions. Key areas include data analysis, student work evaluation, lesson internalization, and evidence-based instructional strategies to enhance numeracy-focused collaboration and improvement.

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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title II ,

Formative Reviews

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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.

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.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics

Funding Sources: LASO III - Instructional Leadership Grant, , Local, , Title II ,

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Goal 3

Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams to 55% by 2030 (2026-2027 target: 53%).

Performance Objective 1

☑ **High Priority**

Foundations

Evaluation Data Source: DOLs, CBAs, i-Ready, Interim and STAAR

Strategy 1

Develop a coherent middle school literacy system through the redesign of the Grade 6 Reading Language Arts curriculum, the district Literacy Framework, the Read-to-Learn Guide, and the Writing Framework. Provide teachers with aligned curriculum resources, annotated instructional materials, exemplars, and embedded supports that strengthen reading comprehension, vocabulary acquisition, analytical thinking, writing, and background knowledge.

Strategy's Expected Result/Impact: Consistent implementation of the district Literacy Framework and aligned instructional resources will strengthen reading comprehension, analytical writing, and vocabulary development, resulting in improved student performance on i-Ready, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title II , , Title III , , Local,

Formative Reviews

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Strategy 2

Implement intentional sixth-grade transition supports through scheduling structures, including blocked Reading Language Arts and Literacy Enrichment courses, aligned curriculum, targeted intervention, and acceleration opportunities to strengthen students' transition into middle school literacy.

Strategy's Expected Result/Impact: Increased access to targeted literacy instruction, intervention, and acceleration will strengthen students' transition into middle school, resulting in improved literacy growth and achievement on i-Ready, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title III , , Local, , Title II ,

Formative Reviews

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Strategy 3

Implement a comprehensive literacy assessment system that aligns daily Demonstrations of Learning (DOLs), three-week curriculum checkpoints, district assessments, and Professional Learning Community (PLC) response cycles to monitor student learning, identify misconceptions, and provide timely instructional adjustments. Strengthen writing instruction through frequent constructed responses and actionable feedback.

Strategy's Expected Result/Impact: Consistent use of DOLs, curriculum checkpoints, district assessments, and PLC response cycles will improve instructional responsiveness and student mastery of grade-level standards, resulting in improved performance on district CBAs, i-Ready, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title III , , Local, , Title II ,

Formative Reviews

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Strategy 4

Develop teacher, instructional coach, and campus administrator expertise through aligned professional learning, curriculum internalization, collaborative PLCs, instructional coaching, and targeted support for priority campuses. Professional learning will emphasize explicit instruction, conceptual understanding, lesson rehearsal, exemplar development, and consistent implementation of the Align, Engage, Respond instructional framework.

Strategy's Expected Result/Impact: Improved teacher implementation of the district instructional system will increase the consistency and quality of literacy instruction, resulting in stronger student performance on classroom assessments, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title III , , Local, , Title II ,

Formative Reviews

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Strategy 5

Develop campus leadership capacity to implement, monitor, and continuously improve literacy instruction through aligned instructional walkthroughs, common feedback practices, leadership development, instructional coaching, and ongoing implementation monitoring utilizing the district Instructional Drivers.

Strategy's Expected Result/Impact: Consistent leadership implementation of the district instructional system will strengthen instructional quality and fidelity across campuses, resulting in improved classroom instruction and increased student achievement on district assessments and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics

Funding Sources: Title II , , Local,

Formative Reviews

November	February	April	June

Goal 4

Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams to 56% by 2030 (2026-2027 target: 41%).

Performance Objective 1

☑ **High Priority**

Foundations

Evaluation Data Source: Checkpoints, CBAs, i-Ready, and STAAR

Strategy 1

Develop a coherent Grade 6 mathematics system through aligned curriculum, explicit instruction, and conceptual learning experiences that strengthen the transition from elementary mathematics while building readiness for Algebra I by Grade 8. Strengthen grade-level instruction through consistent mathematical reasoning, problem-solving, and aligned extension opportunities that maintain access to advanced mathematics pathways.

Strategy's Expected Result/Impact: Consistent implementation of aligned curriculum and explicit mathematics instruction will strengthen conceptual understanding and mathematical reasoning, resulting in improved student performance on i-Ready, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title II , , Local, , Title III ,

Formative Reviews

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Strategy 2

Implement intentional scheduling structures, targeted intervention, reteach, and extension opportunities that strengthen the transition from Grade 5 to Grade 6 mathematics. Utilize student performance data to provide differentiated support while maintaining grade-level expectations and access to accelerated mathematics pathways.

Strategy's Expected Result/Impact: Increased access to targeted intervention, reteach, and extension opportunities will strengthen students' transition into secondary mathematics, resulting in improved growth and achievement on i-Ready, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title II , , Title III ,

Formative Reviews

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Strategy 3

Implement a comprehensive mathematics assessment system that aligns daily Demonstrations of Learning (DOLs), three-week curriculum checkpoints, district assessments, and Professional Learning Community (PLC) response cycles to monitor student learning, identify misconceptions, and provide timely instructional adjustments that strengthen conceptual understanding and procedural fluency.

Strategy's Expected Result/Impact: Consistent use of DOLs, curriculum checkpoints, district assessments, and PLC response cycles will improve instructional responsiveness and student mastery of grade-level standards, resulting in improved performance on district CBAs, i-Ready, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Special Education and Related Services

Funding Sources: Local, , Title II ,

Formative Reviews

November	February	April	June

Strategy 4

Develop teacher, instructional coach, and campus administrator expertise through aligned professional learning, curriculum internalization, collaborative PLCs, instructional coaching, and targeted support for priority campuses. Professional learning will emphasize explicit instruction, conceptual understanding, lesson rehearsal, exemplar development, and consistent implementation of the Align, Engage, Respond instructional framework.

Strategy's Expected Result/Impact: Improved implementation of the district instructional system will increase the consistency and quality of mathematics instruction, resulting in stronger student performance on classroom assessments, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Special Education and Related Services

Funding Sources: Local, , Title II ,

Formative Reviews

November	February	April	June

Strategy 5

Develop campus leadership capacity to implement, monitor, and continuously improve mathematics instruction through aligned instructional walkthroughs, common feedback practices, instructional coaching, leadership development, and ongoing implementation monitoring utilizing the district Instructional Drivers.

Strategy's Expected Result/Impact: Consistent leadership implementation of the district instructional system will strengthen instructional quality and fidelity across campuses, resulting in improved classroom instruction and increased student achievement on district assessments and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics

Funding Sources: Title II , , Local,

Formative Reviews

November	February	April	June

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 (2026-2027 target: 96%: TSI target: 43%).

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Pathways

Evaluation Data Source: 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

Implement a comprehensive TSI readiness system in Reading, Language Arts, and Mathematics through aligned curriculum, embedded TSI-aligned assessments, common readiness indicators, progress monitoring cycles, targeted instructional supports, and teacher resources in Algebra I, Algebra II, Algebraic Reasoning, English III, and English IV. Utilize student-level data reviews and instructional response structures to identify learning gaps, provide timely intervention, and increase student attainment of college-ready benchmarks and TSI success by exam.

Strategy's Expected Result/Impact: Consistent implementation of embedded TSI supports within Tier I instruction will strengthen college readiness, resulting in increased student attainment of TSI benchmarks by exam and improved College, Career, and Military Readiness outcomes.

Staff Responsible for Monitoring: Secondary Academics, Advanced Academics, Counseling, CTE, Executive Directors of Leadership

Funding Sources: Title I , , Title II , , Local,

Formative Reviews

November	February	April	June

Strategy 2

Implement a districtwide CCMR monitoring system utilizing student-level dashboards, readiness indicators, transition meetings, and campus progress-monitoring structures to identify gaps, monitor pathway completion, and coordinate timely academic, counseling, and instructional supports that ensure every student remains on track for College, Career, and Military Readiness.

Strategy's Expected Result/Impact: Consistent use of student-level readiness data, transition meetings, and progress monitoring will strengthen campus decision-making and timely intervention, resulting in increased attainment of CCMR indicators and TSI success across all student groups.

Staff Responsible for Monitoring: Secondary Academics, Advanced Academics, Counseling, CTE, Executive Directors of Leadership, RAAD, Data Services

Funding Sources: Title II , , Local,

Formative Reviews

November	February	April	June

Strategy 3

Strengthen Career and Technical Education pathways by aligning coherent programs of study to high-demand, high-wage careers, expanding access to industry-based certifications, monitoring student progress toward pathway completion, and increasing attainment of workforce credentials that support postsecondary success and economic mobility.

Strategy's Expected Result/Impact: Increased completion of coherent programs of study and attainment of industry-based certifications aligned to labor market needs will expand workforce readiness and increase College, Career, and Military Readiness attainment.

Staff Responsible for Monitoring: Secondary Academics, Advanced Academics, Counseling, CTE, Executive Directors of Leadership

Funding Sources: Local, , Perkins V,

Formative Reviews

November	February	April	June

Strategy 4

Expand coordinated postsecondary planning through partnerships with higher education institutions, workforce organizations, Education is Freedom, GO Centers, and community agencies to increase student access to dual credit, bridge opportunities, college advising, workforce experiences, financial aid support, and postsecondary planning. Utilize coordinated campus planning and transition processes to ensure students and families receive timely guidance toward college, career, and military pathways.

Strategy's Expected Result/Impact: Expanded postsecondary partnerships and coordinated planning will increase student participation in postsecondary opportunities, improve college and career awareness, and increase attainment of College, Career, and Military Readiness indicators.

Staff Responsible for Monitoring: Secondary Academics, Advanced Academics, Counseling, CTE, Executive Directors of Leadership

Funding Sources: Local, , Title I , , Title IV ,

Formative Reviews

November	February	April	June

Strategy 5

Strengthen Early College High School (ECHS) and Pathways in Technology Early College High School (P-TECH) programs through strategic student recruitment, staff development, academic support systems, student progress monitoring, and continuous evaluation aligned to TEA Outcomes-Based Measures and blueprint requirements to increase both student access and successful program completion.

Strategy's Expected Result/Impact: Improved recruitment, monitoring, and academic support will increase successful completion of Early College and P-TECH programs, resulting in higher attainment of dual credit hours, Level I and II certificates, associate degrees, and College, Career, and Military Readiness outcomes.

Staff Responsible for Monitoring: Secondary Academics, Advanced Academics, Counseling, CTE, Executive Directors of Leadership

Funding Sources: Title I , , Local,

Formative Reviews

November	February	April	June

Strategy 6

Implement initiatives that provide targeted academic, instructional, and student support services through evidence-based programs, supplemental instructional resources, materials, and interventions. Resources and services will be prioritized based on campus needs assessments and district improvement priorities to strengthen student engagement, increase access to rigorous learning opportunities, and support college, career, military, and postsecondary readiness.

Strategy's Expected Result/Impact: Strengthened campus capacity to provide targeted, data-driven academic and instructional supports that increase student engagement, improve academic achievement, and expand opportunities for students to meet College, Career, and Military Readiness (CCMR) indicators and Texas Success Initiative (TSI) standards.

Staff Responsible for Monitoring: Grants Development/Management, Executive Directors of Leadership

Funding Sources: Title II , , Title IV ,

Formative Reviews

November	February	April	June

Strategy 7

Provide targeted community outreach by sharing educational materials about the McKinney-Vento program with all students and families, including the application process and resources

available to those who qualify for McKinney-Vento, with support from the Special Populations Liaison, Title I.

Strategy's Expected Result/Impact: Increase identification and support of students experiencing homelessness by ensuring families are informed of McKinney-Vento eligibility, application procedures, and available resources, resulting in improved access to services, school stability, and student engagement.

Staff Responsible for Monitoring: Student Services

Funding Sources: TEHCY, , Title I ,

Formative Reviews

November	February	April	June

Strategy 8

Provide basic necessities to McKinney-Vento families to enhance student stability by removing non-academic barriers that negatively impact attendance.

Strategy's Expected Result/Impact: Improve attendance and school stability for students experiencing homelessness by providing basic necessities that remove non-academic barriers to consistent school participation.

Staff Responsible for Monitoring: Student Services

Funding Sources: TEHCY, , Title I ,

Formative Reviews

November	February	April	June

Strategy 9

Provide TEKS-aligned learning opportunities through after-school programs and academic materials to ensure McKinney-Vento students meet proficiency, course completion in core courses, and testing requirements necessary for promotion and graduation.

Strategy's Expected Result/Impact: McKinney-Vento students demonstrate increased academic proficiency, higher rates of core course completion, and improved performance on required assessments, resulting in increased promotion and graduation rates.

Staff Responsible for Monitoring: Student Services

Funding Sources: TEHCY,

Formative Reviews

November	February	April	June

Goal 6 Eliminate all D-rated and F-rated campuses by 2030 (2026-2027 target: _0__% of campuses).

Performance Objective 1 ☑ High Priority

Excellence

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

Strategy 1

Implement a comprehensive campus risk analysis process utilizing academic performance, implementation data, staffing, student demographics, and organizational indicators to identify priority campuses and differentiate district support. Utilize risk analysis findings to allocate resources, prioritize district programming, and implement targeted improvement plans that strengthen instructional systems and accelerate student outcomes.

Strategy's Expected Result/Impact: Differentiated district support based on campus risk analysis will strengthen implementation of district priorities, improve campus performance, and reduce the number of campuses identified for comprehensive or targeted support.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, and RAAD

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 2

Implement a coherent district instructional system that aligns curriculum, instructional resources, the Align, Engage, Respond framework, assessment response cycles, Professional Learning Communities, instructional walkthroughs, and leadership feedback to ensure consistent implementation of high-quality instruction across all campuses.

Strategy's Expected Result/Impact: Consistent implementation of the district instructional system will strengthen instructional coherence, improve adult practice, and increase student achievement across district assessments and accountability measures.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, and Multilingual Programs

Funding Sources: Title II , , Title I ,

Formative Reviews

November	February	April	June

Strategy 3

Implement a comprehensive continuous improvement process utilizing Demonstrations of Learning (DOLs), curriculum checkpoints, district assessments, implementation monitoring, walkthrough data, and campus performance reviews to identify instructional needs, monitor implementation, and provide timely support to campuses.

Strategy's Expected Result/Impact: Improved school accountability ratings through implementation monitoring and instructional response cycles will improve district decision-making, strengthen instructional practices, and increase student achievement.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, and RAAD

Funding Sources: Title I , , Title II ,

Formative Reviews

November	February	April	June

Strategy 4

Build districtwide instructional capacity through a comprehensive teacher and leadership development system that includes new teacher development, Project GOAL mentoring, mentor teacher development, instructional coach and Instructional Support Teacher capacity building, collaborative professional learning, and targeted coaching at priority campuses.

Strategy's Expected Result/Impact: Expanded teacher and leadership capacity will improve instructional effectiveness, strengthen implementation of district priorities, and increase student achievement on the A-F Accountability System.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, Multilingual Programs, and Special Education and Related Services

Funding Sources: Title III , , Title II , , Title I ,

Formative Reviews

November	February	April	June

Strategy 5

Implement differentiated district-designed programming for priority campuses through coordinated academic support, instructional coaching, Effective Schools Framework

implementation, leadership development, multilingual supports, scheduling assistance, implementation monitoring, and targeted intervention designed to strengthen campus systems and improve student outcomes.

Strategy's Expected Result/Impact: Coordinated district support and differentiated programming will strengthen campus implementation, improve instructional quality, and accelerate student achievement at identified campuses by contributing to overall improvement in accountability ratings.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, Multilingual Programs, and MTSS

Funding Sources: Title III , , Title II , , Title I ,

Formative Reviews

November	February	April	June

Strategy 6

Implement targeted improvement initiatives for district accountability priorities, including Grade 5 Science, Grade 8 Social Studies, and other identified content areas, through aligned curriculum, instructional resources, assessment systems, professional learning, and implementation support designed to improve student achievement and accountability outcomes.

Strategy's Expected Result/Impact: Targeted district improvement initiatives will strengthen instruction in identified accountability priority areas, resulting in improved student performance and district A- F accountability outcomes.

Staff Responsible for Monitoring: Elementary Academics, Secondary Academics, Executive Directors of Leadership

Funding Sources: Local, , Title I , , Title II ,

Formative Reviews

November	February	April	June

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. Including establishing and sustaining partnerships with the external childcare providers within GISD boundaries.

Strategy's Expected Result/Impact: Reduction in Achievement Gaps, Increased Collaboration Among Stakeholders, Enhanced Family Engagement, Improved Early Academic Performance

Staff Responsible for Monitoring: Grants Development/Management, Elementary Academics, and Secondary Academics

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

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.

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.

Staff Responsible for Monitoring: Grants Development/Management

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

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.

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.

Staff Responsible for Monitoring: Grants Development/Management

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

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.

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.

Staff Responsible for Monitoring: Grants Development/Management

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

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.

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.

Staff Responsible for Monitoring: Elementary Academics, Human Resources

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 12

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.

Strategy's Expected Result/Impact: Increased academic performance and student growth through strengthened home-school and community partnerships that support continuous learning outside of the classroom.

Staff Responsible for Monitoring: Elementary Academics, Secondary Academics, Family and Community Engagement, Grants Dev.,Multilingual programs

Funding Sources: Title III , , Local, , Title I ,

Formative Reviews

November	February	April	June

Strategy 13

Provide targeted district and campus-level supports to increase student achievement, instructional support, learning opportunities, and student engagement and attendance.

Strategy's Expected Result/Impact: Improved teacher effectiveness and student achievement.

Staff Responsible for Monitoring: Grants Development/Management

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 14

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.

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.

Staff Responsible for Monitoring: Executive Directors of Leadership

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 15

Develop and implement a system to strengthen positive school climates and improve student safety, well-being, engagement, and access to supportive learning environments through strategic leadership, coordination, and oversight of the districtwide programs and supports.

Strategy's Expected Result/Impact: Improved school climate, student safety, well-being, and engagement through increased access to coordinated supports and resources that promote positive, healthy, and supportive learning environments.

Staff Responsible for Monitoring: Director of IMPACT

Funding Sources: Title IV ,

Formative Reviews

November	February	April	June

Strategy 16

Provide targeted district and campus-level regional support through a Board Certified Behavior Analyst (BCBA),to build campus capacity by developing, implementing, and monitoring Tier 2 and Tier 3 behavior interventions aligned to MTSS.

Strategy's Expected Result/Impact: Students with behavioral needs will receive timely, evidence-based interventions that improve behavior, increase instructional time and attendance, and support improved academic outcomes, contributing to the reduction of D-rated campuses.

Staff Responsible for Monitoring: Executive Director of Special Education and Related Services and Assistant Director of MTSS

Funding Sources: Title IV ,

Formative Reviews

November	February	April	June

Strategy 17

Provide targeted district and campus-level support through the district's Student Engagement and Support Specialists to Implement an integrated attendance, student engagement, and dropout prevention system that leverages attendance data, multi-tiered interventions, and comprehensive leaver management to increase student presence, support academic achievement, recover disengaged students, and ensure accurate accountability reporting.

Strategy's Expected Result/Impact: Increased student attendance and academic performance through timely interventions; reduced chronic absenteeism and dropout rates through proactive student recovery efforts; and strengthened accountability through accurate identification, coding, and monitoring of leavers.

Staff Responsible for Monitoring: Student Engagement Administrator, Executive Director of Student Services

Funding Sources: Title IV ,

Formative Reviews

November	February	April	June

Strategy 18

Provide targeted district and campus-level regional support through a Board Certified Behavior

Analyst (BCBA), Registered Behavior Technicians (RBT's), instructional coaches, and behavior program specialists and coordinators to build campus capacity by developing, implementing, and monitoring Tier III behavior interventions.

Strategy's Expected Result/Impact: Students with behavioral needs will receive timely, evidence-based interventions that improve behavior, increase instructional time and attendance, and support improved academic outcomes, contributing to the reduction of D-rated campuses.

Staff Responsible for Monitoring: Executive Director of Special Education and Related Services, Director of Special Education

Funding Sources: IDEA-B, , Local,

Formative Reviews

November	February	April	June

Strategy 19

Provide ongoing professional development focused on effective technology integration, blended learning, and data-driven instruction to strengthen teacher capacity through Digital Professional Learning.

Strategy's Expected Result/Impact: Greater implementation of high-quality blended learning strategies that promote student engagement, collaboration, differentiation, and personalized learning.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 20

Establish a district Learning Management System (LMS) as the centralized platform for delivering TEKS-aligned, high-quality curriculum, instruction, assessment, and professional learning to ensure consistent and equitable instruction across all campuses.

Strategy's Expected Result/Impact: Increased consistency and fidelity of curriculum implementation across all campuses through equitable access to TEKS-aligned instructional resources.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title IV ,

Formative Reviews

November	February	April	June

Strategy 21

Build teacher capacity through targeted, professional learning that strengthens effective technology integration, data-driven instruction, and implementation of high-quality instructional practices.

Strategy's Expected Result/Impact: Increased teacher effectiveness and instructional consistency through the effective use of district digital tools, resulting in higher student achievement, accelerated academic growth, and improved campus accountability outcomes.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title IV ,

Formative Reviews

November	February	April	June

Strategy 22

The district will utilize Title IV, Part A funds to purchase allowable supplies and materials that support safe and healthy learning environments. Purchases will be based on campus needs assessments and aligned with district improvement priorities, with priority given to campuses demonstrating the greatest need.

Strategy's Expected Result/Impact: Will strengthen learning environments, the implementation of campus improvement strategies, and improve conditions that support increased student achievement.

Staff Responsible for Monitoring: Grants Development/Management

Funding Sources: Title IV ,

Formative Reviews

November	February	April	June

Committees

Committees

DIP Committee Members

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 7, 2026 @ 4:15 PM	Garland ISD Garland/Rowlett Rm	10-7-26 Sign-In Sheet.pdf	Minutes 10.7.2026 DEIC Agenda.pdf
September 30, 2026 @ 4:15 PM	Garland ISD Garland/Rowlett Rm	9-30 Sign-In Sheet.pdf	9-30 Agenda and Minutes Combined.pdf

Members

First Name	Last Name	Position	Committee Role
Natalie	Cortez	Community Member	Community Member
Alejandro	Cardoso	Community Member	Community Member
Elizabeth	Fuentes	Community Member	Community Member
Justin	Campbell	Business Rep	Business Rep
Ashley	Sennett	Business Rep	Business Rep
Shelly	Hoffman	Business Rep	Business Rep
Amy	Dennis	Parent, Kimberlin/Austin Academy	Parent
Jason	McClellan	Parent, Luna ES	Parent
Stephane	Rovelo	Parent, Beaver ES	Parent
Natasha	Saunders	Parent, SHS	Parent
Stej	Sanchez	Parent, Sewell ES	Parent
Stephanie	Pyda	Parent, LCHS	Parent
Cindy	Rodriguez	Asst. Dir. of Student Services	Other Leader
Tobi	Schmidt	Exec. Direct of Leadership Elementary	Other Leader
Devonia	Maddox	Admin. Secondary Curriculum and Instruction	Administrator
Tiffini	Bruman	Admin. Elementary Curriculum and Instruction	Administrator
Anita	Gonzalez	Dyslexia Coordinator	Specialized Instructional Support Personnel
Robin	Balderson	Special Education Coordinator	Specialized Instructional Support Personnel

First Name	Last Name	Position	Committee Role
Renee	Kotsopoulos	Director of Health Services	Specialized Instructional Support Personnel
Ray	Winkler	Exec. Dir. Student Support & Specialized Services	Specialized Instructional Support Personnel
Dr. Darrin	Hemphill	Principal, GAEC	Principal
Kristy	Nolan	Principal, Coyle Tech	Principal
David	Gibbons	Principal, O'Banion MS	Principal
Stefani	Blackman	Principal, Abbet ES	Principal
Dr. Jennifer	Garcia	Principal, SGHS	Principal
Connie	Johnson	Secretary	Paraprofessional
Teressa	Johnson	Secretary	Paraprofessional
Yvette	Castillo	Secretary	Paraprofessional
Jagruti	Rana	Secretary	Paraprofessional

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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.	• Principal	• Training provided based on campus needs
2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyberbullying.	• Principal	• Decrease in cyberbullying incidents
3. School counselors will increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities through classroom instruction.	• School Counselor	• Decrease in bullying incidents
4. Encourage students, parents, or guardians to report acts of bullying. A student may submit an anonymous report. Parents or students may speak privately to any staff member to report an incident.	• Principal	• Information regarding reporting procedures was distributed to the parents
5. Teachers and staff members are trained in the GISD bullying reporting protocol.	• Principal	• 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. Student Success Coordinators will provide leadership for school improvement in the areas of climate, discipline management, and safety.	• Director of Student Services	• Support for campuses (Awareness)
2. Prepare age-appropriate instruction, counseling, and/or presentations to students in conjunction with drug awareness education information.	• Guidance & Counseling • School Counselors	• 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.	• Guidance & Counseling • School Counselors • School Resource Officers	• 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.	• Guidance & Counseling and School Counselor	• Character Education programs are implemented on campuses
5. Highly trained dyslexia therapists provide dyslexia therapy/instruction to students identified with dyslexia in K-12. Identified students will receive an appropriate dyslexia program, utilizing 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.	• Director of Special Education	• 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.	• CTE	• 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.	• CTE	• 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.	• Principal • G/T Department	• 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.	• District Homeless Liaison • Student Services Dept.	• Students are provided with supplemental materials and services
10. Provide transportation services to students in foster care.	• District Foster Care Liaison	• 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.	• Guidance & Counseling • School Counselor	• 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.	• Guidance & Counseling • School Counselor	• 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.	• Guidance & Counseling • School Counselor	• 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.	• Guidance & Counseling • School Counselor	• Student and Staff awareness is increased
2. Counselors will provide counseling and/or refer students to local community agencies when the need arises.	• Guidance & Counseling • School Counselor	• 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.	• Guidance & Counseling • School Counselor	• 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.	• HR	• Pools of candidates are created
2. Increase minority candidates for positions that more adequately reflect the student population.	• HR • Principal	• The number of minority candidates interviewed and hired increases
3. Provide ongoing training and development for mentors (current Project GOAL program).	• HR	• Training is provided for mentors
4. Principals assign a veteran teacher on the campus to "mentor" the first-time teachers. There are also additional mentor resources available at the district level.	• Principal	• First-time teachers are provided with an adequate level of campus and district support
5. During the school year, there are regular staff development activities scheduled for both first-year and veteran staff members.	• HR • Principal	• Staff development activities are held throughout the school year
6. Opportunities are provided for promotion within the district. The district actively encourages campus internships for teachers working on advanced degrees that require an internship as part of their coursework and for teachers who have been identified as leaders by their supervisors.	• HR	• The district promotes internal candidates

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).	• Principal • Special Education Department	• Each campus has a CORE team
2. CORE Team members must attend the Nonviolent Crisis Intervention (NVCI) training and complete the Texas Behavior Support Initiative (TBSI) modules.	• Principal • Special Education Department	• CORE team members attend training
3. CORE Teams will observe and provide support in a crisis.	• Principal • Special Education Department	• 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.	• Guidance & Counseling	• Student advising contacts and participation in college and career events
2. Provide FAFSA/TASFA workshops to assist students and parents in understanding and completing the application for financial aid.	• Guidance & Counseling • School Counselor	• 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.	• Guidance & Counseling • School Counselor	• Students are made aware of scholarships and the website scholarship page is kept current and updated
4. Provide an opportunity for high school juniors, seniors, and their parents to meet with representatives from participating colleges and the military to discuss admissions.	• Guidance & Counseling	• 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.	• FACE/Student Services • Region 10	• 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.	• FACE/Student Services • Region 10	• 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.	• FACE/Student Services • Services Region 10	• 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.	• Student Services • Student Engagement and Attendance (SEA) Teams	• 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.	• Campus Staff	• At-risk students participation in in-school curricular and non-curricular programs
3. Access available community media outlets to run an awareness campaign that publicizes the dropout problem and describes effective preventive techniques, programs, and services available.	• Student Services - Student Engagement and Attendance Team • Communications & Public Relations Team • Student Retention and Recovery Team	• Response data from media campaigns
4. Solicit support and encourage involvement from the community's diverse groups and organizations to reclaim and retain at-risk students. Develop a centralized system to collect, organize, maintain, and disseminate at-risk student data.	• Student Services - Student Engagement and Attendance Team • Student Retention and Recovery Team	• 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.	• MTSS Department • SEA Team • Campus Counselors	• 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.	• Principal	• 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.	• Nurse	• 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.	• Student Nutrition Services	• 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.	• Guidance & Counseling • School Counselor	• Students are provided appropriate counseling services or are given referrals to services
5. Each elementary and middle school campus wellness team (physical education teacher, school nurse, administrator, cafeteria representative) creates a calendar detailing all of the coordinated school health activities during the school year.	• Principal • District Health/Physical Education Coordinator	• Campus CSH calendars are turned in to the Health/Physical Education Coordinator

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	• Director, Grants Dev./Mgmt.	• 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	• Director, Grants Dev./Mgmt.	• 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	• Director, Grants Dev./Mgmt.	• 100% compliance
4. Provide training for teachers in improving teaching and learning in the classroom (SAIL, Priority Campuses).	Title I: Task 1.1	• Academics • Executive Directors of Leadership	• 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	• RAAD	• 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	• Director, Grants Dev./Mgmt. • Division of Academics	• 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	• Executive Director of Elementary Academics	• 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	• Advanced Academics Admin	• 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	• Advanced Academics Admin	• 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	• Student Services Administrator	• Students improve attendance and scores in state assessments
2. Provide transportation to students in Foster Care.	Title I: Task 7.2	• Student Services Administrator	• 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	• Director, Grants Dev./Mgmt.	• 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	• Director, Grants Dev./Mgmt.	• 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	• Digital Learning Coordinator	• 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	• Digital Learning Coordinator	• 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	• Digital Learning Coordinator	• 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	• Executive Director of Guidance & Counseling	• Increased understanding of CCMR standards and their importance for college and career readiness among students and families will lead to higher engagement in CCMR-related activities, resources at GO Centers, and improved postsecondary access

TASK 14. Parental Involvement

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	• Program Facilitator	• 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 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	• Program Facilitator	• 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	• Program Facilitator • Dir. of HR Systems	• 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	• Early Education Coordinator	• 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	• Asst. Superintendent of Leadership	• 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	• Executive Director, Student Services	• Increase in campus performance ratings and student achievement
3. Use campus data to provide differentiated leadership coaching, targeted professional learning, strategic resources, and ongoing progress monitoring to strengthen leadership capacity and accelerate student outcomes.	Title I: Task 19.3	• Asst. Superintendent of Leadership	• 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	• SAIL Coordinator	• 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	• SAIL Coordinator	• 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	• SAIL Coordinator	• 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	• Division of Academics • PD Specialists	• 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	• Division of Academics • PD Specialists	• 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	• Division of Academics • PD Specialists	• 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	• Division of Academics • Library Media Services	• 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	• Division of Academics • World Languages Coordinator	• 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	• Division of Academics • Content Coordinators	• 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	• Executive Directors of Leadership	• 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	• Division of Academics	• 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	• Division of Academics	• Student progress monitoring and assessment data showing improved student outcomes
3. Ensure compliance with ESSA requirements for PNP services.	Title II: Task 4.3	• Grants Development	• 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	• HR Coordinator	• 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 II, Part A Program Prioritization of Funds

Title II, Part A funds are allocated to demonstrate prioritization to schools served by the LEA under Title I Section 1111 (d) and that have the highest percentage of low-income children.

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	• Multilingual Program Director	• 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	• Multilingual Program Director	• 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	• Multilingual Program Director	• 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	• Multilingual Program Director	• 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	• Newcomer Facilitator	• 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	• Newcomer Facilitator	• 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	• Newcomer Facilitator	• 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	• Executive Director of Guidance & Counseling	• College application and FAFSA submissions increase Postsecondary enrollment
2. Provide targeted district and campus-level supports to increase student achievement, instructional support, learning opportunities, and student engagement and attendance.	Title IV: Task 1.2	• Grants Development and Management • Executive Directors of Leadership	• Improved teacher effectiveness and student achievement
3. Implement Academic Success Services designed to provide supplemental, small-group, and individualized instructional support to students. These services will focus on strengthening mastery of core academic standards, increasing student engagement, and reinforcing classroom learning through aligned intervention practices.	Title IV: Task 1.3	• Grants Development and Management, • Executive Directors of Leadership	• Strengthened campus capacity to provide targeted, data-driven interventions that will increase student achievement

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	• Assistant Director of MTSS	• 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	• Executive Director of Student Services	• Reduction in Leaver Numbers
3. Reduce chronic absenteeism by implementing consistent attendance monitoring and intervention systems across the district.	Title IV: Task 2.2	• Executive Director of Student Services	• 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	• Division of Academics • Digital Learning Coordinator	• Student outcomes • Usage 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	• Director, Grants Dev./Mgmt.	• 100% compliance

Title I, Part A: LEA Program Plan

LEA Plan Requirement	Description
Timely and Meaningful Consultation	• 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 2026-2027 school year, District Committee meetings are scheduled for at least 2 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 2026-2027 District Improvement Plan.
Coordination	• 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: ○ 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	• Implement TEKS-aligned HQIM to ensure rigorous, standards-based instruction
	  ○ Goal 1, Strategy 1 (Reading HQIM)
	  ○ Goal 2, Strategy 1 (Math HQIM)
	  ○ Goal 3, Strategy 1 (Grade 6 Literacy System
	  ○ Goal 4, STrategy 1 (Grade 6 Mathematics System
	• Develop literacy and numeracy frameworks and embed writing across the curriculum to deepen comprehension and critical thinking
	  ○ Goal 1, Strategy 2 (Data-Informed Literacy Framework)
	  ○ Goal 1, Strategy 4 (K–12 Writing Framework)
	  ○ Goal 2, Strategy 2 (Targeted Numeracy Development Program)
	  ○ Goal 3, Strategy 1 (Literacy Framework/Read-to-Learn/Writing Framework)
	• Conduct frequent assessments (formative, CBAs, STAAR 2.0 items, i-Ready) to monitor student progress and adjust instruction
	  ○ 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
	  ○ Goal 1, Strategy 3 (Literacy HQIM, PLCs, data analysis and instructional practices)
	  ○ Goal 1, Strategy 6 (Classroom observations, coaching and real-time feedback)
	  ○ Goal 2, Strategy 4 (Math HQIM, PLCs, data analysis and numeracy practices)
	  ○ Goal 2, Strategy 5 (Classroom observations, coaching, and real-time feedback)
	  ○ Goal 3, Strategy 4 (Literacy curriculum internalization, PLCs, instructional coaching, and Align, Engage, Respond)
	  ○ Goal 3, Strategy 5 (Literacy walkthroughs, leadership development, instructional coaching, and instructional drivers)
	  ○ Goal 4, Strategy 4 (Math curriculum internalization, PLCs & Align, Engage, Respond)
	  ○ Goal 4, Strategy 5 (Math walkthroughs, leadership development, instructional coaching, and instructional drivers)

LEA Plan Requirement	Description

	• Prepare students for advanced opportunities through Algebra I readiness, TSI preparation, and aligned CTE pathways
	  ○ Goal 4, Strategies 1–2 (Algebra I/advanced mathematics readiness)
	  ○ Goal 5, Strategy 1 (TSI Readiness)
	  ○ Goal 5, Strategy 2 (CCMR Monitoring)
	  ○ Goal 5, Strategies 3–5 (CTE, Postsecondary, ECHS/P-TECH Pathways)

Periodic Review and Revisions	• 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
1. How the LEA will monitor students' progress in meeting the challenging State academic standards by; ☐ Developing and implementing a well-rounded program of instruction to meet the academic needs of all students ☐ Identifying students who may be at risk for academic failure ☐ Providing additional educational assistance to individual students, the LEA or school determines who needs help in meeting the challenging State academic standards ☐ Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning	Garland Independent School District implements a coherent instructional and assessment framework that monitors student progress through Demonstrations of Learning (DOLs), curriculum checkpoints in every content area, Curriculum-Based Assessments (CBAs), STAAR Interim Assessments, STAAR, i-Ready diagnostics, and predictive data dashboards. These aligned measures provide timely evidence of student learning, identify students at risk of academic failure, and guide targeted interventions through campus PLCs and MTSS. Instruction is supported through district-designed literacy and mathematics frameworks, aligned curriculum resources, and responsive instructional practices to ensure every student receives the support needed to meet challenging state academic standards. **Goal 1, Strategies 1–3 & 6; Goal 2, Strategies 1–5; Goal 3, Strategies 1, 4 & 5; Goal 4, Strategies 1, 4 & 5; Goal 5, Strategies 1–2; Goal 6, Strategies 2–3, 6 & 13.**
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 ☐ Low Income ☐ Minority	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 shortage areas to meet the needs of the district population. Garland ISD provides a comprehensive teacher development system designed to ensure equitable access to highly effective instruction for every student. Elementary and Secondary Teacher Development Teams provide aligned professional learning, instructional coaching, mentoring through Project GOAL, and districtwide support for new teachers. In addition, the district builds instructional capacity through Instructional Coaches, Instructional Support Teachers, mentor teachers, and campus leadership development to strengthen instructional practice and improve teacher retention. Priority campuses receive targeted improvement plans, high-frequency coaching, and differentiated support based on student performance and campus needs. **Addendum**
3. How the LEA will carry out its School Support and Improvement activities responsibilities	Garland Independent School District fulfills its school improvement responsibilities through a differentiated system of support for campuses identified for

Descriptor	Summary of Evidence in the DIP
	Comprehensive, Targeted, or Additional Targeted School Improvement. District teams conduct comprehensive campus needs and risk analyses to develop targeted improvement plans aligned to district instructional priorities. Support includes Instructional Coaches, Instructional Support Teachers, Support Teachers, campus leadership coaching, high-frequency instructional walkthroughs, PLC development, and implementation of district instructional drivers (Align, Engage, Respond). Progress is monitored through instructional evidence, assessment data, and ongoing coaching cycles to accelerate student achievement while ensuring effective use of federal resources. **Goal 6, Strategies 1, 3–5 & 14**
4. The poverty criteria that will be used to select school attendance areas	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. **Goal 6, Strategy 10; Title I, Part A Addenda for poverty eligibility criteria**
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.	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. **Goal 5, Strategies 1, 5–6; Goal 6, Strategies 2, 6 & 13; Title I, Part A Addenda**
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.	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 such as 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. **Addendum**

Descriptor	Summary of Evidence in the DIP
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.	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. 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. **Addendum**
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.	Garland ISD supports successful transitions from early childhood through elementary and beyond by aligning instructional expectations, literacy development, and foundational learning experiences across grade spans. Early transition efforts emphasize school readiness, while district instructional frameworks continue building literacy, numeracy, and college and career readiness throughout a student's academic journey. Through coordinated curriculum, professional learning, and transition supports, the district ensures students develop the academic foundations necessary for long-term success. **Goal 6, Strategy 7**
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.	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.

Descriptor	Summary of Evidence in the DIP
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; ☐ Coordination with institutions of higher education, employers, and other local partners; and ☐ Increased student access to early college high school or dual concurrent enrollment opportunities, or career counseling to identify student interests and skills	Garland Independent School District implements a coherent College, Career, and Military Readiness (CCMR) system that prepares students for postsecondary success beginning in middle school. Through aligned instructional drivers, rigorous curriculum, embedded TSI readiness supports, coherent assessment systems, and real-time CCMR dashboards, students develop the academic skills necessary for college and career success. The district partners with higher education institutions, business and industry, and community organizations to expand Early College High School, P-TECH, dual credit, workforce certifications, and career exploration opportunities. Students receive individualized academic planning, transition supports, career advising, and access to programs of study aligned to high-wage, high-demand careers, ensuring every student graduates prepared for postsecondary education, military service, or the workforce. **Goal 5, Strategies 1–5**
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.	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 to ensure all students have equitable access to instruction. **Addendum**
12. If applicable, how the LEA will support programs that coordinate and integrate; ☐ 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. ☐ Work-based learning opportunities that provide students **with in-depth interaction with industry professionals** and, if appropriate, academic credit.	Garland Independent School District coordinates academic instruction and career readiness through a comprehensive CCMR system that integrates rigorous academics, Career and Technical Education, dual credit, Early College High School, P-TECH, TSI readiness, and work-based learning experiences. Academic and career pathways are supported through aligned curriculum, embedded college readiness instruction, coherent assessment systems, industry partnerships, programs of study, and workforce experiences that prepare students for high-demand careers and postsecondary success. Students have opportunities to earn industry-based certifications, college credit, and workplace experiences while developing the knowledge and skills necessary for lifelong success. **Addendum**

Descriptor	Summary of Evidence in the DIP
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; ☐ Assist schools in identifying and serving gifted and talented students ☐ Assist schools in developing effective school library programs to provide students with an opportunity to develop digital literacy skills and improve academic achievement.	Garland ISD uses Title I resources to strengthen equitable access to high-quality instruction through district-designed curriculum, instructional materials, professional learning, digital literacy resources, library media services, Gifted and Talented identification and programming, supplemental academic supports, and targeted interventions for identified student groups. Funding also supports district improvement priorities through teacher development, instructional coaching, literacy initiatives, technology resources, and student support systems that expand opportunities for academic success and college, career, and military readiness. **Goal 5, Strategies 5–6; Goal 6, Strategies 13 & 19–21**

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))	**District Improvement Plan:** Homeless Foster Care **Goal 6, Strategy 7** Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school. **Goal 6, Strategy 12** Develop and implement a comprehensive family and community engagement program that aligns with classroom instruction. **Addenda:** Title I, Part A Program Highly Effective Teachers
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))	**District Improvement Plan:** **Goal 6, Strategy 7** Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school.
8. Parents' Right-to-Know (Sec. 1112(e)(1))	**District Improvement Plan:**

Assurance	Evidence in the District Improvement Plan and/or Addenda
	Goal 6, Strategy 12 Implement a comprehensive, district-wide family and community engagement program that notifies parents of their Right to Know of staff qualifications and provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth. **Addendum:** TASK 14. Parental Involvement (parent compacts, policies)
9. Testing transparency (Sec. 1112(e)(2))	**Addendum:** District Test and Assessment Calendar
10. Outreach to parents of English learners (Sec. 1112(e)(3)(C))	**District Improvement Plan:** **Goal 6, Strategy 12** Implement a comprehensive, district-wide family and community engagement program that notifies parents of their Right to Know of staff qualifications and provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth. **Addenda:** Title I, Part A

The Garland Independent School District
Title I, Part A Parent and Family Engagement Policy
2026-2027

Title I, Part A of ESSA provides federal funding to schools serving high percentages of students who qualify for free/reduced lunch. Sixty-two Garland ISD campuses receive Title I, Part A funds for additional teachers, support staff, technology, and supplemental learning resources. The campus and district Parent and Family Engagement Policies are developed with family/community input and reviewed annually.

I. Collaboration in Planning and Improvement

Garland ISD involves parents and community representatives in the District Improvement Plan through the Districtwide Educational Improvement Council (DEIC). The district also engages stakeholders in the annual review of the Title I, Part A Program Plan and District PFE Policy through the Parent Advisory Council (PAC), using discussion, survey data, and collaborative feedback to document and incorporate recommendations. Campus Improvement Teams include parents, community and business representatives, campus staff, and LEA personnel use stakeholder input, needs-assessment data, and family feedback to identify needs, select strategies, and update Campus Improvement Plans.

II. Support for Effective Parent and Family Engagement

Garland ISD provides campuses with training, collaboration, consultation, planning resources, and ongoing professional learning so engagement activities address identified needs and strengthen welcoming environments, consistent communication, meaningful participation, and school-family partnerships. The annual Title I PFE Survey is reviewed for trends and barriers, and campuses use family feedback to guide year-round events, volunteer and recognition opportunities, and other participation options, including at middle and high schools.

III. Building Family and School Capacity

GISD helps families understand standards, curriculum, assessments, and student progress through testing and assessment information, Skyward/district applications, progress reports, curriculum/course resources, meetings, workshops, and written communication; parent learning topics are selected from needs assessments, survey findings, and family feedback and may include student learning, parenting, literacy, technology, ParentSquare, and partnering with schools. With family input, GISD and Title I campuses train staff on valuing family contributions and working with parents as equal partners, recognize November as Family Engagement Month, and provide accessible communication through ParentSquare, text, email, apps, websites, or print with translation/interpretation based on family language needs and requests.

IV. Coordination with Parent Involvement Programs

Garland ISD coordinates with district departments, PTA/PTSA and other parent/student advocacy organizations, and community partners to connect families with information, engagement opportunities, and resources. Booster clubs and other parent organizations may receive campus support for activities aligned with procedures and student needs, and campuses may collaborate with local programs, after-school providers, and community organizations to expand family participation and enrichment opportunities when appropriate and allowable.

V. Community and Business Partnerships

GISD connects businesses and community organizations with identified district and campus needs through resources, expertise, volunteers, enrichment opportunities, referrals, and partnerships, including efforts to expand volunteer opportunities at the secondary level. Garland ISD communicates district goals and needs to stakeholders and uses family and community-partner feedback to inform future engagement efforts.

VI. Annual Evaluation

Garland ISD annually evaluates the District PFE Policy through the Title I PFE Survey and PAC review to identify participation barriers, communication needs, training interests, and opportunities to strengthen school-family partnerships. District staff review and share findings for action, use them to revise policy and guide communication, training, engagement, and partnership strategies consistent with district procedures and federal requirements, and document how stakeholder recommendations informed policy and program decisions.