Garland Independent School District

District Improvement Plan

2023-2024

Mission Statement

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

Vision

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

Value Statement

We believe every student can learn.

We know every student deserves our best.

We value and celebrate all cultures.

We respect all students, families, staff and communities.

We demonstrate ethical behavior.

EDUCATION TRANSFORMS LIVES.

Core Beliefs

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

1. GISD demonstrates that teachers are the number one determinant of students' success and will ensure teachers provide effective Tier I instruction by supporting them with relevant resources, ongoing professional development, and coaching while being held accountable for student growth and achievement.

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

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

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

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

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

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

Non-Negotiables

Non-negotiables represent foundational elements that must be present in order to achieve planned student outcomes. With regard to the Academic Acceleration Plan, these non-negotiables include:

- Accountability

- Clear Communication

- Data Decision-Making

- Equity

- Instruction

- Systems & Processes

- Teacher & Community Involvement

- Whole Child Focus

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

LONGITUDINAL STUDENT ACHIEVEMENT TRENDS

LITERACY / READING LANGUAGE ARTS*

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grade 3 STAAR RLA Meets Grade Level	48.2%	43.9%	47.3%	n/a	33.8%	47.3%	49.3%
Grade 4 STAAR RLA Meets Grade Level	44.6%	42.8%	42.4%	n/a	31.9%	51.6%	48.2%
Grade 5 STAAR RLA Meets Grade Level	47.5%	53.8%	55.9%	n/a	43.9%	55.7%	56.1%
Grade 6 STAAR RLA Meets Grade Level	34.8%	35.9%	36.7%	n/a	27.4%	38.3%	46.2%
Grade 7 STAAR RLA Meets Grade Level	40.0%	43.5%	46.8%	n/a	40.0%	50.1%	46.9%
Grade 8 STAAR RLA Meets Grade Level	48.1%	47.0%	53.7%	n/a	40.0%	56.4%	50.8%
English I STAAR EOC Meets Grade Level	51.9%	55.3%	62.1%	n/a	48.6%	51.8%	62.0%
English II STAAR EOC Meets Grade Level	52.2%	59.2%	60.9%	n/a	55.1%	60.0%	61.1%
TOTAL: STAAR RLA 3-8, E1 + E2 MEETS GRADE LEVEL	**46.0%**	**47.8%**	**50.8%**	n/a	**40.6%**	**51.6%**	**53.1%**

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

MATHEMATICAL PROFICIENCY*

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grade 3 STAAR Mathematics Meets Grade Level	50.5%	48.4%	52.3%	n/a	24.7%	47.3%	45.9%
Grade 4 STAAR Mathematics Meets Grade Level	43.3%	45.0%	44.5%	n/a	28.8%	40.9%	48.4%
Grade 5 STAAR Mathematics Meets Grade Level	47.7%	53.8%	57.4%	n/a	33.8%	49.6%	50.9%
Grade 6 STAAR Mathematics Meets Grade Level	35.3%	34.9%	39.4%	n/a	22.5%	25.0%	27.8%
Grade 7 STAAR Mathematics Meets Grade Level	19.5%	21.4%	25.9%	n/a	3.9%	14.4%	21.5%
Grade 8 STAAR Mathematics Meets Grade Level	41.3%	51.7%	58.6%	n/a	24.6%	35.2%	42.5%

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Algebra I STAAR EOC Meets Grade Level	52.8%	64.2%	70.4%	n/a	30.4%	46.7%	57.0%
TOTAL: STAAR MATHEMATICS 3-8+ A1 MEETS GRADE LEVEL	**42.7%**	**46.9%**	**51.2%**	n/a	**25.3%**	**38.0%**	**43.4%**

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

SCIENTIFIC UNDERSTANDING*

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grade 5 STAAR Science Meets Grade Level	35.5%	36.0%	46.4%	n/a	20.7%	29.0%	26.5%
Grade 8 STAAR Science Meets Grade Level	43.8%	46.3%	50.8%	n/a	33.6%	43.1%	40.7%
Biology STAAR EOC Meets Grade Level	60.7%	66.7%	66.3%	n/a	50.5%	60.2%	60.0%
TOTAL: STAAR 5, 8 + BIOLOGY MEETS GRADE LEVEL	**46.9%**	**49.7%**	**54.5%**	n/a	**35.5%**	**44.9%**	**43.6%**

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

SOCIAL SCIENCES UNDERSTANDING*

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grade 8 STAAR Social Studies Meets Grade Level	28.9%	33.5%	39.0%	n/a	20.7%	23.8%	28.5%
US History STAAR EOC Meets Grade Level	70.5%	73.8%	78.2%	n/a	65.1%	71.2%	72.1%
TOTAL: STAAR 8 + US HISTORY MEETS GRADE LEVEL	**49.5%**	**53.6%**	**58.3%**	**n/a**	**43.8%**	**47.9%**	**51.2%**

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

ENGLISH LANGUAGE ACQUISITION

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TELPAS (K-12) Yearly Progress Indicator	56.0%	n/a	37.5%	n/a	n/a	38.3%	n/a

*calculated based on students included in accountability subset; does not include TELPAS Alternate assessments

POSTSECONDARY READINESS (Gr 11 SAT SCHOOL DAY EXAMS)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
PSAT-8 GL Benchmark: Evidence-Based Reading & Writing	52%	50%	51%	55%	50%	50%	46%
PSAT-8 GL Benchmark: Mathematics	33%	37%	35%	40%	31%	29%	31%
PSAT-9 GL Benchmark: Evidence-Based Reading & Writing	51%	51%	52%	54%	55%	48%	46%
PSAT-9 GL Benchmark: Mathematics	38%	40%	38%	39%	34%	28%	35%
PSAT/NMSQT-10 GL Benchmark: Evidenced-Based Reading & Writing	52%	55%	57%	50%	60%	50%	43%
PSAT/NMSQT-10 GL Benchmark: Mathematics	35%	31%	35%	30%	35%	29%	22%
PSAT/NMSQT-11 GL Benchmark: Evidenced-Based Reading & Writing	50%	52%	54%	49%	56%	47%	44%
PSAT/NMSQT-11 GL Benchmark: Mathematics	31%	27%	28%	26%	31%	26%	20%
SAT CR Benchmark: Evidence-Based Reading & Writing (Gr 11)	**50%**	**50%**	**52%**	**48%**	**46%**	**44%**	**46%**
SAT CR Benchmark: Mathematics (Gr 11)	**26%**	**24%**	**28%**	**29%**	**25%**	**23%**	**23%**

POSTSECONDARY READINESS (AP EXAMS)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Qualifying Exam Score (>3)	**28.1%**	**34.8%**	**38.6%**	**43.9%**	**28.6%**	**31.9%**	**31.9%**
# AP Exams Administered	10,722	9,641	9,338	7,886	7,603	8,892	8,115
# Students Participating in AP Exams	5,538	5,325	5,054	4,448	4,641	5,526	5,194

STUDENT MANAGEMENT

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
% of Incidents Resulting in Exclusionary Consequences	**51.9%**	**47.2%**	**44.1%**	n/a	**40.1%**	**34.8%**	**27.4%**
# of Exclusionary Consequences: Hispanic	10,455	10,004	9,700	n/a	1,164	7,516	6,756
# of Exclusionary Consequences: African American	7,000	7,065	6,460	n/a	922	6,103	6,223
# of Exclusionary Consequences: White	2,645	2,722	2,339	n/a	387	1,599	1,508

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
# of Exclusionary Consequences: Asian	351	335	280	n/a	55	335	399
# of Exclusionary Consequences: Other Ethnicities	617	578	562	n/a	73	572	574

GRADUATION OUTCOMES

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Algebra I STAAR EOC Approaches Grade Level*	86.9%	88.8%	90.2%	n/a	65.9%	76.7%	87.5%
Biology STAAR EOC Approaches Grade Level*	87.5%	90.3%	90.9%	n/a	78.4%	84.7%	91.2%
English I STAAR EOC Approaches Grade Level*	67.9%	71.6%	75.4%	n/a	66.5%	66.4%	77.3%
English II STAAR EOC Approaches Grade Level*	69.4%	73.9%	77.4%	n/a	68.2%	74.2%	79.1%
U.S. History STAAR EOC Approaches Grade Level*	93.2%	93.6%	93.8%	n/a	86.9%	89.9%	95.4%
4-year Graduation Rate**	**91.7%**	**92.0%**	**92.6%**	**94.1%**	**94.5%**	**95.2%**	**95.3%**
CCR-CCMR^ Graduates**	**67.5%**	**48.5%^**	**59.1%**	**70.9%**	**68.8%**	**78.7%**	**86.4%**

*calculated based on first/primary administration for students included in accountability subset; does not include STAAR Alternate assessments
**graduation rates are reported in accountability (year delay)
^definition of College, Career and Military Ready graduates changed with the Class of 2017, impacting outcomes for 17-18 and beyond

Priority Problem Statements

Problem Statement 1: 2022-2023 STAAR Reading Language Arts 3-8 + EOC student performance at Meets Grade Level saw slight (+ 1.5%) overall increase from prior year, but results were mixed by grade level.

Root Cause 1: Grade 3 Meets Performance: 49.3% (+ 2.0%) Grade 4 Meets Performance: 48.2% (- 3.4%) Grade 5 Meets Performance: 56.1% (+ 0.4%) Grade 6 Meets Performance: 46.2% (+ 7.9%) Grade 7 Meets Performance: 46.9% (- 3.2%) Grade 8 Meets Performance: 50.8% (- 5.6%) E1 Meets Performance: 62.0% (+ 10.2%) E2 Meets Performance: 61.1% (+ 1.1%)

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2022-2023 STAAR Mathematics 3-8 + EOC student performance at Meets Grade Level saw a moderate (+ 5.4%) overall increase from prior year, but results were mixed by grade level.

Root Cause 2: Grade 3 Meets Performance: 45.9% (- 1.4%) Grade 4 Meets Performance: 48.4% (+ 7.5%) Grade 5 Meets Performance: 50.9% (+ 1.3%) Grade 6 Meets Performance: 27.8% (+ 2.8) Grade 7 Meets Performance: 21.5% (+ 7.1%) Grade 8 Meets Performance: 42.5% (+ 7.3%) A1 Meets Performance: 57.0% (+ 10.3%)

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2022-2023 STAAR/EOC student performance indicates that 2,967 of first-time tested students (14.1%) are not meeting min. success performance levels (i.e., Approaches Grade Level). While this is an overall decrease of 7.5% from prior year and results by content area also demonstrate decreases in DNM, EOC retesting requirements impact student course opportunities in subsequent years of high school.

Root Cause 3: A1 Does Not Meet performance: 12.5%% (- 10.8%) BI Does Not Meet performance: 8.8% (- 6.5%) E1 Does Not Meet performance: 22.7% (- 10.9%) E2 Does Not Meet performance: 20.9% (- 4.9%) US Does Not Meet performance: 4.6% (- 5.5%)

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 1: Percent of students demonstrating literacy proficiency as measured by Meets Grade Level performance on STAAR Reading Language Arts assessments (grades 3-8, E1 + E2) will increase from 53.1% in 2023 to 60.0% in 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details			Reviews		
Strategy 1: Deploy, monitor, and evaluate an a) comprehensive literacy plan aligned to 2019 ELAR/SLAR state standards that strengthens the existing balanced literacy program through use of TEA's core instructional material products, Amplify RLA (K-8); and b) training plan targeting assistant principals and instructional coaches with instructional look-fors aligned to T-TESS.			**Formative**		**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is that students will receive a curriculum that is founded on the science of teaching reading that includes integrated reading and writing instruction and delivered through high quality & well-planned instruction. Through a designated balanced literacy block and specific daily instruction, students will receive a strong foundation in early literacy skills and improve reading and writing performance. **Staff Responsible for Monitoring:** Teaching & Learning Multilingual Programs Executive Directors of Leadership **Problem Statements:** Student Learning 1						

Strategy 2 Details	Reviews			
Strategy 2: Provide a comprehensive curriculum assessment plan for reading that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., weekly data meetings), with embedded STAAR 2.0 item types as appropriate.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student RLA performance at the Meets/Masters performance level due to in-depth, skill based data analysis designed to inform instructional decisions to meet individual student needs. **Staff Responsible for Monitoring:** Teaching & Learning Executive Directors of Leadership RAAD **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
Strategy 3: Increase instructional planning time allotted to reading language arts teachers with a focus on in-depth review of data analysis, response driven action-planning and extended time for lesson internalization.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increase teacher capacity, which will lead to higher student outcomes. **Staff Responsible for Monitoring:** Executive Directors of Leadership Teaching & Learning **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
Strategy 4: Deploy, train and retain reading instructional support teachers at elementary and middle school levels to support the implementation of instructional materials, model teach and engage in PLC/CLC to assist with data analysis, lesson planning and lesson internalization.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increase teacher capacity, which will lead to higher student outcomes. **Staff Responsible for Monitoring:** Teaching & Learning Executive Directors of Leadership **Problem Statements:** Student Learning 1				

Strategy 5 Details	Reviews			
Strategy 5: Master use of PLC/CLC protocols to a) identify reading gaps in student learning by analyzing CBAs/CFAs, MAP, DOLs, and other student work samples; and b) hyper-focus on lesson internalization in order to ensure effective first-teach.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student reading performance at the Meets/ Masters performance level due to data-driven instructional decision-making to inform reteach/reassess plans. **Staff Responsible for Monitoring:** Teaching & Learning Executive Directors of Leadership **Problem Statements:** Student Learning 1				

Strategy 6 Details	Reviews			
Strategy 6: Provide targeted reading instruction that addresses individual student needs (e.g., dyslexia, RtI, tutoring, etc.).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased reading performance due to students receiving targeted instruction designed to meet their individual needs. **Staff Responsible for Monitoring:** Student Support & Specialized Services (S4) Teaching & Learning Multilingual Programs **Problem Statements:** Student Learning 1				

Strategy 7 Details	Reviews			
Strategy 7: Implement required HB3 Early Childhood Plan with an emphasis on literacy in grades PK-3. [see HB3 Early Childhood Plan in addendums]	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is an increased percentage of PK-3 students performing at/above grade level expectation in measurements of reading achievement (i.e., >=41st NPR). **Staff Responsible for Monitoring:** Teaching & Learning Multilingual Programs Student Support & Specialized Services (S4) RAAD **Problem Statements:** Student Learning 1				

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 2022-2023 STAAR Reading Language Arts 3-8 + EOC student performance at Meets Grade Level saw slight (+ 1.5%) overall increase from prior year, but results were mixed by grade level. **Root Cause**: Grade 3 Meets Performance: 49.3% (+ 2.0%) Grade 4 Meets Performance: 48.2% (- 3.4%) Grade 5 Meets Performance: 56.1% (+ 0.4%) Grade 6 Meets Performance: 46.2% (+ 7.9%) Grade 7 Meets Performance: 46.9% (- 3.2%) Grade 8 Meets Performance: 50.8% (- 5.6%) E1 Meets Performance: 62.0% (+ 10.2%) E2 Meets Performance: 61.1% (+ 1.1%)

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 2: Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance on STAAR Mathematics assessments (grades 3-8 + A1) will increase from 43.4% in 2023 to 50.0% in 2024.

    High Priority

    HB3 Goal

    Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
Strategy 1: Deploy, monitor, and evaluate a comprehensive mathematics plan aligned to state standards through use of TEA's core instructional material products, Eureka Math (K-5) and Carnegie Math (6-12).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: The anticipated result is that students will receive a curriculum that is founded on vertically aligned scope and sequence and delivered through high quality and well-planned instruction. High quality instructional delivery will establish a strong foundation in early numeracy skills and improve mathematics performance and algebra readiness.
    Staff Responsible for Monitoring: Teaching & Learning
Executive Directors of Leadership
 	
    Problem Statements: Student Learning 2				

Strategy 2 Details	Reviews			
Strategy 2: Provide a comprehensive curriculum assessment plan for mathematics that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., weekly data meetings), with embedded STAAR 2.0 item types as appropriate.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: The anticipated result is increased student mathematics performance at the Meets/Masters performance level due to in-depth, skill based data analysis designed to inform instructional decisions to meet individual student needs.
    Staff Responsible for Monitoring: Teaching & Learning
Executive Directors of Leadership
RAAD
 	
    Problem Statements: Student Learning 2				

Strategy 3 Details	Reviews			
Strategy 3: Increase instructional planning time allotted to mathematics teachers with a focus on in-depth review of data analysis, response driven action-planning and extended time for lesson internalization.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: The anticipated result is increase teacher capacity, which will lead to higher student outcomes. **Staff Responsible for Monitoring:** Executive Directors of Leadership Teaching & Learning **Problem Statements:** Student Learning 2				

Strategy 4 Details	Reviews			
Strategy 4: Deploy, train and retain mathematics instructional support teachers at elementary and middle school levels to support the implementation of instructional materials, model teach and engage in PLC/CLC to assist with data analysis, lesson planning and lesson internalization.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: The anticipated result is increase teacher capacity, which will lead to higher student outcomes. **Staff Responsible for Monitoring:** Teaching & Learning Executive Directors of Leadership **Problem Statements:** Student Learning 2				

Strategy 5 Details	Reviews			
Strategy 5: Master use of PLC/CLC protocols to a) identify mathematics gaps in student learning by analyzing CBAs/CFAs, MAP, DOLs, and other student work samples; and b) hyper-focus on lesson internalization in order to ensure effective first-teach.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: The anticipated result is increased student mathematics performance at the Meets/Masters performance level due to data-driven instructional decision-making to inform reteach/reassess plans. **Staff Responsible for Monitoring:** Teaching & Learning Executive Directors of Leadership **Problem Statements:** Student Learning 2				

Strategy 6 Details	Reviews			
Strategy 6: Implement required HB3 Early Childhood Plan with an emphasis on mathematics in grades PK-3. [see HB3 Early Childhood Plan in addendums]	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is an increased percentage of PK-3 students performing at/above grade level expectation in measurements of mathematics achievement (i.e., >=41st NPR). **Staff Responsible for Monitoring:** Teaching & Learning Multilingual Programs Student Support & Specialized Services (S4) RAAD **Problem Statements:** Student Learning 2				

Strategy 7 Details	Reviews			
Strategy 7: Maximize performance of accelerated learners, i.e., student who participate in Algebra I STAAR EOC during middle school, through the ongoing monitoring and response to annual P/SAT testing to ensure that these accelerated students meet grade level/college ready benchmarks on each annual P/SAT assessment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is an increase in percentage of students meet annual grade level/college ready benchmarks. **Staff Responsible for Monitoring:** Teaching & Learning Executive Directors of Leadership RAAD				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 2022-2023 STAAR Mathematics 3-8 + EOC student performance at Meets Grade Level saw a moderate (+ 5.4%) overall increase from prior year, but results were mixed by grade level. **Root Cause**: Grade 3 Meets Performance: 45.9% (- 1.4%) Grade 4 Meets Performance: 48.4% (+ 7.5%) Grade 5 Meets Performance: 50.9% (+ 1.3%) Grade 6 Meets Performance: 27.8% (+ 2.8) Grade 7 Meets Performance: 21.5% (+ 7.1%) Grade 8 Meets Performance: 42.5% (+ 7.3%) A1 Meets Performance: 57.0% (+ 10.3%)

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 3: Percent of students demonstrating scientific proficiency as measured by Meets Grade Level performance on STAAR Science assessments (grades 5, 8 + BI) will increase from 43.6% in 2023 to 50.0% in 2024.

    Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details			Reviews			
Strategy 1: Provide a comprehensive curriculum assessment plan for science that includes frequent, high-quality common assessments to support student performance data analysis initiatives (e.g., weekly data meetings).			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student science performance at the Meets/ Masters performance level due to in-depth, skill based data analysis designed to inform instructional decisions to meet individual student needs. **Staff Responsible for Monitoring:** Teaching & Learning						

Strategy 2 Details			Reviews			
Strategy 2: Monitor and support implementation of daily learning objectives and demonstrations of learning for student success in science.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student science performance at the Meets/ Masters performance level due to daily aligned instruction in every classroom. **Staff Responsible for Monitoring:** Teaching & Learning Executive Directors of Leadership						

Strategy 3 Details			Reviews			
Strategy 3: Implement Weekly Data Meeting protocol district-wide to identify science gaps in student learning by analyzing CBAs/CFAs, MAP, DOLs, and other student work samples.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student science performance at the Meets/ Masters performance level due to data-driven instructional decision-making to inform reteach/reassess plans. **Staff Responsible for Monitoring:** Teaching & Learning Executive Directors of Leadership						

Strategy 4 Details	Reviews			
Strategy 4: Provide direct support to science teachers to ensure classroom instruction meets instructional framework expectations for rigor. **Strategy's Expected Result/Impact:** The anticipated result is improved teacher practice and increased student performance due to increased rigor in daily instruction. **Staff Responsible for Monitoring:** Teaching & Learning Executive Directors of Leadership	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 4: Percent of students demonstrating social sciences proficiency as measured by Meets Grade Level performance on STAAR Social Studies assessments (grade 8 + US) will increase from 51.2% in 2023 to 58.0% in 2024.

Strategy 1 Details			Reviews			
Strategy 1: Facilitate professional development to empower educators in effectively utilizing data analysis for ongoing student progress monitoring and to strategically plan instruction for addressing identified areas of student need.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student social science performance at the Meets/ Masters performance level due to enhanced teacher proficiency in responding to formative student data and making data-informed instructional strategy adjustments. **Staff Responsible for Monitoring:** Teaching & Learning						

Strategy 2 Details			Reviews			
Strategy 2: Develop and execute targeted professional development programs to facilitate the integration of academic language and literacy strategies into tier one instruction.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student social science performance at the Meets/ Masters performance level due to consistent incorporations of academic language and literacy strategies in Social Studies content planning and instruction. **Staff Responsible for Monitoring:** Teaching & Learning						

Strategy 3 Details			Reviews			
Strategy 3: Provide training for CLC teams to develop learning experiences that foster critical thinking and encourage independent student engagement within tier one instruction.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student social science performance at the Meets/ Masters performance level due to educator's utilization of effective methods for fostering students' use of critical thinking skills when confronted with academic challenges. **Staff Responsible for Monitoring:** Teaching & Learning						

Strategy 4 Details	Reviews			
Strategy 4: Establish a comprehensive professional development program in collaboration with the Multilingual Department, the Special Education Department, and the Digital Learning Team to equip teachers with the necessary skills, resources, and strategies to effectively address the diverse and differentiated needs of our students.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: The anticipated result is increased student social science performance at the Meets/ Masters performance level due to increased teacher capacity to design and deliver personalized instruction, engage students and provide a more inclusive and equitable learning environment. **Staff Responsible for Monitoring:** Teaching & Learning Multilingual Programs Student Support & Specialized Services (S4)				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 5: Percent of students demonstrating English language acquisition as measured by Yearly Progress Indicator on Texas English Language Proficiency assessment System (TELPAS) assessments (grades K-12) will increase from 38.3% in 2023 to 50.0% in 2024.

High Priority

Evaluation Data Sources: TELPAS spring administration testing file (only students with yearly progress measure; accountability subset)

Strategy 1 Details		Reviews			
Strategy 1: Embed the English Language Proficiency Standards (ELPS) and Sheltered Instructional strategies within the curriculum frameworks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The anticipated result is teachers will have access to district resources that establish expectations for ELPS integration to support daily opportunities for students to practice Listening, Speaking, Reading, and Writing in all content areas. **Staff Responsible for Monitoring:** Teaching & Learning Multilingual Programs		**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Provide coaching, support, and professional development (see PD Addendum) to teachers to ensure integration of English Language Proficiency Standards (ELPS) in daily instruction, including student opportunities to practice listening, speaking, reading, and writing in an academic setting.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The anticipated result is students will be provided daily opportunities to practice Listening, Speaking, Reading, and Writing in all content areas due to increased teacher capacity to support ELPS. **Staff Responsible for Monitoring:** Multilingual Programs Teaching & Learning Executive Directors of Leadership		**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Provide Content-based Language Instruction, (CBLI) an integrated approach to language instruction in which language is developed within the context of content delivery that is linguistically sustaining and is used across all programs for Emergent Bilingual students at all campuses.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: The anticipated result is increased student ability to meaningfully and equitably participate in learning opportunities and master academic content knowledge.

Staff Responsible for Monitoring: Multilingual Programs
Teaching & Learning
Executive Directors of Leadership

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 6: Percent of students demonstrating postsecondary readiness exam success as measured by meeting college ready benchmarks through SAT School Day Evidence-based Reading & Writing (grade 11) will increase from 46% in 2023 to 50% in 2024.

Evaluation Data Sources: College Board's SAT district summary report

Strategy 1 Details				Reviews			
Strategy 1: Embed relevant and rigorous secondary ELAR content and strategies into curriculum instructional frameworks.				**Formative**			**Summative**
Strategy's Expected Result/Impact: The anticipated result is increased academic performance for all students due to increased rigor in district resources.				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teaching & Learning Advanced Academics							

Strategy 2 Details				Reviews			
Strategy 2: Provide direct support to ELAR teachers to ensure classroom instruction meets instructional framework expectations for rigor.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is improved teacher practice and increased student performance due to increased rigor in daily instruction. **Staff Responsible for Monitoring:** Teaching & Learning Advanced Academics							

Strategy 3 Details				Reviews			
Strategy 3: Develop and implement campus action plans based on College Board instructional planning reports and question analysis reports for P/SAT Evidenced-based Reading & Writing.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased performance of students at the college-ready benchmarks due to focus on teacher practice and student outcomes at the campus level. **Staff Responsible for Monitoring:** Executive Directors of Leadership Teaching & Learning Advanced Academics CCMR cross-functional team							

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 7: Percent of students demonstrating postsecondary readiness exam success as measured by meeting college ready benchmarks through SAT School Day Mathematics (grade 11) will increase from 23% in 2023 to 30% in 2024.

   Evaluation Data Sources: College Board's SAT district summary report

Strategy 1 Details			Reviews			
Strategy 1: Embed relevant, rigorous and applied secondary mathematics content and strategies into curriculum instructional frameworks.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased academic performance for all students due to increased rigor in district resources. **Staff Responsible for Monitoring:** Teaching & Learning Advanced Academics						

Strategy 2 Details			Reviews			
Strategy 2: Provide direct support to mathematics teachers to ensure classroom instruction meets instructional framework expectations for rigor.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is improved teacher practice and increased student performance due to increased rigor in daily instruction. **Staff Responsible for Monitoring:** Teaching & Learning Advanced Academics						

Strategy 3 Details			Reviews			
Strategy 3: Develop and implement campus action plans based on College Board instructional planning reports and question analysis reports P/SAT Mathematics.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased performance of students at the college-ready benchmarks due to focus on teacher practice and student outcomes at the campus level. **Staff Responsible for Monitoring:** Executive Directors of Leadership Teaching & Learning Advanced Academics CCMR cross-functional team						

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 8: Percent of students demonstrating college readiness as measured by qualifying criterion score on AP exams (grades 8-12) will increase from 31.9% in 2023 to 35.0% in 2024.

   Evaluation Data Sources: College Board's AP district summary report

Strategy 1 Details	Reviews			
Strategy 1: Increase the rigor of AP instruction through a) professional development opportunities (e.g., APSI, two-day workshops, spring training), b) job-embedded instructional support, and c) collaborative vertical/horizontal AP teacher PLCs lead by AP Lead Teachers.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student performance at the AP criterion score due to daily rigorous instructional practices. **Staff Responsible for Monitoring:** Innovation/Advanced Academics Teaching & Learning				

Strategy 2 Details	Reviews			
Strategy 2: Provide direct content mastery support to AP students through extended learning opportunities (e.g., teacher lead AP exam study sessions).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student performance at the AP criterion score due to student participation in extended learning opportunities. **Staff Responsible for Monitoring:** Innovation/Advanced Academics Teaching & Learning				

Strategy 3 Details	Reviews			
Strategy 3: Increase student participation and performance in AP Portfolio through alignment of fine arts instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The anticipated result is increased student performance at the AP criterion score on AP portfolios due to increased student participation based on rigorous and aligned instruction. **Staff Responsible for Monitoring:** Fine Arts	**Nov**	**Feb**	**Apr**	**June**

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 9: Percent of discretionary exclusionary consequences* will decrease from 27.4% in 2023 to 25.0% in 2024.
*defined as Exclusionary consequences: In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

> **Evaluation Data Sources:** Review 360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
Strategy 1: Provide a continuation of Tier 1 to Tier 3 behavior support through the multi-tiered systems of support (MTSS), which include the District's Student Management Framework and positive behavior interventions and support (PBIS) practices for all students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student demonstration of expected behavior due to consistent use of behavior plans. A secondary anticipated result is reduction in disciplinary incidents and exclusionary consequences. **Staff Responsible for Monitoring:** Student Services Executive Directors of Leadership Guidance & Counseling MTSS				

Strategy 2 Details	Reviews			
Strategy 2: Implement, refine, and sustain comprehensive school counseling programs that allocate 80% of a school counselor's time on direct services to PK-12 students including appraisal and advisement in classrooms, small group, and individual counseling. The remaining 20% of a school counselor's time will be dedicated to indirect services, which involve fostering partnerships and cooperation with families and community stakeholders.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased proficiency in skills that enable students to behave in alignment with the district's code of conduct. **Staff Responsible for Monitoring:** Guidance & Counseling				

Strategy 3 Details	Reviews			
Strategy 3: Implement Social Emotional Learning (SEL) instructional programs and curriculum PK-12 that include a) designing mindfulness/wellness rooms and calm down corners and b) campus-wide implementation of both integration of SEL skill building in instructional and discipline practices, as well as explicit instruction using a locally created resources and research based curriculum.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Primary anticipated result is a reduction in disciplinary incidents as a result of skill building as it relates to self management, self awareness, social awareness, responsible decision making and relationship skills. The secondary anticipated result is skill building that leads to improved and/or maintaining positive student-student and student-teacher relationships. **Staff Responsible for Monitoring:** Guidance & Counseling Student Services Executive Directors of Leadership Teaching & Learning				

Strategy 4 Details	Reviews			
Strategy 4: Facilitate Trauma Informed Care (TIC) strategies through campus protocols and required, state approved, two hour asynchronous training developed by the Texas Department of Family and Protective Services, and a supplemental synchronous training created by the Garland ISD Guidance and Counseling Department, that provides strategies to apply Grief Informed and Trauma Informed practices in the school setting.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased staff knowledge of mental health and improved skills in supporting students impacted by trauma. **Staff Responsible for Monitoring:** Guidance & Counseling				

Strategy 5 Details	Reviews			
Strategy 5: Improve equity and access by ensuring a high quality curriculum and instructional supports to increase student engagement and decrease student discipline incidents.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is reduction in disproportional exclusionary discipline consequences due to increased student academic engagement in rigorous and challenging coursework. **Staff Responsible for Monitoring:** Teaching & Learning Innovation/Advanced Academics Guidance & Counseling Student Services				

Strategy 6 Details	Reviews			
Strategy 6: Improve district climate by increasing opportunities for family engagement through parent education opportunities involving Positive Behavioral Interventions and Supports (PBIS).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is reduction in disproportionate exclusionary disciplinary consequences, and enhanced community relations. **Staff Responsible for Monitoring:** Guidance & Counseling Family & Community Engagement Student Services				

Strategy 7 Details	Reviews			
Strategy 7: Increase the number of students participating in at least one extra-curricular activity at all secondary campuses through program advocacy to support school culture and foster student's sense of community.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is decreased student discipline incidents. A secondary anticipated result is increased student attendance rates, as well as decreased student grade failures due to student increase in sense of belonging to a community. **Staff Responsible for Monitoring:** Fine Arts Athletics Executive Directors of Leadership				

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 10: Percent of students successfully completing graduation requirements as measured by 4-year graduation rates will increase from 95.3% in 2023 (Class of 2022) to 96.5% in 2024.

> **Evaluation Data Sources:** 2024 Accountability Reports

Strategy 1 Details				Reviews			
Strategy 1: Monitor student high school attendance & grade reporting failure reports to ensure students are present and engaged for success.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The primary anticipated result is increasing percentages of students graduating within 4-years. The secondary anticipated result is to increase students that are annually earning course credits toward meeting graduation plan requirements. **Staff Responsible for Monitoring:** HS Executive Director of Leadership Guidance & Counseling Student Services							

Strategy 2 Details				Reviews			
Strategy 2: Develop a comprehensive system for identifying, intervening and monitoring students who have yet to experience STAAR EOC success after initial administration, including: a) utilize iReady to progress monitor Algebra I, English I and English II re-testers; and b) utilize available reading intervention curriculum resources (i.e., Odell HS Literacy) in corresponding courses. Where curriculum resources are unavailable, develop internal curriculum resources to support intervention courses.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increasing percentages of students satisfying graduation plan assessment requirements and graduating within 4-years. **Staff Responsible for Monitoring:** Teaching & Learning (Secondary Directors) **Problem Statements:** Student Learning 3							

Strategy 3 Details	Reviews			
Strategy 3: Refine campus action plans to prepare students for STAAR EOC retesting opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The anticipated result is increasing percentages of students satisfying graduation plan assessment requirements and graduating within 4-years. **Staff Responsible for Monitoring:** HS Executive Director of Leadership Teaching & Learning (Secondary Directors) **Problem Statements:** Student Learning 3	**Nov**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue				

Performance Objective 10 Problem Statements:

Student Learning
Problem Statement 3: 2022-2023 STAAR/EOC student performance indicates that 2,967 of first-time tested students (14.1%) are not meeting min. success performance levels (i.e., Approaches Grade Level). While this is an overall decrease of 7.5% from prior year and results by content area also demonstrate decreases in DNM, EOC retesting requirements impact student course opportunities in subsequent years of high school.   **Root Cause**: A1 Does Not Meet performance: 12.5%% (- 10.8%) BI Does Not Meet performance: 8.8% (- 6.5%) E1 Does Not Meet performance: 22.7% (- 10.9%) E2 Does Not Meet performance: 20.9% (- 4.9%) US Does Not Meet performance: 4.6% (- 5.5%)

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 11: Percent of students successfully demonstrating College, Career & Military Ready standards as measured by earning one or more CCMR indicators will increase from 86.4% in 2023 (Class of 2022) to 90.0%+ for Class of 2024.

HB3 Goal

Evaluation Data Sources: GISD internal CCMR reporting; 2024 Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Establish rigorous district and campus College, Career & Military Readiness annual targets for each of the fourteen student groups included in the Closing the Gaps Domain of the school accountability system. [see HB3 CCMR Plan in addendums]	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is that all student groups will meet/exceed annual targets through 2025. A secondary anticipated result is an increased percentage of students graduating with indicators of CCMR, as well as an increase in percentage of graduating students meeting criteria for CCMR Outcomes Bonus. **Staff Responsible for Monitoring:** RAAD CCMR cross-functional team Guidance & Counseling Career & Technical Education Innovation/Advanced Academics Teaching & Learning Multilingual Programs Student Support & Specialized Services (S4) Executive Directors of Leadership				

Strategy 2 Details	Reviews			
Strategy 2: Promote college, career, and military culture through GISD Go Centers with CCMR resources, college ready campaign (#GarlandUSACollegeBound), and partnerships with local businesses, colleges, businesses, military recruiters.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased student attainment of CCMR indicator(s) due to priority attention given to increasing student awareness and access to opportunities to demonstrate CCMR. **Staff Responsible for Monitoring:** Guidance & Counseling				

Strategy 3 Details		Reviews			
Strategy 3: Support Early College programs (ECHS, P-TECH) in meeting TEA Outcomes Based Measures as indicated on the ECHS and P-TECH blueprint including recruiting the target population, providing professional development for early college cohort teachers and creating support systems for students.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated results are: a) increase the number of students receiving 15 or more transferable college hours before high school graduation, b) increase the percentage of students completing a post secondary degree after high school graduation, and c) improved partnerships. **Staff Responsible for Monitoring:** Innovation Career & Technical Education Guidance & Counseling Executive Directors of Leadership					

Strategy 4 Details		Reviews			
Strategy 4: Maximize secondary (grades 6-12) student opportunities to be successful in advance coursework by a) aligning course sequences, b) expanding course access, and c) review programming/magnet implementation.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated results are a) increase in SAT college ready benchmark performance, and b) increase in AP students participation, exams administered and qualifying scores. **Staff Responsible for Monitoring:** Curriculum & Instruction Guidance & Counseling Innovation/Advanced Academics Career & Technical Education Student Support & Specialized Services (S4)					

Strategy 5 Details		Reviews			
Strategy 5: Maximize secondary (grades 6-12) student opportunities to obtain CCMR certifications and an associate's degree while in high school by a) aligning CTE Pathways and P-Tech partnerships and b) identifying pathways for SPED students to equal access CCMR classes.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated results are a) increase in graduation rate, and b) increase in students earning CCMR indicator(s) due to expanding opportunities and access to all students. **Staff Responsible for Monitoring:** Curriculum & Instruction Guidance & Counseling Innovation/Advanced Academics Career & Technical Education Student Support & Specialized Services (S4)					

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

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 12: SCHOOL ACCOUNTABILITY: Number of campuses required to participate in the School Improvement Process using the Effective Schools Framework will decrease from __ (__%) in 2023 to __ (--%) in 2024.

High Priority

Evaluation Data Sources: 2024 Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide earlier timelines for hiring and access to indicators of teacher effectiveness, such as teacher demographics, analytics and TIA designation scores.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is improved student outcomes. **Staff Responsible for Monitoring:** Executive Directors of Leadership Human Resources RAAD				

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted leadership training and additional coaching support (e.g., TK Consulting, Lead4ward, etc) for prioritized campuses with a focus on data practices, formative feedback protocols, building capacity of a strong team, and culturally responsive collaboration.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is improved school accountability ratings. **Staff Responsible for Monitoring:** Executive Directors of Leadership Curriculum & Instruction **Problem Statements:** Student Learning 1, 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: Prioritize allocation of district instructional support staff, including Instructional Design Facilitators (IDFs), Sheltered Instruction Specialists, Early Literacy Support Teachers (EL-STs) and Instructional Support Teachers (ISTs) at high-need campuses to provide targeted coaching, modeling, and PLC support.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is increased academic performance of students, particularly in STAAR-tested grades and subjects. A secondary anticipated result is increased 2020 school accountability outcomes/ratings. **Staff Responsible for Monitoring:** Executive Directors of Leadership Teaching & Learning Multilingual Programs Student Support & Specialized Services (S4) **Problem Statements:** Student Learning 1, 2, 3				

Strategy 4 Details	Reviews			
Strategy 4: Complete campus Risk Load Analysis (n=26 risks) to identify campuses with higher numbers of risk (beyond the traditionally considered Economically Disadvantaged indicator) and the intensity of the risk (relative to the district) in order to provide a more comprehensive evaluation and response to campus need.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is resource allocation based on campus Risk Load and academic outcomes. A secondary anticipated result is recognition of high performing high need campuses. **Staff Responsible for Monitoring:** RAAD Geographic Information Systems (GIS) Technology/Skyward Executive Directors of Leadership				

Strategy 5 Details	Reviews			
Strategy 5: Provide data dashboards that include tools for data monitoring and disaggregation of local, state, and national assessment programs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is to increase transparency and accessibility of formative student data in order to provide appropriate response to achieve intended summative assessment outcomes. **Staff Responsible for Monitoring:** RAAD Executive Directors of Leadership Curriculum & Instruction				

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

Performance Objective 12 Problem Statements:

Student Learning

Problem Statement 1: 2022-2023 STAAR Reading Language Arts 3-8 + EOC student performance at Meets Grade Level saw slight (+ 1.5%) overall increase from prior year, but results were mixed by grade level. **Root Cause**: Grade 3 Meets Performance: 49.3% (+ 2.0%) Grade 4 Meets Performance: 48.2% (- 3.4%) Grade 5 Meets Performance: 56.1% (+ 0.4%) Grade 6 Meets Performance: 46.2% (+ 7.9%) Grade 7 Meets Performance: 46.9% (- 3.2%) Grade 8 Meets Performance: 50.8% (- 5.6%) E1 Meets Performance: 62.0% (+ 10.2%) E2 Meets Performance: 61.1% (+ 1.1%)

Problem Statement 2: 2022-2023 STAAR Mathematics 3-8 + EOC student performance at Meets Grade Level saw a moderate (+ 5.4%) overall increase from prior year, but results were mixed by grade level. **Root Cause**: Grade 3 Meets Performance: 45.9% (- 1.4%) Grade 4 Meets Performance: 48.4% (+ 7.5%) Grade 5 Meets Performance: 50.9% (+ 1.3%) Grade 6 Meets Performance: 27.8% (+ 2.8) Grade 7 Meets Performance: 21.5% (+ 7.1%) Grade 8 Meets Performance: 42.5% (+ 7.3%) A1 Meets Performance: 57.0% (+ 10.3%)

Problem Statement 3: 2022-2023 STAAR/EOC student performance indicates that 2,967 of first-time tested students (14.1%) are not meeting min. success performance levels (i.e., Approaches Grade Level). While this is an overall decrease of 7.5% from prior year and results by content area also demonstrate decreases in DNM, EOC retesting requirements impact student course opportunities in subsequent years of high school. **Root Cause**: A1 Does Not Meet performance: 12.5%% (- 10.8%) BI Does Not Meet performance: 8.8% (- 6.5%) E1 Does Not Meet performance: 22.7% (- 10.9%) E2 Does Not Meet performance: 20.9% (- 4.9%) US Does Not Meet performance: 4.6% (- 5.5%)

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 13: FAMILY & COMMUNITY ENGAGEMENT: The total percent of parents who participate in the GISD Family Engagement Survey will increase from 17% in spring 2023 to 25% by 2024.

Evaluation Data Sources: GISD Family Engagement Survey

Strategy 1 Details		Reviews			
Strategy 1: Develop, deploy, monitor, evaluate and revise a comprehensive family and community engagement framework to develop purposeful family and community engagement across all campuses based on family survey feedback.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The anticipated result is that campuses will receive professional development and resources that are founded on family and community engagement research based practices. All campuses will use the family engagement framework to ensure active parent and family engagement strategies are in place and monitor family and community engagement best practices, including compliance of Title I Part A and Title III parent engagement requirements. **Staff Responsible for Monitoring:** Family & Community Engagement Federal Programs - Title 1, Part A & Title III					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 14: FAMILY & COMMUNITY ENGAGEMENT: Percent of volunteers who participate in the GISD Family Volunteer Engagement Survey will increase from 19% in June 2022 to 25% in June 2024.

Evaluation Data Sources: GISD Volunteer Survey

Strategy 1 Details	Reviews			
Strategy 1: Develop, deploy, monitor, evaluate and revise a comprehensive volunteer engagement plan based on volunteer feedback.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The anticipated result is that campuses will receive professional development and resources on volunteer program best practices. All campuses will foster meaningful participation of volunteers and will use the volunteer program best practices incorporated in the family engagement framework. **Staff Responsible for Monitoring:** Family & Community Engagement	**Nov**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness and graduation rates, and decreasing student management incidences.

Performance Objective 15: SAFETY & SECURITY: To ensure a safe and secure environment for all District students, staff, and visitors by decreasing exterior door audit findings, increasing detection of weapons and dangerous items through random searches and other means, and adhering to 100 percent on campus drills.

Evaluation Data Sources: TxSSC/TEA MEOP submission report; K-9/Random Search data report; Campus EOP Report & Campus Drills Report

Strategy 1 Details		Reviews			
Strategy 1: Monitor, evaluate and revise the district's Multi-Hazard Emergency Operations Plan.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Prepare district and campus staff for crises.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: GISD Security Department					

Strategy 2 Details		Reviews			
Strategy 2: Monitor, evaluate and continually improve district violence & crime prevention and intervention tactics.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Greater safety and security of staff, students, and visitors to all district campuses and facilities.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: GISD Security Department					

Strategy 3 Details		Reviews			
Strategy 3: Assist and evaluate school administrators in emergency crisis planning and hazard response.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Prepared students and staff.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus administrators GISD Security Department					

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

Addendums

Professional Development 2023-24
Landing Page

GISD Professional Development Website

District Professional Development	New Employee Orientation Week	Project Goal
Professional Development 2023-24 Spreadsheet **On-going (On-Demand) Training Plan** **Professional Development Handbook** **Professional Development Guidelines**	**New Employee Schedule** **New Employee WAIP** - **June 22** **New Employee Attendance** **Monday Survey Feedback** **Tuesday Survey Feedback** **Wednesday Survey Feedback** **Thursday Survey Feedback** **Friday Survey Feedback**	**Project Goal Page: PD Site** **Project Goal New Teacher Induction Records by Campus** **Project Goal Program Overview** **New Teacher induction Consolidated Spreadsheet** **(under construction)**
Surveys & Responses	**Calendar**	**Eduphoria Strive**
Elementary | **Exchange Day** **Secondary** | **Exchange Day** **Departments & Programs** | **Exchange Day** **Back to School Elementary Survey** **Back to School Secondary Survey** **Back to School Depts. Survey**	**Professional Development Dates 2023-24** **Professional Development Deadlines**	**Conference Click Sheet**

2023-24 Elementary Principal PD Framework
LeadCON Landing Page

Planning For Your Priority		
May 18, 2023	CNA & CIP Introduction	Big Rock Intro Work to Identify your Big Rock Next Steps for LeadCON
June 15, 2023	CIP & CNA Draft Due	Embed your BIG Rock into CIP strategies

Refining Your Priority		
June 22, 2023	LeadCon Day 1 @CCC	Leadership Lessons Big Rock Refinement Drafting T-PESS Aligned Goals Rock Band Collaboration
July 21, 2023	LeadCon Day 2 @Naaman Forest HS	Leadership through the Lens of Your Rock (Required Admin Sessions)
July 25, 2023	Area Meeting	CEP/Eligibility Criteria
July 27, 2023	LeadCon Day 3 @CCC	Rock Refinement through Department Learning & Leadership Lessons
August 8, 2023	**First Day of School**	
August 11, 2023	Area Meetings	
August 24, 2023	***LeadCon Leadership @CCC** Survive or Thrive Sessions: 8-8:45, 11:30-12:15, & 2:00-2:45 Belonging Matters Sessions:	

Level meeting times:
8:00-11:00: All elementary & secondary principals (department leaders involved in BIG Rock work will attend this session).
11:30-1:30: Elementary/secondary APs & district department leadership
2:00-4:00: Elementary/secondary APs & district department leadership
- *APs & district leadership can register for either afternoon session until each session reaches capacity.*

	8:45-9:30, 12:15-1:00, & 2:45-3:30 Big Rock Work (9:40-11:00) Principals only
August 25, 2023	Area Meetings
August 31, 2023	TPESS Orientation Deadline
September Learning Walk Focus: How do "Systems" impact your BIG Rock?	
September 6, 2023	***LeadCon Leadership @CCC** Leveraging Staff Turnover Sessions: 8-8:45, 11:30-12:15, & 2:00-2:45 Critical Thinking Sessions: 8:45-9:30, 12:15-1:00, & 2:45-3:30 Big Rock Work (9:40-11:00) Principals only
September 7, 2023	Team GISD
September 8, 2023	Area Meetings
September 12 & 14,, 2023	Curriculum Connections (Google Meet Code: CampusSupport) *Principal and AP should attend one of the sessions offered
September 22, 2023	TPESS Goals Due: Deadline to submit BOY Self- Assessment and Two Goals (One Professional and One Student Growth Goal)
September 22, 2023	Area Meetings
October Learning Walk Focus: How does "Culture" impact your BIG Rock?	
October 5, 2023	***LeadCon Leadership @CCC** Writing for the Future Sessions: 8-8:45, 11:30-12:15, & 2:00-2:45

Level meeting times:
8:00-11:00: All elementary & secondary principals (department leaders involved in BIG Rock work will attend this session).
11:30-1:30: Elementary/secondary APs & district department leadership
2:00-4:00: Elementary/secondary APs & district department leadership
- *APs & district leadership can register for either afternoon session until each session reaches capacity.*

	Belonging Matters Sessions: 8:45-9:30, 12:15-1:00, & 2:45-3:30 Big Rock Work (9:40-11:00) Principals only
October 6, 2023	Area Meetings
October	**CIP to Board of Trustees**
October 9-13	**Fall Break**
October 17 & 19, 2023	Curriculum Connections (Google Meet Code: CampusSupport) *Principal and AP should attend one of the sessions offered
October 20, 2023	Area Meetings
November Learning Walk Focus: How does "Instruction" impact your BIG Rock?	
November 2, 2023	***LeadCon Leadership @CCC** Critical Thinking Sessions: 8-8:45, 11:30-12:15, & 2:00-2:45 Leading through Change Sessions: 8:45-9:30, 12:15-1:00, & 2:45-3:30 Big Rock Work (9:40-11:00) Principals only
November 3, 2023	Last day for TPESS BOY Conference
November 10, 2023	Area Meetings
November 20-24	**Thanksgiving Break**
November 28 & 30, 2023	Curriculum Connections (Google Meet Code: CampusSupport) *Principal and AP should attend one of the sessions offered
T-PESS BOY Conference	

Level meeting times:
8:00-11:00: All elementary & secondary principals (department leaders involved in BIG Rock work will attend this session).
11:30-1:30: Elementary/secondary APs & district department leadership
2:00-4:00: Elementary/secondary APs & district department leadership
- *APs & district leadership can register for either afternoon session until each session reaches capacity.*

December/January Learning Walk Focus: How are you monitoring your BIG Rock?	
December 6, 2023	***LeadCon Leadership @CCC** Survive or Thrive Sessions: 8-8:45, 11:30-12:15, & 2:00-2:45 Writing for the Future Sessions: 8:45-9:30, 12:15-1:00, & 2:45-3:30 Big Rock Work (9:40-11:00) Principals only
December 8, 2023	Area Meetings
December 13, 2023	Team GISD
December 18-Jan.3	**Winter Break**
January 11, 2024	***LeadCon Leadership @CCC** Leading through Change Sessions: 8-8:45, 11:30-12:15, & 2:00-2:45 Leveraging Staff Turnover Sessions: 8:45-9:30, 12:15-1:00, & 2:45-3:30 Big Rock Work (9:40-11:00) Principals only
January 12, 2024	Area Meetings
January 16 & 18	Curriculum Connections (Google Meet Code: CampusSupport) *Principal and AP should attend one of the sessions offered
January 26, 2024	Area Meetings
Accountability for your BIG Rock	
February 9, 2024	Area Meetings
February 15, 2023	***LeadCon Leadership @CCC**

*Level meeting times:
8:00-11:00: All elementary & secondary principals (department leaders involved in BIG Rock work will attend this session).
11:30-1:30: Elementary/secondary APs & district department leadership
2:00-4:00: Elementary/secondary APs & district department leadership
- *APs & district leadership can register for either afternoon session until each session reaches capacity.*

	Survive or Thrive Sessions: 8-8:45, 11:30-12:15, & 2:00-2:45 Critical Thinking Sessions: 8:45-9:30, 12:15-1:00, & 2:45-3:30 STAAR Review Planning (9:40-11:00) Principals only
February 20 & 22	Curriculum Connections (Google Meet Code: CampusSupport) *Principal and AP should attend one of the sessions offered
February 23, 2024	Area Meetings
February 23, 2024	Last day of TPESS Mid-year Review
T-PESS Mid-Year Review	
Revising T-PESS Goals	
Reflecting on Your Priority	
March 6, 2024	***LeadCon Leadership @CCC** Belonging Matters Sessions: 8-8:45, 11:30-12:15, & 2:00-2:45 Writing for the Future Sessions: 8:45-9:30, 12:15-1:00, & 2:45-3:30 Big Rock Work (9:40-11:00) Principals only
March 7, 2024	Team GISD
March 8, 2024	Area Meetings
March 11-15	**Spring Break**

Level meeting times:
8:00-11:00: All elementary & secondary principals (department leaders involved in BIG Rock work will attend this session).
11:30-1:30: Elementary/secondary APs & district department leadership
2:00-4:00: Elementary/secondary APs & district department leadership
- *APs & district leadership can register for either afternoon session until each session reaches capacity.*

March 19 & 21	Curriculum Connections (Google Meet Code: CampusSupport) *Principal and AP should attend one of the sessions offered
March 22, 2024	Area Meetings
April 5, 2024	Area Meetings
April 18, 2024	***LeadCon Leadership @CCC** Critical Thinking Sessions: 8-8:45, 11:30-12:15, & 2:00-2:45 Leveraging Staff Turnover Sessions: 8:45-9:30, 12:15-1:00, & 2:45-3:30 Big Rock Work (9:40-11:00) Principals only
April 19, 2024	Area Meetings
Sustaining your Priority in 2024-25 **Planning a new priority for 2024-25**	
May 2, 2024	CNA & CIP Introduction
May 10, 2024	Area Meetings
May 10, 2024	Deadline to submit TPESS artifacts/evidence of goal progression/attainment
May 14 & 16	Curriculum Connections (Google Meet Code: CampusSupport) *Principal and AP should attend one of the sessions offered
May 24, 2024	Area Meetings
June 6, 2024	***LeadCon Leadership @CCC** Leading Through Change Sessions: 8-8:45, 11:30-12:15, & 2:00-2:45

*Level meeting times:
8:00-11:00: All elementary & secondary principals (department leaders involved in BIG Rock work will attend this session).
11:30-1:30: Elementary/secondary APs & district department leadership
2:00-4:00: Elementary/secondary APs & district department leadership
- *APs & district leadership can register for either afternoon session until each session reaches capacity.*

	Belonging Matters Sessions: 8:45-9:30, 12:15-1:00, & 2:45-3:30 Planning to maintain & sustain in 24-25 (9:40-11:00) Principals only
June 21, 2024	Last day for TPESS End-of-Year Conference and Final Evaluation Goal Setting
Summer LeadCon	

2023-24 LeadCON Leadership Strands

Month	Session 1	Session 2
August	Survive or Thrive	Belonging Matters
September	Leveraging Staff Turnover	Closing the Critical Thinking Gap
October	Writing for the Future	Belonging Matters
November	Closing the Critical Thinking Gap	Leading through Change
December	Survive or Thrive	Writing for the Future
January	Leading through Change	Leveraging Staff Turnover
February	Closing the Critical Thinking Gap	Survive or Thrive
March	Belonging Matters	Writing for the Future
April	Closing the Critical Thinking Gap	Leveraging Staff Turnover
June	Belonging Matters	Leading through Change

Level meeting times:
8:00-11:00: All elementary & secondary principals (department leaders involved in BIG Rock work will attend this session).
11:30-1:30: Elementary/secondary APs & district department leadership
2:00-4:00: Elementary/secondary APs & district department leadership
   - *APs & district leadership can register for either afternoon session until each session reaches capacity.*

2023-24 MS Administrator
Leadership Development Framework

Planning For Your Priority		
May 18, 2023	CNA & CIP Introduction	3 Priorities Intro Work to Identify your 3 Priorities
June 15, 2023	CIP Draft DueCNA Due	Embed 3 Priorities into CIP strategies

Refining Your Priority
June 22, 2023 — LeadCon Day 1 @CCC
July 18, 2023 — Principal Area Meeting
July 21, 2023 — LeadCon Day 2 @Naaman Forest HS
July 25, 2023 — Principal Area Meeting
July 27, 2023 — LeadCon Day 3 @CCC
August 8, 2023 — **First Day of School**
August 15, 2023 — Principal Area Meeting
August 16, 2023 — AP Area Meeting
August 24, 2023 — *LeadCON & Level Meeting @CCC
August 29, 2023 — Principal Area Meeting
August 30, 2023 — AP Area Meeting

September Learning Walk Focus: How do "Systems" impact your 3 Priorities?
September 6, 2023 — *LeadCON & Level Meetings@CCC
September 7, 2023 — Team GISD
September 12, 2023 — Principal Area Meeting

September 13, 2023	AP Area Meeting
September 26, 2023	Principal Area Meeting
September 27, 2023	AP Area Meeting
September 27, 2023	TPESS Goals Due
October Learning Walk Focus: How does "Culture" impact your BIG Rock?	
October 5, 2023	*LeadCON & Level Meeting @CCC
October	**CIP to Board of Trustees**
October 9-13	**Fall Break**
October 24, 2023	Principal Area Meeting
October 25, 2023	AP Area Meeting
November Learning Walk Focus: How does "Instruction" impact your BIG Rock?	
November 2, 2023	*LeadCON & Level Meeting @CCC
November 20-24	**Thanksgiving Break**
November 28, 2023	Principal Area Meetings
November 29, 2023	AP Area Meeting
T-PESS BOY Conference	
December/January Learning Walk Focus: How are you monitoring your BIG Rock?	
December 6, 2023	*LeadCON & Level Meeting @CCC
December 13, 2023	Team GISD
December 18-Jan.3	**Winter Break**
January 11, 2024	*LeadCON & Level Meeting @CCC
January 23, 2024	Principal Area Meeting
January 24, 2023	AP Area Meeting

Accountability for your 3 Priorities	
February 15, 2023	*LeadCON & Level Meeting @CCC
February 27, 2024	Principal Area Meetings
February 28, 2024	AP Area Meeting
T-PESS Mid-Year Review	
Revising T-PESS Goals	
Reflecting on Your Priorities	
March 6, 2024	*LeadCON & Level Meeting @CCC
March 7, 2024	Team GISD
March 11-15	**Spring Break**
March 26, 2024	Principal Area Meeting
March 78, 2024	AP Area Meeting
April 18, 2024	*LeadCON & Level Meeting @CCC
April 23, 2024	Principal Area Meeting
April 24, 2024	AP Area Meeting
Sustaining your priorities in 2024-25 **Planning a new priorities for 2024-25**	
May 2, 2024	*LeadCON: CNA & CIP Introduction
May 14, 2024	Principal Area Meeting
May 15, 2024	AP Area Meeting
June 6, 2024	LeadCON & Level Meeting @CCC
T-PESS EOY Conference	

Area Principal and AP Meetings

Principals - Tuesday 9:30 a.m. - 11:00 a.m.
APs - Wednesday 9:30-11:30 a.m.- 1:00-3:00 p.m.
All Virtual - [Meeting link](#)

*LeadCON & Level Meeting Times:

8:00-11:00 a.m.: All elementary & secondary principals

11:30-1:30 p.m. : Elementary/Secondary APs & district department leadership

2:00-4:00 p.m. : Elementary/Secondary APs & district department leadership

- APs & district leadership can choose either afternoon session until each session reaches capacity

LeadCON Monthly Focus

2023-24 LeadCON Leadership Strands

Month	Session 1	Session 2
August	Survive or Thrive	Belonging Matters
September	Leveraging Staff Turnover	Closing the Critical Thinking Gap
October	Writing for the Future	Belonging Matters
November	Closing the Critical Thinking Gap	Leading through Change
December	Survive or Thrive	Writing for the Future
January	Leading through Change	Leveraging Staff Turnover
February	Closing the Critical Thinking Gap	Survive or Thrive
March	Belonging Matters	Writing for the Future
April	Closing the Critical Thinking Gap	Leveraging Staff Turnover
June	Belonging Matters	Leading through Change

[LeadCON Landing Page](#)

2023-24 HS Administrator
Leadership Development Framework

Planning For Your Priority		
May 18, 2023	CNA & CIP Introduction	3 Priorities Intro Work to Identify your 3 Priorities
June 15, 2023	CIP Draft DueCNA Due	Embed 3 Priorities into CIP strategies
Refining Your Priority		
June 22, 2023	LeadCon Day 1 @CCC	
July 18, 2023	Principal Area Meeting	
July 21, 2023	LeadCon Day 2 @Naaman Forest HS	
July 25, 2023	Principal Area Meeting	
July 27, 2023	LeadCon Day 3 @CCC	
August 8, 2023	**First Day of School**	
August 15, 2023	Principal Area Meeting	
August 16, 2023	AP Area Meeting- Virtual 2 options 9:30-11:30 a.m.- 1:00-3:00 p.m.	
August 24, 2023	*LeadCON & Level Meeting @CCC	
August 29, 2023	Principal Area Meeting	
August 30, 2023	AP Area Meeting	
September Learning Walk Focus: How do "Systems" impact your 3 Priorities?		
September 6, 2023	*LeadCON & Level Meetings@CCC	
September 7, 2023	Team GISD	

September 12, 2023	Principal Area Meeting
September 13, 2023	AP Area Meeting- Virtual 2 options 9:30-11:30 a.m.- 1:00-3:00 p.m.
September 12, 2023	Principal Area Meeting
September 26, 2023	AP Area Meeting- Virtual 2 options 9:30-11:30 a.m.- 1:00-3:00 p.m.
September 27, 2023	TPESS Goals Due
October Learning Walk Focus: How does "Culture" impact your BIG Rock?	
October 5, 2023	*LeadCON & Level Meeting @CCC
October	**CIP to Board of Trustees**
October 9-13	**Fall Break**
October 24, 2023	Principal Area Meeting
October 25, 2023	AP Area Meeting- Virtual 2 options 9:30-11:30 a.m.- 1:00-3:00 p.m.
November Learning Walk Focus: How does "Instruction" impact your BIG Rock?	
November 2, 2023	*LeadCON & Level Meeting @CCC
November 20-24	**Thanksgiving Break**
November 28, 2023	Principal Area Meetings
November 29, 2023	AP Area Meeting- Virtual 2 options 9:30-11:30 a.m.- 1:00-3:00 p.m.
T-PESS BOY Conference	
December/January Learning Walk Focus: How are you monitoring your BIG Rock?	
December 6, 2023	*LeadCON & Level Meeting @CCC
December 14, 2023	Team GISD
December 18-Jan.3	**Winter Break**

January 11, 2024	*LeadCON & Level Meeting @CCC
January 23, 2024	Principal Area Meeting
January 24, 2023	AP Area Meeting- Virtual 2 options 9:30-11:30 a.m.- 1:00-3:00 p.m.
Accountability for your 3 Priorities	
February 15, 2023	*LeadCON & Level Meeting @CCC
February 27, 2024	Principal Area Meetings
February 28, 2024	AP Area Meeting- Virtual 2 options 9:30-11:30 a.m.- 1:00-3:00 p.m.
T-PESS Mid-Year Review	
Revising T-PESS Goals	
Reflecting on Your Priorities	
March 6, 2024	*LeadCON & Level Meeting @CCC
March 7, 2024	Team GISD
March 11-15	**Spring Break**
March 26, 2024	Principal Area Meeting
March 78, 2024	AP Area Meeting- Virtual 2 options 9:30-11:30 a.m.- 1:00-3:00 p.m.
April 4, 2024	*LeadCON & Level Meeting @CCC
April 23, 2024	Principal Area Meeting
April 24, 2024	AP Area Meeting
Sustaining your priorities in 2024-25 **Planning a new priorities for 2024-25**	
May 2, 2024	*LeadCON: CNA & CIP Introduction
May 14, 2024	Principal Area Meeting

May 15, 2024	AP Area Meeting- Virtual 2 options 9:30-11:30 a.m.- 1:00-3:00 p.m.
June 6, 2024	LeadCON & Level Meeting @CCC
T-PESS EOY Conference	

Area Principal and AP Meetings

Principals - Thursday 3:10-4:30. **Meeting Link**

Assistant Principals - Wednesday 9:30-11:30 a.m.- 1:00-3:00 p.m. Meeting link

*LeadCON & Level Meeting Times:

8:00-11:00 a.m.: All elementary & secondary principals

11:30-1:30 p.m. : Elementary/Secondary APs & district department leadership

2:00-4:00 p.m. : Elementary/Secondary APs & district department leadership

- APs & district leadership can choose either afternoon session until each session reaches capacity

LeadCON Monthly Focus

2023-24 LeadCON Leadership Strands

Month	Session 1	Session 2
August	Survive or Thrive	Belonging Matters
September	Leveraging Staff Turnover	Closing the Critical Thinking Gap
October	Writing for the Future	Belonging Matters
November	Closing the Critical Thinking Gap	Leading through Change
December	Survive or Thrive	Writing for the Future
January	Leading through Change	Leveraging Staff Turnover
February	Closing the Critical Thinking Gap	Survive or Thrive
March	Belonging Matters	Writing for the Future
April	Closing the Critical Thinking Gap	Leveraging Staff Turnover
June	Belonging Matters	Leading through Change

[LeadCON Landing Page](#)

Department Budget Totals - Application

	Admin	Summer Prog	AVID (Elem.)	MTSS	CCMR	Homeless	PNP	Behavior Support	Guid & Coun	IT Tech	Parent Family Eng	Tch/Lrng	TOTAL
6100	$0	$0	$103,120	$0	$0	$5,000	$0	$7,000	0	$60,000	$17,000	$15,000	$207,120
6200	$9,000	$0	$4,000	$0	$0	$0	$0	$0	$0	$41,000	$70,000	$35,000	$159,000
6300	$51,300	$0	$78,641	$767,665	$216,000	$60,000	$0	$3,000	$128,500	$3,000	$13,000	$80,000	$1,401,106
6400	$8,500	$0	$148,024	$0	$0	$16,000	$175,000	$0	$0	$0	$13,000	$0	$360,524
TOTAL	$68,800	$0	$333,785	$767,665	$216,000	$81,000	$175,000	$10,000	$128,500	$104,000	$113,000	$130,000	$2,127,750

Roll Forward Projections

	Admin/Transition (6th,9th)	Summer Prog	AVID (Elem.)	MTSS	CCMR	Homeless	PNP	Behavior Support	Guid & Coun	TI Tech	Parent Family Eng	C&I	TOTAL
6100	$100,000	$845,500	$73,920	$0	$0	$0	$0	$10,000	$0	$0	$6,500	$3,500	$1,039,420
6200	$30,000	$0	$214,225	$0	$0	$0	$0	$6,500	$0	$0	$0	$0	$250,725
6300	$130,000	$149,684	$0	$0	$0	$0	$0	$52,000	$10,000	$0	$5,000	$10,000	$356,684
6400	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6600	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL	$260,000	$995,184	$288,145	$0	$0	$0	$0	$68,500	$10,000	$0	$11,500	$13,500	$1,646,829

| Task 9.2 | 6100 | | | | | | | | | | | | $ 1,646,829 |

| | | | | | | | | | | | | Indirect Costs | |

| | | | | | | | | | | | $ - | | |
| | | | | | | | | | | | Planning Amount | Final Amount | |

Total Campus Salaries	$8,683,470
Total Non-Campus Salaries	$1,522,205
Department 6100	$207,120
TOTAL PAYROLL	$10,412,795

Program	Final Amount	Roll Forward	Reallocation	Planning Amount in Oracle	Total to Budget
Title I				$ 16,260,160.00	$ -
Title II				$ 2,073,731	$ -
Title III ELA				$ 1,868,008	$ -
Title III IMM				$ -	$ -
Title IV				$ 1,245,822	$ -

23-24 Title II	$2,073,731.00										
			Salaries	Misc.	Supplies	Travel		Total	4.47%	
Task #	Task Name	Function	6100	6200	6300	6400	6600		64998	Subtotal
1	Recruit & Retain	13 Curriculum Development								
1.1	Project GOAL Mentoring	13 Curriculum Development	$80,000.00		$17,000.00			$97,000.00	$4,336.87	$101,336.87
1.2	Subs/Extra duty	11 Instruction	$200,000.00					$200,000.00	$8,942.00	$208,942.00
2	Program Administration									
2.1	Administrative Costs	13 Curriculum Development	$800,000.00		$50,000.00	$15,000.00		$865,000.00	$38,674.15	$903,674.15
3	PD Sessions									
3.1	Improve Teachers	13 Curriculum Development		$439,100.00	$75,000.00	$60,000.00		$574,100.00	$25,668.01	$599,768.01
3.2	Improve Leadership	23 School Leadership		$78,657.44	$10,000.00			$88,657.44	$3,963.87	$92,621.31
3.3	Subs	11 Instruction	$60,225.00					$60,225.00	$2,692.66	$62,917.66
4	Fn 93 Payments to Fiscal Agent	61 Community Services								
4.1	Prvt School Shrd Svc	61 Community Services		$100,000.00				$100,000.00	$4,471.00	$104,471.00
			$1,140,225.00	$617,757.44	$152,000.00	$75,000.00			$88,748.56	$2,073,731.00
									Total	$2,073,731.00

DEPARTMENT:	Multilingual	2023 - 2024 Allocation	
REQUESTED FUNDING:	$1,867,598.44	$1,868,008.00	ADMINISTRATOR: Tara Sowels

PAYROLL (6100)	REQUESTED OBJECT CODE AMOUNT		$1,420,000
Description of Requested Funding		Requested funding per line item.	
Administrative Salaries (Executive Director, Specialists, and Secetaries)	Payroll	$1,350,000	
Extra Duty, Substitutes, and/or Supplemental Pay for duties that support the Title III, Part A Program	Payroll	$50,000	
Multilingual Department Program Planning	Payroll	$10,000	
MultiIngual Department Professional Development	Payroll	$10,000	

PROFESSIONAL AND CONTRACTED SERVICES (6200)	REQUESTED OBJECT CODE AMOUNT		$70,000
Description of Requested Funding		Requested funding per line item.	
Instructional Professional Development for Teachers	Professional and Contracted Services	$10,000	
Title III, Part A Private Nonprofit Services	Professional and Contracted Services	$60,000	

SUPPLIES AND MATERIALS (6300)	REQUESTED OBJECT CODE AMOUNT		$264,800
Description of Requested Funding		Requested funding per line item.	
Administrative Supplies	Supplies	$1,000	
Communication for Parents, Families, and Communities	Supplies	$800	
Dual Language and Sheltered Instruction Supplemental Materials and Supplies for Classroom Program Implementation.	Supplies	$3,000	
Supplies for Teacher Professional Development	Supplies	$2,000	
Multilingual Students Transition Services	Supplies	$1,000	
Rosetta Stone	Site Licenses	$30,000	
System 44 / Read 180	Site Licenses	$27,000	
ELLevation Strategies	Teacher Licenses/Software	$200,000	

TRAVEL AND SUBSISTENCE (6400)	REQUESTED OBJECT CODE AMOUNT		$33,000
Description of Requested Funding		Requested funding per line item.	
Multilingual Department and Campus Educator Travel (Conferences, Miscellaneous Professional Development Opportunities, etc.)	Conference Travel	$10,000	
Multilingual Students Educational Camps or Universities	Travel	$10,000	
Student Field Trips	Travel	$1,000	
Multilingual Department Professional Memberships	Memberships	$3,000	
Student Transportation Services for Educational Opportunities	Travel	$5,000	
Multingual Students Transition Services	Travel	$1,000	
Private Nonprofit Services Region 10 ESC Cooperative Fees	Fiscal Agent Payments	$3,000	

INDIRECT COST RATE	REQUIRED AMOUNT		$79,798
Description of Requested Funding		Requested funding per line item.	
Indirect Cost Rate (4.471%)	Indirect Cost Rate	$79,798	

			$1,867,598

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	● Who have made a qualifying move within the previous 1-year period; AND ● Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	● Who have made a qualifying move within the previous 1-year period; AND ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or ● For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Garland ISD	**Priority for Service (PFS) Action Plan**	**Filled Out By:** Jesús Navarrete
Region: Region 10	**School Year: 2023 –2024**	**Date:** September 2023-August 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s):	Objective(s):
To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria. To ensure that Priority for Services (PFS) students are being served first and foremost in addressing their individualized academic needs.	To advance student success the following will be implemented: 1.The progress of the student will be monitored by the ESC MEP incoordination with appropriate school district personnel who havePriority for Service students. Since progress will be determined bythe grading system of the school district, it will be monitored usingthe Priority for Service (PFS) Student Progress Review forms.Academic goals will be revised according to the academic success ofthe students as outlined in their respective PFS Progress ReviewSheets. 2.The progress and determined needs of the PFS will be communicatedto appropriate personnel identified in the Action Plan in order tosupport academic success. 3.The services and/or resources provided in the PFS will be alignedwith the identified academic needs of the student in order to meetthe requirements of the rigorous curricula implemented in the stateof Texas. (See Migrant Education Program PFS/Migrant Plan ofAction-SDP)

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	Year-round	Region 10 ESC Migrant Education Program (MEP) Staff	Priority for Service (PFS Report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Beginning of the academic year	LEA (MEP) Contact Region 10 ESC MEP Staff	Completed PFS Action Plan Semester PFS Student Progress Review form
Additional Activities			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Quarterly or at the end of grading term	LEA (MEP) Contact and/or staff	PAC Meeting documentation, phone and emails, home visit logs
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	Telephone and mail logs, parent signatures of home visits
Additional Activities			

Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review forms, agendas, sign-in sheets, telephone and mail logs, A Bright Beginnings Documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review Forms
Additional Activities			

Erica Carbajal

_____
LEA Signature

Jun 26, 2023
_____
Date Completed

Jesús Navarrete (Jun 26, 2023 15:11 CDT)
_____
ESC Signature

Jun 26, 2023
_____
Date Received

Garland ISD Improvement Plan Addendum: State and Federal Mandates

Discipline Management Programs

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	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Review discipline data to determine trends and develop appropriate training	1	Principal	Training provided based on campus need
2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyber-bulling.	2.5	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.	2.5	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.	2.6	Principal	Information regarding reporting procedures distributed to parents
5. Teachers and staff members are trained in the GISD bullying reporting protocol.	2.6	Principal	Teachers attend training and are familiar with procedures
6. GISD staff conducts anti-bullying workshops for parents and students to increase awareness and prevention of bullying and cyberbullying.	3.2	Guidance and Counseling Department and School Counselor	Bullying workshops are attended and lead to decrease in bullying incidents

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

Strategy	Title I	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.	2.6	Guidance & Counseling and School Counselor	Staff is 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.	2.6	Guidance & Counseling and School Counselor	Staff is aware of methods for addressing mental health issues including suicide prevention
3. Provide age appropriate classroom instruction in an order to educate students on suicide prevention including warning signs and anonymous reporting procedures.	2.5	Guidance & Counseling and School Counselor	Student awareness is increased

Methods for addressing 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)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Community Liaisons will provide leadership for school improvement in the areas of climate, discipline management, drug/alcohol prevention, and safety	2.5	Community Liaisons	Support for campuses (awareness)
2. Prepare age appropriate instruction, counseling, and/or student assemblies in conjunction with drug awareness education classes conducted by the School Resource Officers.	2.5	Guidance & Counseling, School Counselors, SROs	Student awareness is increased
3. Coordinate with the Garland, Rowlett and Sachse Police Departments and other various local organizations to host a community drug and alcohol awareness event at the Curtis Culwell Center.	3.2	Guidance & Counseling, SROs	Coordination between organizations leads to increased awareness
4. The Guidance and Counseling department utilizes character education in elementary schools as an avenue for providing instruction to students in the areas including, but not limited to the following: motivation to achieve, decision-making, interpersonal skills, cross-culture effectiveness, and responsible behavior.	2.5	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 curriculum based on student needs and delivered using multisensory methods that are systemative and sequential and meets the criteria of the Texas Dyslexia Handbook, 2018. The program used is implemented with fidelity as required by the curriculum and is provided four days/week for 60 minutes or five days/week for 45 minutes.	2.6	Asst Director Special Education	Dyslexia programs provide appropriate services to identified students
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.	2.6	CTE	Pregnant or parenting students are able to access necessary support services
7. Provide a child care center specifically designed to care for the newborn infants until they are old enough to move to a regular child care setting.	2.6	CTE	Parenting students are able to return to school
8. Ensure that teachers of record for identified gifted/talented (G/T) students meet state-mandated training requirements and	2.4	Principal, G/T Department	Documentation in lesson plans, classroom walkthroughs

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
differentiate instruction to meet student needs as per the District's G/T service design.			
9. Provide homeless students with supplemental materials and services; school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	2.6	District Homeless Liaison, Student Services Dept	Students are provided supplemental materials and services
10. Provide transportation services to students in foster care.	2.6	District Foster Care Liaison	Students are provided transportation services

Harassment and dating violence [TEC 37.001]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide instruction on 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.	2.6	School Counselors	Student and Staff awareness is increased
2. Counselors will provide counseling and/or refer students to local community agencies when the need arises.	2.6	Guidance & Counseling Department and School Counselor	Information is distributed to parents
3. Increase staff awareness and recognition of issues regarding teen dating violence abuse of children through training that covers prevention techniques and options for affected students.	2.6	Guidance & Counseling Department and School Counselor	Staff is 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	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	1	HR	Pools of candidates are created
2. Increase minority candidates for positions which more adequately reflects the student population.	1	HR and Principal	The number of minority candidates interviewed and hired increases
3. Provide on-going training and development for mentors (current Project GOAL program).	2.4	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.	2.4	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.	2.4	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	1	HR	The district promotes internal candidates

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.			

Texas Behavior Support Initiative

Training for 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	Title I	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).	2.6	Principal Special Education Department	Each campus has a full CORE team
2. CORE Team members must attend the Nonviolent Crisis Intervention (NVCI) training and complete the Texas Behavior Support Initiative (TBSI) modules.	2.6	Principal Special Education Department	CORE team members attend training
3. CORE Teams will observe and provide support in a crisis situation.	2.6	Principal Special Education Department	CORE team members are able to provide appropriate support

Post-Secondary Readiness

Strategies for providing to students, teachers, counselors, and parents information 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	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. GISD Ready website provides information about college and career planning, financial aid opportunities, career exploration and other helpful information related to college and career.	2.5	Advanced Academics and Guidance & Counseling Department	Ready website is kept current and updated
2. Provide FAFSA workshops to assist students and parents complete the application for financial aid.	3.2	Guidance & Counseling Department and School Counselor	Students and parents complete the FAFSA
3. Scholarship announcements are made through the campus Go Centers and guidance office as they become available during the school year.	2.6	Guidance & Counseling Department and School Counselor	Students are made aware of scholarships
4. Provide an opportunity for high school juniors, seniors and their parents to meet with representatives from more than 120 participating colleges and the military.	3.2	Guidance and Counseling Deaprtment	College fair is provided for students and parents

Title I, Part C, Migrant Education Program

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
GISD will provide identified migrant students with instructional support services such as tutoring, summer school, intervention and/or credit recovery.	2.5 2.6	FACE/Student Services Region 10	Migrant students are provided with educational services
GISD staff will ensure that migrant students and parents receive timely information about graduation requirements and post high school opportunities.	3.2	FACE/Student Services Region 10	Migrant students and parents are aware of graduation requirements and post high school opportunities
Improve communication with parents of migrant students, informing families of resources and services available to meet the educational, health, and emotional needs of students.	3.2	FACE/Student Services Region 10	Migrant students and parents are referred to resources for services to help meet their needs

Drop Out Prevention

Strategy	Title I	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 which may contribute to a student's failure to complete high school.	2.6	Student Services	Training provided
2. Provide appropriate in-school curricular and non-curricular programs and services to identified at-risk students and students who manifest recognized dropout predictors or characteristics.	2.6	Campus Staff	At risk students are members of in-school curricular and non-curricular programs
3. Access available community media outlets to conduct an awareness campaign to publicize the dropout problem and describe effective preventive techniques, programs, and services that are available.	2.6	Student Services	Media assists in awareness
4. Solicit the support and encourage involvement of the community's diverse groups and organizations. Develop a centralized system for collection, organization, maintenance, and dissemination of at-risk student data.	2.6	Student Services	Centralized system is created and utilized for 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.	2.6	Special Programs	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	Title I	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 complete a minimum of 225 minutes of physical activity every two weeks for 4 semesters.	2.5	Principal	Structured activity is in the elementary master schedules for the required weekly minutes. Middle school students are enrolled in at least 4 semesters of physical education (or equivalent substitute)
2. Health services are provided for students by qualified professionals such as physicians, nurses, dentists and other allied health personnel from within the school and from the community to assess, protect and promote health.	2.6	Nurse	Health services are provided by Clinic Services
3. School Nutrition Services offer students a variety of nutritious and appealing meals that accommodate the health and dietary needs of all students.	2.6	Student Nutrition Services	Students are served nutritious meals
4. Counselors provide services to students to improve mental, emotional and social health and include individual and group assessments, interventions, and referrals.	2.5	Guidance & Counseling Department and 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.	2.6	Principal District Health/Physical Education Coordinator	Campus CSH calendars are turned into the Health/Physical Education Coordinator before the end of the first six weeks. A re-cap of activities is submitted during the last six weeks of each school year.
6. Incorporate staff wellness on campus and promote District employee wellness activites throughout the year.	1	Principal Employee Wellness Campus Wellness Teams	Employee Wellness implements the District Health Improvement Plan which includes activities and initiatives for employees throughout the year. Yearly evaluation and tracking.

DISTRICT NAME	**GARLAND INDEPENDENT SCHOOL DISTRICT**	CAMPUS NAME	**--**
DISTRICT NUMBER	**057909**	CAMPUS NUMBER	**057909**
SUPERINTENDENT	**DR RICARDO LOPEZ**	PRINCIPAL	**--**

GISD Board Goal: Early Childhood Literacy Outcome

The percentage of students in grade 3 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase from 48.2% in 2017 to 90% by 2026.

GISD Board Goal Yearly Targets: All Grade 3 Students

	2020 & 2021	2022	2023	2024	2025	2026
TEXAS	44%	44%	44%	52%	52%	52%
GARLAND ISD	**59%**	**65%**	**71%**	**78%**	**84%**	**90%**

Closing the Gaps Grade 3 Student Group Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
TX TARGETS (thru 2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
2017 (actual)	49%	39%	44%	62%	na	68%	na	53%	42%	44%	28%	na	na	na
2018 (actual)	45%	33%	42%	58%	na	58%	na	48%	38%	41%	26%	36%	45%	43%
2019 (actual)	48%	37%	45%	56%	na	67%	na	60%	43%	48%	26%	36%	48%	46%
2020 & 2021	**57%**	**55%**	**57%**	**58%**	**.**	**74%**	**.**	**64%**	**56%**	**57%**	**54%**	**55%**	**57%**	**57%**
2022	**64%**	**63%**	**64%**	**64%**	**.**	**78%**	**.**	**65%**	**64%**	**64%**	**63%**	**63%**	**64%**	**64%**
TX TARGETS (thru 2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	39%	31%		54%	50%
2023	**70%**	**70%**	**70%**	**70%**	**.**	**81%**	**.**	**70%**	**70%**	**70%**	**70%**	**70%**	**70%**	**70%**
2024	**76%**	**76%**	**76%**	**76%**	**.**	**85%**	**.**	**77%**	**76%**	**76%**	**76%**	**76%**	**76%**	**76%**
2025	**83%**	**83%**	**83%**	**83%**	**.**	**88%**	**.**	**83%**	**83%**	**83%**	**83%**	**83%**	**83%**	**83%**
2026	**89%**	**89%**	**89%**	**89%**	**.**	**90%**	**.**	**89%**	**89%**	**89%**	**89%**	**89%**	**89%**	**89%**

bold font = goals   *italics font = projected performance*   non-bold font = actual performance

EARLY CHILDHOOD LITERACY GAP TO GOALS
Closing the Gaps Grade 3 Student Group Data

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
2019 ACCOUNTABILITY via DOMAIN I														
# Students Met GL	1,778	235	917	342	6	214	2	62	1,086	779	91	25	1,464	314
Total Students	3,712	628	2,035	610	14	319	2	104	2,535	1,618	353	69	3,028	684
% Met GL	48%	37%	45%	56%	na	67%	na	60%	43%	48%	26%	36%	48%	46%
If TX Target NOT met, # Met GL students needed	--	--	--	24	--	22	--	--	--	--	--	--	--	--
If GISD Target (54%) NOT met, # Met GL students needed	226	104	182	24	--	22	--	--	283	95	100	12	171	55
2020 & 2021 ACCOUNTABILITY (duplicated due to COVID and STAAR waiver in 2020); PREDICTED PERFORMANCE BASED ON GRADE 3 FALL 2020 MAP														
# Students Met GL	1,143	209	331	329	2	210	0	62	573	295	80	0	0	0
Total Students	2,715	639	1,005	579	7	372	0	113	1,743	717	350	0	0	0
% Met GL	42%	33%	33%	57%	na	56%	na	55%	33%	41%	23%	na	na	na
If Target NOT met, # Met GL students needed	52	--	41	18	--	65	--	1	--	--	--	--	--	--
If GISD Target NOT met, # Met GL students needed	459	168	262	18	--	65	--	5	455	128	127	--	--	--
2021 ACCOUNTABILITY via DOMAIN I														
# Students Met GL	1,192	142	527	293	2	182	1	45	671	470	86	23	1,014	178
Total Students	3,455	590	1,853	530	9	361	7	105	2,459	1,578	415	64	2,853	602
% Met GL	35%	24%	28%	55%	na	50%	na	43%	27%	30%	21%	36%	36%	30%
If Target NOT met, # Met GL students needed	328	47	159	25	--	85	--	14	140	--	--	--	298	75
If GISD Target NOT met, # Met GL students needed	846	206	566	25	--	85	--	17	780	461	159	15	669	177
2022 ACCOUNTABILITY via DOMAIN I														
# Students Met GL	1,666	260	770	346	6	216	1	67	1,074	642	139	32	1,396	270
Total Students	3,494	658	1,857	513	14	326	1	108	2,599	1,559	447	61	2,849	628
% Met GL	48%	44%	42%	65%	na	60%	na	64%	44%	41%	33%	50%	49%	45%
If Target NOT met, # Met GL students needed	--	--	--	--	--	25	--	--	--	--	--	--	--	--
If GISD Target NOT met, # Met GL students needed	605	168	437	--	--	25	--	3	615	371	152	8	456	138
2023 ACCOUNTABILITY via Preliminary Domain I Information														
# Students Met GL	**1,758**	**252**	**851**	**332**	**4**	**240**	**1**	**78**	**1,124**	**144**	**697**	**705**	**1,428**	**330**
Total Students	**3,537**	**569**	**1,960**	**501**	**9**	**356**	**3**	**139**	**2,574**	**477**	**1,620**	**1,628**	**2,810**	**727**
% Met GL	**50%**	**44%**	**43%**	**66%**	**na**	**67%**	**na**	**56%**	**44%**	**30%**	**43%**	**43%**	**51%**	**45%**
If Target NOT met, # Met GL students needed	81	--	51	--	--	38	--	8	--	42	--	--	89	34
If GISD Target NOT met, # Met GL students needed	753	152	541	24	--	38	--	21	704	195	453	451	567	186

DISTRICT NAME	**GARLAND INDEPENDENT SCHOOL DISTRICT**	CAMPUS NAME	--
DISTRICT NUMBER	**057909**	CAMPUS NUMBER	**057909**
SUPERINTENDENT	**DR RICARDO LOPEZ**	PRINCIPAL	--

GISD Board Goal: Early Childhood Mathematics Outcome

The percentage of students in grade 3 demonstrating early mathematics , as measured by Meets Grade Level performance on STAAR Mathematics, will increase from 50.5% in 2017 to 90% by 2026.

GISD Board Goal Yearly Targets: All Grade 3 Students

	2020 & 2021	2022	2023	2024	2025	2026
TEXAS	46%	46%	46%	54%	54%	54%
GARLAND ISD	**59%**	**65%**	**71%**	**78%**	**84%**	**90%**

Closing the Gaps Grade 3 Student Group Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
TX TARGETS (thru 2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
2017 (actual)	51%	39%	48%	62%	na	77%	na	52%	45%	51%	33%	na	na	na
2018 (actual)	49%	36%	47%	58%	na	69%	na	51%	44%	49%	29%	46%	50%	42%
2019 (actual)	53%	40%	51%	62%	na	79%	na	53%	47%	56%	32%	54%	54%	47%
2020 & 2021	**58%**	**56%**	**58%**	**66%**	**.**	**83%**	**.**	**58%**	**57%**	**58%**	**55%**	**58%**	**58%**	**57%**
2022	**64%**	**64%**	**64%**	**69%**	**.**	**86%**	**.**	**64%**	**64%**	**64%**	**63%**	**64%**	**64%**	**64%**
TX TARGETS (thru 2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	49%	34%		55%	53%
2023	**70%**	**70%**	**70%**	**71%**	**.**	**90%**	**.**	**70%**	**70%**	**70%**	**70%**	**70%**	**70%**	**70%**
2024	**76%**	**76%**	**76%**	**76%**	**.**	**93%**	**.**	**76%**	**76%**	**76%**	**76%**	**76%**	**76%**	**76%**
2025	**83%**	**83%**	**83%**	**83%**	**.**	**97%**	**.**	**83%**	**83%**	**83%**	**83%**	**83%**	**83%**	**83%**
2026	**89%**	**89%**	**89%**	**89%**	**.**	**95%**	**.**	**89%**	**89%**	**89%**	**89%**	**89%**	**89%**	**89%**

bold font = goals   *italics font = projected performance*   non-bold font = actual performance

EARLY CHILDHOOD MATHEMATICS GAP TO GOALS
Closing the Gaps Grade 3 Student Group Data

	All Students	American	Hispanic	White	Indian	Asian	Islander	Races	Eco. Disadv.	monitor)	(current)	(former)	Enrolled	Enrolled
2018 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	1,930	238	1,018	392	6	225	0	51	1,173	843	104	34	1,599	331
Total Students	3,947	654	2,182	671	14	326	0	100	2,690	1,719	358	74	3,168	779
% Met GL	49%	36%	47%	58%	na	69%	na	51%	44%	49%	29%	46%	50%	42%
If TX Target NOT met, # Met GL students needed	--	--	--	4	--	42	--	3	--	--	--	--	--	20
If GISD Target (50%) NOT met, # Met GL students needed	44	89	73	4	--	42	--	3	172	17	75	3	--	59
2019 ACCOUNTABILITY via DOMAIN I														
# Students Met GL	1,969	249	1,029	378	5	251	2	55	1,192	910	113	37	1,650	319
Total Students	3,716	630	2,036	611	14	319	2	104	2,538	1,619	354	69	3,030	686
% Met GL	53%	40%	51%	62%	na	79%	na	53%	47%	56%	32%	54%	54%	47%
If TX Target NOT met, # Met GL students needed	--	--	--	--	--	11	--	1	--	--	--	--	--	--
If GISD Target (54%) NOT met, # Met GL students needed	38	91	70	--	--	11	--	1	179	--	78	--	--	51
2020 & 2021 ACCOUNTABILITY (duplicated due to COVID and STAAR waiver in 2020); **PREDICTED PERFORMANCE BASED ON GRADE 3 FALL 2020 MAP**														
# Students Met GL	909	106	366	223	0	177	0	31	498	396	53	0	0	0
Total Students	3,655	655	1,929	581	8	370	0	112	2,585	1,636	415	0	0	0
% Met GL	25%	16%	19%	38%	na	48%	na	28%	19%	24%	13%	na	na	na
If Target NOT met, # Met GL students needed	772	97	406	120	--	126	--	29	433	258	42	--	--	--
If GISD Target NOT met, # Met GL students needed	1,247	280	772	120	--	126	--	35	1,027	569	192	--	--	--
2021 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	876	71	390	206	2	176	0	28	483	398	75	28	758	118
Total Students	3,438	578	1,857	523	9	360	0	104	2,449	1,579	416	64	2,844	594
% Met GL	25%	12%	21%	39%	na	49%	na	27%	20%	25%	18%	44%	27%	20%
If Target NOT met, # Met GL students needed	705	108	353	103	--	119	--	28	399	234	21	--	579	149
If GISD Target NOT met, # Met GL students needed	1,152	270	706	103	--	119	--	33	962	534	170	10	920	232
2022 ACCOUNTABILITY via DOMAIN 1														
# Students Met GL	1,672	204	864	321	4	219	1	59	1,101	797	139	31	1,422	250
Total Students	3,464	653	1,856	511	13	324	1	106	2,588	1,558	445	61	2,839	625
% Met GL	48%	31%	47%	63%	na	68%	na	56%	43%	51%	31%	51%	50%	40%
If Target NOT met, # Met GL students needed	--	--	--	--	--	47	--	--	--	--	--	--	--	31
If GISD Target NOT met, # Met GL students needed	372	181	231	--	--	47	--	4	426	122	124	5	253	119
2023 ACCOUNTABILITY via PRELIMINARY DOMAIN 1 RESULTS														
# Students Met GL	1,645	179	835	304	3	249	1	74	1,053	148	764	772	1,362	283
Total Students	3,534	568	1,959	500	9	356	3	139	2,571	476	1,620	1,628	2,809	725
% Met GL	47%	32%	43%	61%	na	70%	na	53%	41%	31%	47%	47%	48%	39%
If Target NOT met, # Met GL students needed	263	54	125	21	--	54	--	11	104	85	--	--	183	101
If GISD Target NOT met, # Met GL students needed	864	224	556	51	--	54	--	25	772	190	386	384	632	232

DISTRICT NAME	**GARLAND INDEPENDENT SCHOOL DISTRICT**	CAMPUS NAME	**--**
DISTRICT NUMBER	**057909**	CAMPUS NUMBER	**057909**
SUPERINTENDENT	**DR RICARDO LOPEZ**	PRINCIPAL	**--**

GISD Board Goal: CCMR Outcome
The percentage of graduates that meet the criteria for CCMR will increase from

GISD Board Goal Yearly Targets: All Graduating Students

	2020 (Class of 2019)	**2021** (Class of 2020)	**2022** (Class of 2021)	**2023** (Class of 2022)	**2024** (Class of 2023)	**2025** (Class of 2024)
TEXAS	47%	47%	47%	55%	55%	55%
GARLAND ISD	**55%**	**60%**	**65%**	**70%**	**75%**	**80%**

Closing the Gaps Student Group Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
TX TARGETS (thru 2022)	47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%	43%	50%	31%
2017 (2016 seniors)	42%	31%	42%	52%	12%	64%	na	43%	37%	24%	26%	20%	45%	34%
2018 (2017 seniors)	48%	38%	42%	58%	na	72%	na	48%	43%	26%	29%	21%	51%	28%
2019 (2018 seniors)	57%	45%	55%	62%	na	79%	na	61%	53%	47%	53%	33%	61%	39%
2020 (2019 seniors)	71%	59%	70%	76%	na	86%	na	78%	68%	63%	71%	54%	74%	56%
2021 (2020 seniors)	*71%*	*59%*	*70%*	*76%*	*na*	*86%*	*na*	*78%*	*68%*	*63%*	*71%*	*54%*	*74%*	*56%*
2022 (2021 seniors)	**75%**	**62%**	**74%**	**80%**	**.**	**90%**	**.**	**82%**	**72%**	**67%**	**75%**	**60%**	**78%**	**61%**
TX TARGETS (thru 2027)	55%	41%	51%	68%	52%	86%	49%	63%	37%	49%	40%	53%	60%	41%
2023 (2022 seniors)	**78%**	**66%**	**77%**	**83%**	**.**	**93%**	**.**	**85%**	**75%**	**70%**	**78%**	**65%**	**81%**	**65%**
2024 (2023 seniors)	**82%**	**71%**	**81%**	**87%**	**.**	**95%**	**.**	**89%**	**79%**	**74%**	**82%**	**70%**	**85%**	**70%**
2025 (2024 seniors)	**85%**	**76%**	**84%**	**90%**	**.**	**95%**	**.**	**92%**	**82%**	**77%**	**85%**	**75%**	**88%**	**75%**
2026 (2025 seniors)	**89%**	**80%**	**88%**	**94%**	**.**	**95%**	**.**	**96%**	**86%**	**80%**	**89%**	**79%**	**92%**	**79%**

bold font = goals   *italics font = projected performance*   non-bold font = actual performance

CCMR GAP TO GOALS
Closing the Gaps Student Group Data

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL (current + monitor)	Special Ed (current)	Special Ed (former)	Cont. Enrolled	Non-Cont. Enrolled
2019 (Class of 2018)														
Total Students	4,217	765	2,029	869	23	455	5	71	2,039	549	329	54	3,543	674
# Students Met CCMR	2,407.0	343.0	1,106.0	540.5	61.0	358.0	2.5	43.0	1,075.5	260.5	175.5	18.0	2,145.5	261.5
% Met CCMR	57%	45%	55%	62%	na	79%	na	61%	53%	47%	53%	33%	61%	39%
If TX Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	5	--	--
If GISD Target NOT met, # CCMR students needed	--	32	--	--	--	--	--	--	--	9	--	8	--	69
2020 (Class of 2019)														
Total Students	4,125	755	2,054	831	20	390	1	74	2,296	581	232	86	3,495	630
# Students Met CCMR	2,924.0	445.0	1,442.5	629.5	13.0	336.0	0.5	57.5	1,562.5	368.0	164.0	46.5	2,571.0	353.0
% Met CCMR	71%	59%	70%	76%	na	86%	na	78%	68%	63%	71%	54%	74%	56%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	1	--	--
2021 (Class of 2020) Accountability- 2021 Data Tables														
Total Students	4,283	761	2,200	785	23	434	5	75	2,436	1,710	305	76	3,524	759
# Students Met CCMR	2,901	442	1,436	595	14	362	5	47	1,553	1,159	221	36	2,549	352
% Met CCMR	68%	58%	65%	76%	na	83%	na	63%	64%	68%	72%	47%	72%	46%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	15	--	--	--	--	--	--	--	--	--	10	--	103
If Campus Target NOT met, # CCMR students needed	140	7	104	--	--	11	--	12	103	--	--	5	59	73
2022 (Class of 2021) - Accountability 2022 Data Tables														
Total Students	4,010	719	2,064	698	24	425	3	77	2,476	722	238	68	3,363	647
# Students Met CCMR	3,153	524	1,575	579	20	391	2	62	1,872	498	201	45	2,740	413
% Met CCMR	79%	73%	76%	83%	na	92%	na	81%	76%	69%	84%	66%	81%	64%
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	8
If Campus Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	1	--	--	--	--	--	--
2023 (Class of 2022) Accountability - Preliminary Data														
Total Students	**3,885**	**675**	**2,010**	**670**	**21**	**432**	**0**	**77**	**2,069**	**768**	**237**	**57**	**3,273**	**-**
# Students Met CCMR	**3,360**	**558**	**1,707**	**605**	**19**	**402**	**0**	**69**	**1,744**	**624**	**213**	**44**	**2,888**	**-**
% Met CCMR	**86%**	**83%**	**85%**	**90%**	**na**	**93%**	**na**	**90%**	**84%**	**81%**	**90%**	**77%**	**88%**	**.**
If Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If GISD Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--
If Campus Target NOT met, # CCMR students needed	--	--	--	--	--	--	--	--	--	--	--	--	--	--