

# Garland Independent School District

## District Improvement Plan

### 2021-2022 Goals/Performance Objectives/Strategies



**Board Approval Date:** October 26, 2021

# 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.**

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# 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 in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 47.3% in 2019 to 90% by 2026. (SY2022 interim goal = 65.0 %)

**Evaluation Data Sources:** STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop, deploy, monitor, evaluate and revise a comprehensive literacy plan aligned to 2019 ELAR/SLAR state standards that strengthens existing balanced literacy program.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is that students will receive a curriculum that is founded on integrated reading and writing 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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).</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student ELAR 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Weekly Data Meeting protocol district-wide to identify reading gaps in student learning by analyzing CBAs/CFAs, MAP, DOLs, and other student work samples.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership C&amp;I Departments Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Monitor and support implementation of daily learning objectives and demonstrations of learning for student success in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student reading performance at the Meets/Masters performance level due to daily aligned instruction in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership C&amp;I Departments Special Educaiton</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide targeted reading instruction that addresses individual student needs (e.g., dyslexia, RtI, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased reading performance due to students receiving targeted instruction designed to meet their individual needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning Special Education / Dyslexia</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement required HB3 Early Childhood Plan with an emphasis on literacy in grades PK-3 . [see HB3 Early Childhood Plan in addendums]</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased percentage of PK-3 students performing at/above grade level expectation in measurements of reading achievement (i.e., &gt;=41st NPR).</p> <p><b>Staff Responsible for Monitoring:</b> Division of Leadership &amp; Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Implement Academic Acceleration Plan (adopted 05/11/2021) PK-8 literacy strategies, including teacher training, strategic student scheduling, aggressive academic performance monitoring and response, plan sustainability, and creative problem solving. [see Academic Acceleration Plan in addendums]</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased percentage of students meeting expected reading growth and increased percentage of students meet grade level performance expectations (i.e., &gt;=41st NPR or STAAR Meets Grade Level).</p> <p><b>Staff Responsible for Monitoring:</b> Division of Leadership &amp; Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
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<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 2020-2021 STAAR grade 3 reading student performance at Meets Grade Level (34%) was 13% lower than 2019 and did not meet the 2021 target of 64%.</p> <p><b>Problem Statement 2:</b> 2020-2021 MAP annual reading student growth (41%) was 11% lower than the previous school year, as measured by the percent of K-8 students meeting fall-to-fall growth expectations.</p>

**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 ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 37.5% in 2019 to 76% by 2026. (SY2022 interim goal = 52.0%)

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Embed the English Language Proficiency Standards (ELPS) within the curriculum frameworks.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning English Language Learners Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide support 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 academic setting.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is students will be provided daily opportunities to practice Listening, Speaking, Reading, and Writing in all content areas due to increase teacher capacity to support ELPS.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership English Language Learners Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Sheltered Instruction (i.e., linguistic accommodations for English-learners in a general education classroom setting) for English-learners (ELs) at all campuses to enhance student learning opportunities and academic content knowledge.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student ability to demonstrate Comprehensible Input and Academic Language Development across classrooms and content areas due to use of Sheltered Instruction strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership English Language Learners Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
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**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 in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 50.8% in 2019 to 80% by 2026. (SY2022 interim goal = 56.0%)

**Evaluation Data Sources:** STAAR spring administration testing data file (accountability subset)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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).</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor and support implementation of daily learning objectives and demonstrations of learning for student success in science.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student science performance at the Meets/Masters performance level due to daily aligned instruction in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership C&amp;I Departments</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
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**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 mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 9 on STAAR Algebra 1 EOC, will increase from 70.4% in 2019 to 90% by 2026. (SY2022 interim goal = 72.0%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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).</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement Weekly Data Meeting protocol district-wide to identify mathematics gaps in student learning by analyzing CBAs/CFAs, MAP, DOLs, and other student work samples.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership C&amp;I Departments Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor and support implementation of daily learning objectives and demonstrations of learning for student success in mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student mathematics performance at the Meets/Masters performance level due to daily aligned instruction in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership C&amp;I Departments</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement required HB3 Early Childhood Plan with an emphasis on mathematics in grades PK-3 . [see HB3 Early Childhood Plan in addendums]</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased percentage of PK-3 students performing at/above grade level expectation in measurements of mathematics achievement (i.e., &gt;=41st NPR).</p> <p><b>Staff Responsible for Monitoring:</b> Division of Leadership &amp; Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement Academic Acceleration Plan (adopted 05/11/2021) PK-8 mathematics strategies, including teacher training, strategic student scheduling, aggressive academic performance monitoring and response, plan sustainability, and creative problem solving. [see Academic Acceleration Plan in addendums]</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased percentage of students meeting expected mathematics growth and increased percentage of students meet grade level performance expectations (i.e., &gt;=41st NPR or STAAR Meets Grade Level).</p> <p><b>Staff Responsible for Monitoring:</b> Division of Leadership &amp; Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	<b>Formative</b>			<b>Summative</b>
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 3:</b> 2020-2021 STAAR/EOC Algebra I student performance at Meets Grade Level (30%) was 30% lower than 2019 and did not meet the 2021 target of 72%.

## Student Learning





**Problem Statement 4:** 2020-2021 MAP annual mathematics student growth (32%) was 19% lower than the previous school year, as measured by the percent of K-8 students meeting fall-to-fall growth expectations.

**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 postsecondary readiness exam success, as measured by meeting college-ready benchmarks through SAT School Day Evidence-based Reading & Writing will increase from 46% in 2021 to 70% by 2029 and SAT School Day Mathematics will increase from 25% in 2021 to 50% by 2026. (SY2022 EBRW interim goal = 54.0%; SY2022 math interim goal = 30.0%)

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Embed relevant and rigorous secondary ELAR and mathematics content and strategies into curriculum instructional frameworks.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased academic performance for all students due to increased rigor in district resources.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning Innovation/Advanced Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide direct support to ELAR and mathematics teachers to ensure classroom instruction meets instructional framework expectations for rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is improved teacher practice and increased student performance due to increased rigor in daily instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning Innovation/Advanced Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement campus action plans based on College Board instructional planning reports and question analysis reports.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation/Advanced Academics CCMR cross-functional team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation/Advanced Academics Guidance &amp; Counseling CCMR cross-functional team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 earning qualifying criterion score on AP exams will increase from 44% in 2020 to 45.0% by 2026 while maintaining high levels of student participation and the number of exams administered. (SY2021 interim goal = 38.0%)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the rigor of AP instruction through a) professional development opportunities (e.g., APSI, NMSI summer institutes, two-day workshops, spring training), b) job-embedded instructional support, and c) collaborative vertical/horizontal AP teacher PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student performance at the AP criterion score due to daily rigorous instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation/Advanced Academics Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide direct content mastery support to AP students through extended learning opportunities (e.g., NMSI study sessions, Intersession, AP review sessions).</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student performance at the AP criterion score due to student participation in extended learning opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation/Advanced Academics Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase student participation and performance in AP Portfolio through alignment of fine arts instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Fine Arts</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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



**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 student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Alternative Education Center (AEC)] will decrease from 44.1% in 2019 to 35% by 2026. (SY2022 interim goal = 43.0%)

**Evaluation Data Sources:** Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a continuation of Tier 1 to Tier 3 behavior supports 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Student Services Executive Directors of Leadership MTSS</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement, refine, and sustain comprehensive school counseling programs which include increased direct services to PK-12 students through appraisal and advisement in classroom, small group, and individual settings, and collaboration with families and community stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased student academic success, heightened awareness of student's abilities, values, and interests, and improved interpersonal skills.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Social Emotional Learning (SEL) instructional programs and curriculum PK-12 that include a) designing mindfulness/wellness rooms 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 curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is improved student-student and student-teacher relationship. A secondary anticipated result is reduction in disciplinary incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling Student Services Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increased staff knowledge of mental health and improved skills in supporting students impacted by trauma.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Improve equity and access by ensuring a high quality curriculum and instructional supports to increase student engagement and decrease student discipline incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is reduction in disproportional exclusionary discipline consequences due to increased student academic engagement in rigorous and challenging coursework.</p> <p><b>Staff Responsible for Monitoring:</b> Teaching &amp; Learning Innovation/Advanced Academics Guidance &amp; Counseling Student Services</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Improve district climate by increasing opportunities for family and community engagement and actively recruiting participation.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is reduction in disproportionate exclusionary disciplinary consequences, and enhanced community relations.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling Student Services Family &amp; Community Engagement Curriculum &amp; Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Fine Arts Athletics Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 successfully completing graduation requirements will increase from a) 94.1% in 2020 to 95% by 2026 as measured by 4-year graduation rates and b) 70.9% in 2020 to 80% by 2026 as measured by the percentage of students meeting College, Career, and Military Ready standards. (SY2022 graduation rate interim goal = 93.0%; 2022 CCMR interim goal = 60.0%)

**Evaluation Data Sources:** TEA graduate reports (June); annual Texas Academic performance Report (TAPR)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish rigorous district and campus College, Career &amp; Military Readiness annual targets for each of the fourteen student groups included in the Closing the Gaps Domain of the school accountability system (see addendum: CCMR District Goal Worksheet x Student Groups 2021-2022).</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is that all student groups will meet/exceed annual targets through 2025. A secondary anticipated result is increased percentage of students graduating with indicator of CCMR, as well as increase in percentage of graduating students meeting criteria for CCMR Outcomes Bonus.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling Career &amp; Technical Education Special Education Innovation/Advanced Academics Teaching &amp; Learning RAAD</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement and expand College4All opportunities programs at each high school aligned to student and community need/interest.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation Career &amp; Technical Education Guidance &amp; Counseling Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling Career &amp; Technical Education Special Education Innovation</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated results are a) increase in SAT college ready benchmark performance, and b) increase in AP students participation, exams administered and qualifying scores.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation/Advanced Academics Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement Academic Acceleration Plan (adopted 05/11/2021) EOC Success and CCMR strategies, including teacher training, strategic student scheduling, aggressive academic performance monitoring and response, plan sustainability, and creative problem solving. [see Academic Acceleration Plan in addendums]</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated results are: a) increased percentage of students earning one or more CCMR indicators, b) increased percentage of students eligible for CCMR Bonus Outcomes, c) increased percentage of students meeting with EOC success on first administration, and d) increased percentage of students graduating with 4-year cohort.</p> <p><b>Staff Responsible for Monitoring:</b> Division of Leadership &amp; Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
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**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: SCHOOL ACCOUNTABILITY:** Number of campuses required to participate in the School Improvement Process using the Effective Schools Framework will decrease from 35 (51%) in 2019 to 0 in 2026. (SY2022 interim goal = fewer than 29 campuses) .

**Evaluation Data Sources:** School Accountability Domain Performance  
Closing the Gaps Domain (D3) student group performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide prioritized hiring to high-need campuses through earlier timelines and access to indicators of teacher effectiveness, such as ACE teacher analytics and TIA designation scores.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership Human Resources RAAD</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is improved school accountability ratings.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide intensive leadership training (e.g., Wallace Foundation, New York City Leadership Academy, Holdsworth, etc.) for Executive Directors of Leadership to work with other principal supervisors across the state to build capacity in addressing systemic inequities and creating conditions for all students to thrive.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increase Executive Director of Leadership toolkit for supporting campus principals, particularly at low-performing schools. A secondary anticipated result is increase capacity of principals to lead highly effective schools Increase principal retention.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Leadership Officer Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Leadership Teaching &amp; Learning English Language Learners</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> RAAD Geographic Information Systems (GIS) Technology/Skyward Executive Directors of Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide data dashboards that includes tools for data monitoring and disaggregation of local, state, and national assessment programs.</p> <p><b>Strategy's Expected Result/Impact:</b> The anticipated result is increase transparency and accessibility of formative student data in order to provide appropriate response to achieve intended summative assessment outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> RAAD Technology</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
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