Garland Independent School District

Gilbreath-Reed Career & Technical Center

2024-2025 Campus Improvement Plan

Mission Statement

The mission of the Gilbreath-Reed Career and Technical Center is to enhance students' educational experiences by partnering with our community with the support of parents to provide a practical learning environment that puts academics to work in real-life scenarios AND to provide the necessary employability and technical skills to create career-ready/college-ready students.

Vision

The Gilbreath-Reed Career and Technical Center has a growth mindset philosophy to adapt to ever-changing job market needs. The faculty and staff are committed to providing challenging, collaborative and engaging experiences to prepare them for high demand careers in a global economy.

Value Statement

The Gilbreath-Reed Career and Technical Center staff and community believe all students can be a part of an educated, prepared, and adaptable workforce through instruction that incorporates the identified 6Es:

Expose- We EXPOSE all students to real-life problem solving.

Enlighten- We ENLIGHTEN all students to the possibilities tat career and technical education provides.

Engage- We ENGAGE all students in relevant, collaborative learning experiences.

Empower- We EMPOWER all students to take personal ownership for their learning.

Envision- We ENVISION all students acquiring the knowledge and skills to succeed in the 21st century.

Enrich- We ENRICH all students by providing challenging opportunities so they will be college, career and life ready.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: June 5, 2024

Demographics

Demographics Summary

The Gilbreath-Reed Career and Technical Center is the support campus for all advanced level Career and Technical courses in Garland ISD. Being made up of mostly Juniors and seniors, the enrollment for 2023-24 school year was 1338 students. Only five areas allow for sophomores to participate in the programs. When completing the enrollment forms for the upcoming school year, the GRCTC had nearly 2600 interest forms, which was a significant increase.. Of the new students who were enrolled for the 2023-24 school year, student demographic data was within 5% of the district representation in all categories.

	Enrollment at GRCTC
2018-2019	1470
2020-2021	1382
2021-2022	1314
2022-2023	1338
2023-2024	1387
2024-2025	1822

Demographics Strengths

We continue to maintain our student population to be within 5% of district averages.

We increased the number of interest forms from around 1800 in 23-24 to over 2600 for the 24-25 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student participation is not equal from all high schools.   **Root Cause:** Recruitment efforts at one high school does not produce the same result as others.

Student Learning

Student Learning Summary

While the Gilbreath-Reed Career and Technical Center Does not receive an accountability rating, students are enrolled at the seven home high school campuses. Each year, the GRCTC contributes to the rating of the home campuses by supporting the district's CCMR goals. These are otherwise known as the College, Career, and Military Readiness standards. By using the approved industry-based certification and the dual credit opportunities, all of our programs offer a pathway to success. All but one program has a certification opportunity, while 12 of our programs offer dual credit hours. At the GRCTC, disciplinary incidents are very low and the students report a very safe and trusting environment that supports their needs.

Campus	GRCTC Pass % 22-23	GRCTC Pass %
GHS	73%	73%
SGHS	62%	72%
NGHS	71%	80%
LCHS	70%	76%
NFHS	66%	73%
RHS	77%	81%
SHS	76%	85%
All	71%	77%

Student Learning Strengths

All programs offer dual credit, industry based certifications, or both.

We increased passing percent on IBCs from 71% in 22-23 to 77% in 23-24.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 77% of students attending GRCTC attained their IBCs. **Root Cause:** Staff experience giving and monitoring IBCs.

School Processes & Programs

School Processes & Programs Summary

The Gilbreath-Reed Career and Technical Center is driven by the TEKS scope and sequence of each CTE program and pathway. Partnered with industry standards and business needs, The campus-developed 6 Es (Expose, Enlighten, Engage, Empower, Envision, Enrich) are an integral part of daily instructional practices and focus. The school is frequently scheduling many tours to see the building from students,parents, district employees, community members and business leaders. Many of the visitors come back to interact with our 24 full time instructional staff members and 4 part time instructional staff members. Through the district of innovation, all teachers are certified with industry based experience

School Processes & Programs Strengths

Recruiting policy was very successful this year with counselor trainings and meetings at the GRCTC. Collaboration with Guidance and Counseling also helped.

	2022-23	**2023-2024**	**2024-2025**
Entity	**# of Int Form**	**# of Int Form**	**Updated 3/18**
GHS	197	229	310
South	204	157	156
North	341	293	526
Lakeview	279	200	250
Naaman	427	375	510
Rowlett	267	234	343
Sachse	454	404	578
Totals	**2169**	**1892**	**2673**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 10% of students tardy daily on average.   **Root Cause:** Inconsistent tardy monitoring and consequences.

Perceptions

Perceptions Summary

The core belief at the Gilbreath-Reed Career and Technical Center is to partner with our community and parents to provide a practical learning environment that puts academics to work in real-life scenarios and to provide the very necessary employability and technical skills to create career ready/college ready students. This past year, the GRCTC was a foundational year to develop a further relationship with the Chamber of Commerce, Dallas Colleges and several industry partners to get our students accepted into college while landing employment that would be flexible to their needs.

Perceptions Strengths

The GRCTC held several open houses that district/business/industry meetings on the GRCTC campus.

We retained 90% of existing staff and added 3 additional teaching staff for next year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inconsistent discipline processes and expectations as viewed by the students and staff.   **Root Cause:** Expectations unclear or not consistently implemented by all staff.

Priority Problem Statements

Problem Statement 1: 10% of students tardy daily on average.
Root Cause 1: Inconsistent tardy monitoring and consequences.
Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Student participation is not equal from all high schools.
Root Cause 2: Recruitment efforts at one high school does not produce the same result as others.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Only 77% of students attending GRCTC attained their IBCs.
Root Cause 3: Staff experience giving and monitoring IBCs.
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
- Campus goals

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Equity data
- T-TESS data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

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: The GRCTC will increase passing rate of IBCs from 77% to 80%.

High Priority

Evaluation Data Sources: Eduthings

Strategy 1 Details				Reviews			
Strategy 1: Teachers will monitor and track student skills throughout year.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance on IBC to increase home campus accountability. **Staff Responsible for Monitoring:** Teachers				**Nov**	**Feb**	**Apr**	**June**
Title I: 2.4, 2.6 **Problem Statements:** Student Learning 1							

Strategy 2 Details				Reviews			
Strategy 2: Teachers will use vertical alignment with feeder campuses to help recruit and retain students.				**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, counselor, administrators				**Nov**	**Feb**	**Apr**	**June**
Title I: 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college							

Strategy 3 Details		Reviews			
Strategy 3: Counselor training for new home campus counselors about GRCTC programs and offerings.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge of programs and CTE pathways		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: GRCTC Principal, Counselor					
Title I: 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1					

Strategy 4 Details		Reviews			
Strategy 4: Provide professional learning for staff on Emergent Bilinguals, critical thinking, and assessments using exemplars.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration					
Title I: 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments					

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student participation is not equal from all high schools.   **Root Cause**: Recruitment efforts at one high school does not produce the same result as others.
Student Learning
Problem Statement 1: Only 77% of students attending GRCTC attained their IBCs.   **Root Cause**: Staff experience giving and monitoring IBCs.

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: Student tardiness will be systematically monitored and consequences routinely given to decrease tardies for the year.

High Priority

Evaluation Data Sources: Skyward reports

Strategy 1 Details	Reviews			
Strategy 1: Tardy system will be created and monitored for implementation.	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, administrators	**Nov**	**Feb**	**Apr**	**June**
Title I: 2.5, 2.6 **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Tardy reports will be run biweekly and consequences issued by administrators.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in number of tardies. **Staff Responsible for Monitoring:** Administrators	**Nov**	**Feb**	**Apr**	**June**
Title I: 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use Employability Skills rubric to conference with students about communication skills, tardiness, and dress code each grading cycle.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in student discipline issues with tardiness.	**Nov**	**Feb**	**Apr**	**June**
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 10% of students tardy daily on average.   **Root Cause**: Inconsistent tardy monitoring and consequences.

2024-2025 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Caren Watson	Teacher
Student	Avery Newman	Student
Student	Ricardo Santamaria	Student
Classroom Teacher	Scott Walker	Teacher
Classroom Teacher	John Staub	Teacher
Classroom Teacher	Terry Ricketts	Teacher
Classroom Teacher	Dan Nguyen	Teacher
Classroom Teacher	Juliette Bell	Teacher
Classroom Teacher	Melissa Alvarez	Teacher
Administrator	James McKee	Asst Principal
Administrator	Brandy Schneider	Principal
Business Representative	Jeff Bickerstaff	Business
Classroom Teacher	Brent Chandler	Teacher
Paraprofessional	Irene Schwartz	Secretary to Principal
Community Representative	Brenda Monk	Community

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	https://garlandisd.net/about/coordinated-school-health		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - https://garlandisd.net/programs-services/dyslexia		Kimberly Caddell	6/10/2024