ACADEMIC ACCELERATION PLAN

As we completed the 2020-2021 academic year and began to prepare for the summer and for the 2021-2022 school year, it was important to reflect on the challenges and opportunities faced and lessons learned since March 2020. Throughout pandemic recovery, GISD continued to be a leader in educational excellence and has maintained the relentless pursuit of student academic success.

Created in spring 2021, GISD's Academic Acceleration Plan sought to address student academic gaps as a result of COVID-19. This plan detailed our shared goals and expectations for teacher training, student scheduling, and aggressive academic performance monitoring and response to ensure that the entire system remains laser-focused on academics - our top priority. With successful implementation and monitoring, students in Garland ISD experienced tremendous amounts of academic growth during the 2021-2022 school year. Based on that work, the Academic Acceleration Plan has been updated to include strategies to be added in the 2022-2023 school year, while continuing with prior year strategies.

As we have observed through other efforts, large-scale school improvement is only possible when the entire system is moving in the same direction. Therefore, the Academic Acceleration Plan was established by first establishing a framework for support followed by the articulation of non-negotiables and system beliefs. These elements were critical to ensuring alignment within the Academic Acceleration Plan, as well as helping to situate the Academic Acceleration Plan's relationship to other District operations.

The Academic Acceleration Plan continues to emphasize four key areas of focus:

- PK-8 Literacy
- PK-8 Mathematics
- EOC Success
- College, Career & Military Readiness (CCMR)

We continue to live in unprecedented times which require educators to be flexible and responsive. Part of our collective responsiveness is the understanding that our student academic success does not happen in a vacuum - we must continue to respond to the social and emotional needs of our students and staff in order to meet our goal of ensuring ALL students graduate prepared for college, careers and life, even when faced with unprecedented events.

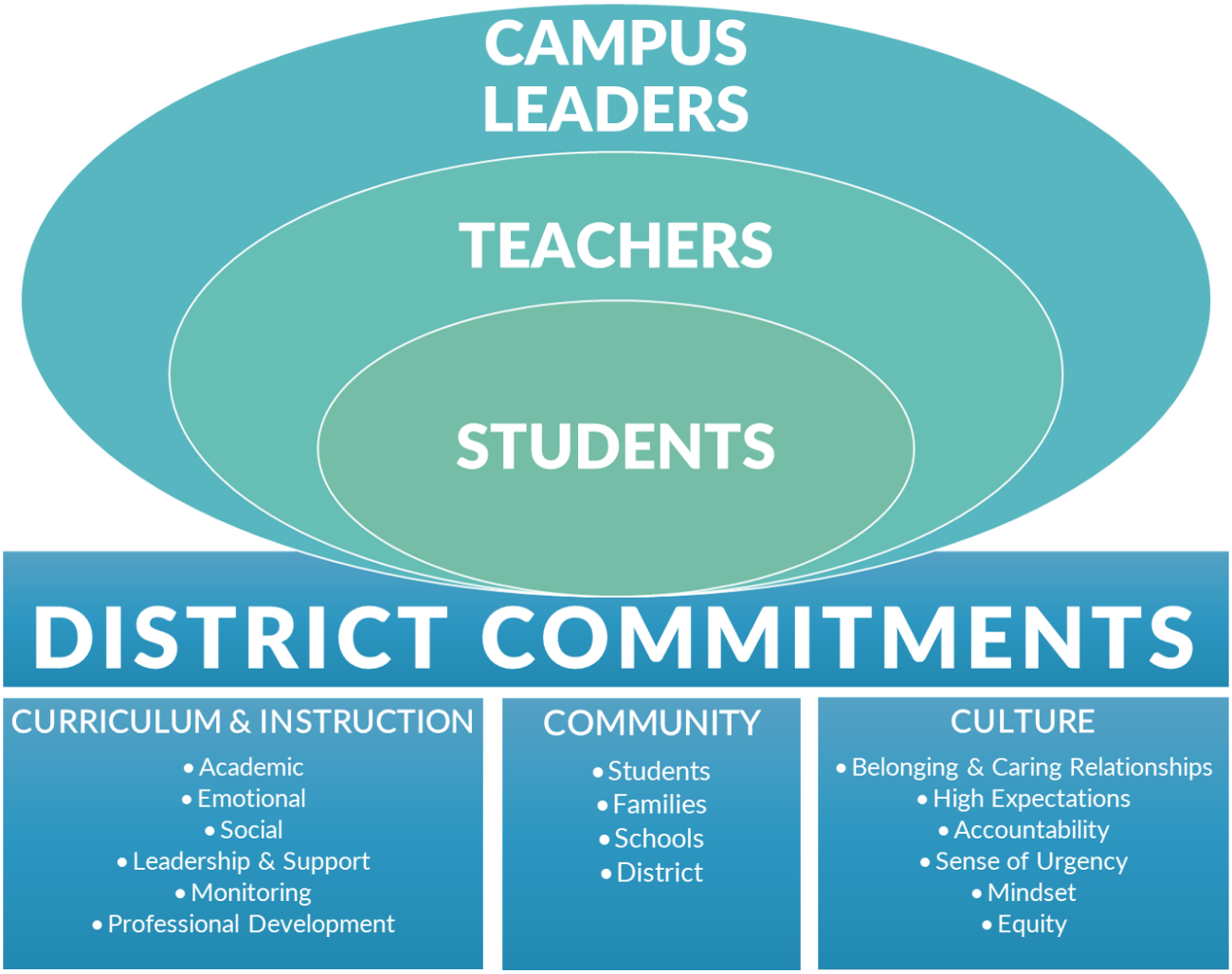
Ricardo López, Ed.D.
Garland ISD Superintendent

Jason Adams, Ed.D.
Chief Academics Officer

Susanna Russell, Ed.D.
Chief Leadership Officer

Academic Acceleration Plan Framework

The Academic Acceleration Plan Framework provides a visual for the interaction between district and campus systems. As shown, students are at the heart of the Academic Acceleration Plan, supported by teachers and campus leaders.



To ensure that students, teachers and campus leaders across the district are supported through the implementation of the Academic Acceleration Plan, the District commitments provide the foundation, with a focus on curriculum and instruction, community, and culture.

Preface

Teaching and learning does not happen in a vacuum. The process is built on a foundation of relationships between teachers and students, students and other students, students and self, students and environment, as well as students and academic content. Each of these interactions is critically important to the academic success of students. However, a recovery/acceleration plan that includes all of these critical components can seem insurmountable. Therefore, GISD's Academic Acceleration Plan intentionally highlights strategies intended to directly support academic acceleration. This intentionality is not meant to negate or minimize the other critical aspects of the teaching and learning process, but rather establish the Academic Acceleration Plan as one component of the District's overall focus on ensuring the success of all students.

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

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

PK-8 Literacy

Data-Demonstrated Need

Fall MAP Growth: Percentage of K-8 Students Meeting Projected FA-FA Reading Growth*

	FA19	FA20	FA21	FA22
ALL	**52**	**41**	**53**	**52**
Hispanic	52	39	54	51
Asian	59	49	57	58
Black/Af Amer	49	41	50	49
White	53	44	55	53
ECDIS	51	39	53	51

**fall to fall reading growth expectations currently available for English language reading assessments*

FALL MAP Achievement: Percentage of K-8 Students Performing On Grade Level in Reading (at/above 41st percentile)

	FA19	FA20	FA21	FA22
ALL	**64**	**65**	**64**	**64**
Hispanic	58	61	60	60
Asian	78	80	81	80
Black/Af Amer	57	59	58	56
White	76	77	77	76
ECDIS	60	59	60	59

Key 2022-2023 Strategies

- ★ Implement TEA's High Quality Instructional Material (HQIM) for Literacy (i.e., Amplify) in grades K-8
- ★ Fully train assistant principals, instructional coaches (6-8) with monthly Amplify in Action Chats; including Amplify look fors aligned with T-TESS.
- ★ Fully utilize curriculum-based assessments embedded in HQIMs and ensure alignment to new STAAR item types
- ★ Leverage teacher credibility, including a) trust, b) competency, c) dynamism, and d) immediacy
- ★ Recommit to use of Lead4ward resources to inform data analysis and instructional decision-making, including 4-part resource learning series for administrators and instructional support
- Fully utilize online student performance data management system, Eduphoria, to evaluate student learning and instructional impact, as well as determine next steps for reteach/intervention
- ★ Refine PLC/CLC processes to hyper-focus on lesson internalization in order to ensure effective first-teach
- ★ 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
- ★ Recalibrate instructional walk tools and teacher appraisal rubrics to ensure alignment between instructional expectations and evaluation scoring
- ★ Deploy, train and retain reading instructional support teachers at elementary and middle school levels to support the implementation of the instructional materials, model teach and engage in PLC/CLC to assist with data analysis, lesson planning and less internalization.

Key 2021-2022 Strategies

★ Prioritize campus development of re-entry and reculture plans, including teacher reflection and planning, student orientation, campus-wide culture, clear systems and expectations for student behavior and management, emphasis on high levels of student engagement in literacy goal setting and attainment, and class/campus celebrations of literacy success

- Deliver, monitor & support state-required HB3 Reading Academies for teachers in grades K-6 in order to ensure teacher foundational understanding of instructional expectations within the elementary literacy classroom and align to state expectations.

★ Redefine Responsive Literacy teacher training implementation plan and expand teacher training to include grade 6-8 literacy teachers in order to ensure teacher foundational understanding of instructional expectations within the middle school literacy classroom.

- Integrate sheltered instruction methodology within approaches to literacy acceleration efforts to ensure EBs have full opportunity to demonstrate mastery in grade-level content learning while simultaneously acquiring English proficiency.

★ Assign teachers in grades 1-8 strategically to ensure that students with greatest academic needs are paired with highly effective reading educators.

- Ensure that PK-5 elementary schedules include at least the required 120 daily minutes of reading instruction to meet the requirements of Structured Literacy instructional block.

★ Employ 6-8 schedules to maximize instructional time and staff allocations to support reading, with an emphasis on ensuring that middle school students performing at STAAR Reading Does Not Meet performance level participate in a year-long Literacy Enrichment course focused on data-driven small group reading instruction and personalized learning intervention.

- Increase the number and percent of underrepresented students (i.e., African American, Hispanic, and economically disadvantaged) enrolling in and successfully completing credit-bearing high school language courses during middle school.

★ Establish targeted district-level PLC timelines and processes to aggressively analyze, monitor and respond to PK-8 campus reading performance trends based on monitoring data checkpoints and determine next steps for designing, delivering and assessing personalized just-in-time data-driven support.

- Employ targeted campus-driven PLC processes focused on literacy instruction, data analysis, and action response in order to ensure all students are achieving academically.

- Engage district and campus leadership to ensure district curriculum use and focus on data-driven instructional practices, formative feedback protocols, building team capacity, and culturally responsive collaboration in order to create and support strategic planning for targeted and personalized instruction.

- Utilize Multi-Tiered Systems of Support (MTSS) and RTI problem solving framework to ensure data-driven student literacy support for development of personalized learning paths and progress monitoring so that students are able to access on-grade level instruction while closing skill gaps.

- Improve literacy teaching and learning by leveraging digital tools to create, adapt and personalize student learning (Canvas, Seesaw, Eduphoria, district online instructional resources, and educational software).

★ Recruit and hire middle school teachers with Science of Teaching Reading and/or Reading Specialist certification in order to ensure middle school teacher foundational literacy instruction proficiency and increase campus ability to implement and sustain the district's middle school literacy initiative and focus.

Key 2020-2021 Strategies

- ★ Adjust 1-8 ELAR/SLAR curriculum pacing calendars for the first grading cycle to include spiraling of prior year content in order to ensure student mastery of prior year content to support a foundation for current year content.
- ★ Redesign school calendar to include fall, spring and summer Intersession, with an emphasis on providing targeted reading supports to struggling students (expand to include winter intersession in 21-22).
- ★ Develop and deploy fall & spring intersession courses, with an emphasis on supporting PK-8 reading academic skill gaps.
- ★ Develop and deploy summer intersession boost camps targeting transitional grade levels (e.g., grade 2-3, 3-4, 5-6, 8-9) focused on review of previous grade high leverage reading TEKS and introduction to upcoming grade high leverage TEKS.

Training Timeline

	Content	Target Audience
2023-24 School Year	Reading Academies	All 5th-6th Teachers, Designated 7th-8th Teachers, MS Admins
2022-23 School Year	Reading Academies	All 2nd-4th Teachers, Librarians, Secondary Inst. Coaches, MS admins
2021-22 School Year	Reading Academies	All K-1 Teacher, elementary administrators, Intermediate Support Teachers, Elementary Special Ed
Summer 2021	Literacy Kick Off Training	K-8th Literacy Teachers

Methods of Monitoring

1. Classroom-based assessments of learning, including student work samples and exemplars
2. Responsive Literacy Collaborative Walks K-8
3. 3rd-8th: Curriculum Based Assessment data administered twice each grading cycle
4. K-8 MAP assessment data (Fall, Winter, Spring)
5. K-2 M-class data (Fall, Winter, Spring)
6. Curriculum-embedded formative assessment data K-8 (i.e., checks for understanding)
7. STAAR Interim assessment data (Fall + Spring)
8. Administrative classroom walkthrough
9. Annual TELPAS assessment data

Anticipated Student Outcomes

By focusing on PK-8 literacy, Garland ISD will increase the percentage of students in grades PK-8 that are a) meeting their expected reading/language arts academic growth, and b) demonstrating on-grade level reading/language arts performance levels.

PK-8 Mathematics

Data-Demonstrated Need

Fall MAP Growth: Percentage of K-8 Students Meeting Projected FA-FA Mathematics Growth

	FA19	FA20	FA21	FA22
ALL	**51**	**32**	**53**	**57**
Hispanic	49	31	53	56
Asian	60	42	57	64
Black/Af Amer	52	33	47	56
White	51	31	59	59
ECDIS	49	32	52	57

FALL MAP Achievement: Percentage of K-8 Students Performing On Grade Level in Mathematics (at/above 41st percentile)

	FA19	FA20	FA21	FA22
ALL	**61**	**60**	**60**	**63**
Hispanic	56	55	55	59
Asian	80	82	82	83
Black/Af Amer	52	49	49	51
White	75	75	75	77
ECDIS	60	54	54	58

Key 2022-2023 Strategies

- ★ Implement TEA's High Quality Instructional Material (HQIM) for Mathematics (i.e., Eureka) in grades K-5
- ★ Implement TEA's High Quality Instructional Material (HQIM) for Mathematics (i.e., Carnegie) in grades 6-8
- ★ Fully utilize curriculum-based assessments embedded in HQIMs and ensure alignment to new STAAR item types
- ★ Leverage teacher credibility, including a) trust, b) competency, c) dynamism, and d) immediacy
- ★ Recommit to use of Lead4ward resources to inform data analysis and instructional decision-making, including 4-part resource learning series for administrators and instructional support
- Fully utilize online student performance data management system, Eduphoria, to evaluate student learning and instructional impact, as well as determine next steps for reteach/intervention
- ★ Refine PLC/CLC processes to hyper-focus on lesson internalization in order to ensure effective first-teach
- ★ 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
- ★ Recalibrate instructional walk tools and teacher appraisal rubrics to ensure alignment between instructional expectations and evaluation scoring
- ★ Deploy, train and retain mathematics instructional support teachers at elementary and middle school levels to support the implementation of the instructional materials, model teach and engage in PLC/CLC to assist with data analysis, lesson planning and less internalization.

Key 2021-2022 Strategies

★ Prioritize campus development of re-entry and reculture plans, including teacher reflection and planning, student orientation, campus-wide culture, clear systems and expectations for student behavior and management, emphasis on high levels of student engagement in mathematics goal setting and attainment, and class/campus celebrations of mathematics success

★ PK-8 math teachers will attend 30 hours of annual district-led math training focused on improving student outcomes in order to ensure teacher foundational understanding of instructional expectations within the mathematics classroom.

- Integrate sheltered instruction methodology within approaches to numeracy acceleration efforts to ensure EBs have full opportunity to demonstrate mastery in grade-level content learning while simultaneously acquiring English proficiency.

★ Assign teachers in grades 1-8 strategically to ensure that students with greatest academic needs are paired with highly effective mathematics educators.

★ Ensure that K-5 elementary schedules include at least the required 120 daily minutes of math instruction to meet the requirements of Structured Mathematics instructional block, to include small-group guided math instruction.

- Employ 6-8 schedules to maximize instructional time and staff allocations to support mathematics, with an emphasis on ensuring that middle school students performing at STAAR Mathematics Does Not Meet performance level participate in Math Lab courses focused on small group mathematics instruction and intervention.

- Increase the number and percent of underrepresented students (i.e., African American, Hispanic, and economically disadvantaged) enrolling in and successfully completing credit-bearing high school mathematics courses during middle school.

★ Establish targeted district-level PLC timelines and processes to aggressively analyze, monitor and respond to K-8 campus mathematics performance trends based on monitoring data checkpoints and determine next steps for designing, delivering and assessing personalized just-in-time data-driven support.

- Employ targeted campus-driven PLC processes focused on mathematics instruction, data analysis, and action response in order to ensure all students are achieving academically.

- Engage campus and district leadership to ensure district curriculum use and focus on data-driven instructional practices, formative feedback protocols, building team capacity, and culturally responsive collaboration in order to create and support strategic planning for targeted and personalized instruction.

- Utilize Multi-Tiered Systems of Support (MTSS) and RTI problem solving framework to ensure data-driven student mathematics support for development of personalized learning paths and progress monitoring so that students are able to access on-grade level instruction while closing skill gaps.

- Improve mathematics teaching and learning by leveraging digital tools to create, adapt and personalize student learning (Canvas, Seesaw, Eduphoria, district online instructional resources and educational software).

Key 2020-2021 Strategies

★ Adjust 1-8 mathematics curriculum pacing calendars for the first grading cycle to include spiraling of prior year content in order to ensure student mastery of prior year content to support a foundation for current year content.

★ Redesign school calendar to include fall, spring and summer Intersession, with an emphasis on providing targeted mathematics support to struggling students (expand to include winter intersession in 21-22).

★ Develop and deploy fall & spring intersession courses, with an emphasis on supporting PK-8 mathematics academic skill gaps.

★ Develop and deploy summer intersession boost camps targeting transitional grade levels

(e.g., grade 2-3, 3-4, 5-6, 8-9) focused on review of previous grade high leverage reading TEKS and introduction to upcoming grade high leverage TEKS.

Training Timeline

	Content	Target Audience
2023-24 School Year	Math Academy	2nd, 3rd Teachers
2022-23 School Year	Math Academy	K-1st, 7th-8th Teachers
2021-22 School Year	Math Academy	4th , 5th , 6th Teachers, Campus Admins
Summer 2021		K-8th Math Teachers

Methods of Monitoring

1. Classroom-based assessments of learning, including student work samples and exemplars
2. 3rd-8th: Curriculum based assessment data administered twice each grading cycle
3. K-8 MAP assessment data
4. Curriculum-embedded formative assessment data (i.e., checks for understanding)
5. STAAR Interim assessment data (Fall + Spring)
6. Administrative classroom walkthrough

Anticipated Student Outcomes

By focusing on K-8 mathematics, Garland ISD will increase the percentage of students in grades K-8 that are a) meeting their expected mathematics academic growth, and b) demonstrating on-grade level mathematics performance levels.

EOC Success

Data-Demonstrated Need

Fall EOC: Percentage of STAAR EOC Students Performing at Approaches Grade Level
(retesters only)

	18-19	19-20	20-21*	21-22
Algebra I	36	37	18	30
Biology	38	34	32	20
English I	20	24	24	18
English II	17	23	26	17
US History	30	32	67	28

Spring EOC: Percentage of STAAR EOC Students Performing at Approaches Grade Level
(first time testers | retesters)

	18-19	19-20	20-21	21-22
Algebra I	90 | 39	na	66 | 10	76 | 27
Biology	90 | 37	na	78 | 21	84 | 40
English I	75 | 22	na	66 | 12	66 | 18
English II	77 | 23	na	68 | 14	74 | 23
US History	94 | 55	na	87 | 33	90 | 40

Summer EOC: Percentage of STAAR EOC Students Performing at Approaches Grade Level
(retesters only)

	18-19	19-20	20-21	21-22
Algebra I	39	na	39	32
Biology	25	na	47	25
English I	15	na	21	18
English II	25	na	33	9
US History	34	na	54	30

**first time testers in 2020 received a n EOC waiver, reducing number students participating in fall as a retest opportunity*

Key 2022-2023 Strategies

- ★ Implement new Algebra I & Biology instructional resources.
- ★ Realign Algebra I & Biology curriculum scope & sequence to provide increased spiraling of knowledge.
- ★ Utilize Desmos calculator application in all Algebra I classes to ensure student access via 1-to1 device, regardless of physical location.
- ★ Leverage teacher credibility, including a) trust, b) competency, c) dynamism, and d) immediacy.
- ★ Recommit to use of Lead4ward resources to inform data analysis and instructional decision-making, including 4-part resource learning series for administrators and instructional support.
- Fully utilize online student performance data management system, Eduphoria, to evaluate student learning and instructional impact, as well as determine next steps for reteach/intervention.
- ★ Refine PLC/CLC processes to hyper-focus on lesson internalization in order to ensure effective first-teach.
- ★ 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.
- ★ Recalibrate instructional walk tools and teacher appraisal rubrics to ensure alignment between instructional expectations and evaluation scoring.
- ★ Develop a comprehensive system for identifying, intervening and monitoring students who have yet to experience EOC success after initial administration, including:
  - Utilize Renaissance Star to progress monitor our Algebra I, EOC English I and English II re-testers.
  - 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.

- Implement advisory classes at secondary campuses to provide content/skill intervention to students with identified needs.

Key 2021-2022 Strategies

★ Prioritize campus development of re-entry and reculture plans, including teacher reflection and planning, student orientation, campus-wide culture, clear systems and expectations for student behavior and management, emphasis on high levels of student engagement in EOC goal setting and attainment, and class/campus celebrations of EOC success.

- Analyze historical data to identify and place students in EOC specific intervention classes to ensure at-risk student groups are provided appropriate instructional support to meet individual needs for academic success.

★ Maximize high school student-teacher ratios to ensure class size balance.

★ Implement strategic assignment of teachers such that most effective teachers provide instruction to intervention students most in need.

- Utilize double-block scheduling, differentiated job-embedded teacher support, and cohesive intervention curriculum to support high quality instruction.
- Integrate sheltered instruction methodology within approaches to EOC instructional delivery to ensure EBs have full opportunity to demonstrate mastery in course-specific content learning while simultaneously acquiring English proficiency.
- Create and implement campus-specific EOC Intervention Plans that delineate campus-wide systems and structures to support student EOC success (e.g., incorporate unique pacing calendars for re-testers and first time testers, take advantage of small group instruction, include bootcamps and/or Super Saturday sessions, etc.).

★ Require EOC teachers to collaboratively develop within subject area test preparation activities including the implementation of calculators, reference charts, and content-specific testing strategies.

- Employ targeted campus-driven PLC processes focused on core content area instruction, data analysis, and action response in order to ensure all students are meeting EOC success, particularly at Meets and Masters performance levels in order to demonstrate preparedness for postsecondary success.
- Engage campus and district leadership to ensure district curriculum use and focus on data-driven instructional practices, formative feedback protocols, building team capacity, and culturally responsive collaboration in order to create and support strategic planning for targeted and personalized instruction.
- Refine and reinforce Multi-Tiered Systems of Support (MTSS) to ensure data-driven EOC support so that students are able to meet graduation and assessment requirements in order to graduate with their 4-year cohort.
- Improve content-specific EOC teaching and learning by leveraging digital tools to create, adapt and personalize student learning (Canvas, Eduphoria, district online instructional resources and educational software).
- Audit alignment between taught curriculum and student identities to ensure that curriculum is relevant and able to support high levels of student engagement and connectedness, particularly for historically underserved student groups such as, African Americans, Hispanics, and economically disadvantaged.

Key 2020-2021 Strategies

★ Redesign school calendar to include fall, spring and summer Intersession, with an emphasis on providing targeted reading support to

struggling students (expand to include winter intersession in 21-22).

- Develop and deploy fall (Dec testing), spring (Apr/May testing) and summer (June testing) intersession courses, with an emphasis on supporting high school cycle/credit recovery and EOC success.
- Encourage struggling virtual students to return to F2F instruction to promote higher levels of student engagement.

Methods of Monitoring

1. Campus-based EOC success data tracking (e.g., TestHound reporting)
2. Course failure and student attendance records
3. Classroom-based assessments of learning, including student work samples and exemplars
4. Curriculum Based Assessment data administered twice each grading cycle
5. EOC curriculum-embedded formative assessment data (i.e., checks for understanding)
6. STAAR Interim Assessment data (Fall + Spring)
7. Administrative classroom walkthrough
8. Annual TELPAS assessment data

Anticipated Student Outcomes

By focusing on EOC success, Garland ISD will a) increase percentages of students meeting with success on their first EOC administration in each tested content area, b) increase percentages of students demonstrating content area performance at Meets & Masters performance levels, and c) decrease percentages of EOC retesting students.

CCMR Outcomes

Data-Demonstrated Need

CCMR Graduates: Percentage of Graduates Identified as College, Career & Military Ready

	2018	2019	2020	2021
ALL	**59**	**71**	**69**	**79**
Hispanic	57	70	66	76
Asian	80	86	84	92
Black/Af Amer	47	59	59	73
White	64	76	77	83
ECDIS	55	68	65	76

CCMR Bonus Outcomes: Percentage of Graduates Meeting CCMR Bonus Outcomes criteria

	2018	2019	2020	2021*
ECDIS	22	26	26	
Non-ECDIS	37	48	40	
SPED	3	4	2	

**awaiting TEA data finalization*

Key 2022-2023 Strategies

- ★ Increase student performance on college readiness assessments through the creation of district-level PSAT, SAT/ACT and AP/IB taskforces to evaluate current college readiness assessment program preparation resources, monitor and support campus site implementation plans, and increase availability of assessment preparation lessons/activities within district curriculum, particularly in honors/advanced coursework.
- ★ Leverage Advanced Academics Achievement by Design plan to a) improve student achievement, b) retain and incentivize AP and DC teachers, and c) support Early College program success.
- ★ Maximize performance of accelerated learners, i.e., students who participate in 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.
- ★ Increase recipients of the Seal of Biliteracy award for graduating seniors, by creating a committee to educate students and staff about this performance acknowledgement and how it can be achieved.
- ★ Increase alignment of Industry-Based Certifications to CTE Programs of Study ensure that students have the curricular background and necessary hands-on experiences before taking certification exams.

Key 2021-2022 Strategies

- ★ Prioritize campus development of re-entry and reculture plans, including teacher reflection and planning, student orientation, campus-wide culture, clear systems and expectations for student behavior and management, emphasis on high levels of student engagement in CCMR goal setting and attainment, and class/campus celebrations of CCMR success.
- Enhance current RLA and math middle school and high school course curriculum to include

PSAT/SAT/TSI-A components and test preparation activities so that students are prepared to meet grade/college ready benchmarks.

- Vertically align grade 6-11 honors and AP coursework to support student needs in order to increase preparedness to meet rigorous expectations of qualifying AP scores.
- Expand PSAT/SAT/TSI-A test prep opportunities to eliminate possible barriers to postsecondary readiness.
- Grow College For All initiative to promote access to rigorous coursework, particularly for underrepresented student groups.
- Expand Dual Credit opportunities within various content areas to connect collegiate experiences to student interests and eliminate participation barriers for underrepresented student groups.
- Coordinate programs of study that align Industry-Based Certifications in Career and Technical Education courses throughout the district that are accessible to all students.
- Increase the number and percent of underrepresented students (i.e., African American, Hispanic, and economically disadvantaged) enrolling in and successfully completing AP, dual credit, and other higher level advanced coursework, including College for ALL programs.
- Expand EB and SPED support to increase postsecondary awareness, student participation and success in CCMR opportunities for historically under-represented populations.
- Employ targeted district and campus-driven PLC processes focused on CCMR, data analysis, and action response in order to ensure all students are prepared for post-secondary success.

★ Expand district and campus PLC processes to include monitoring of and response to anticipated CCMR outcomes bonus for the purpose of increasing the percentage of students meeting dual CCMR criteria.

- Engage campus and district leadership to ensure CCMR goals are met through the focus on data-driven decision-making, formative feedback protocols, building team capacity, and culturally responsive collaboration.

★ Activate a student recruit campaign aimed at increasing student participation and success in summer dual credit courses.

Key 2020-2021 Strategies

- Aggressively pursue HB3 CCMR goals for all graduates and disaggregated student groups.
- Develop process for monitoring student completion of requirements for CCMR Outcomes Bonus, including:
  - TSI-met and Associate Degree in HS or enrolled in college in fall following HS graduation
  - TSI-met and earned industry-based certification

Methods of Monitoring

1. Internal CCMR tracking tools, such as using OnDataSuite and locally-developed student progress reports
2. Campus CCMR tracking document to note any discrepancies between campus and district data reporting
3. Bi-monthly meetings with campus CCMR administrators
4. Monthly meetings with campus CCMR counselors
5. Monthly CCMR district committee meetings
6. Targeted departmental check-ins specific to current focus (i.e. CTE about certification testing opportunities)
7. Quarterly meetings with Seal of Biliteracy committee

Anticipated Student Outcomes

By focusing on CCMR, Garland ISD will increase the percentage of students demonstrating college, career and military readiness (as defined by TEA), as well as increase percentages of students qualifying for CCMR outcomes bonus.

As previously stated, the success of any plan lies in the consistent implementation and monitoring of the plan across the organization. Thus, active engagement in the GISD Academic Acceleration Plan is mandatory for all staff, campuses, departments, and divisions that are the foundation to student academic success.

Design Team

- Career & Technical Education
- Communications & Public Relations
- Curriculum & Instruction
- Executive Directors of Leadership
- Guidance & Counseling
- Human Resources
- Intervention
- Multilingual Programs
- Research, Assessment & Accountability
- Student Services
- Student Support & Specialized Services
- Teaching & Learning Development

Special Thanks

The Academic Acceleration Plan design team would like to recognize the teachers, campus administrators, parents and community members that participated in a review of the plan and provide feedback. Your insights were useful for refinement and clarification.