



## ACADEMIC ACCELERATION PLAN

As we complete the 2020-21 academic year and begin to prepare for the summer and for the 2021-2022 school year, it is important to reflect on the challenges and opportunities we have faced and lessons we have learned since March 2020. Throughout the pandemic GISD has continued to be a leader in educational excellence and has maintained the relentless pursuit of student academic success.

GISD's Academic Acceleration Plan was created to address student academic gaps as a result of COVID-19. This plan details 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 - this is our top priority. With any plan, success lies in the implementation and monitoring; it is imperative that the Academic Acceleration Plan is a cohesive district-wide initiative executed in all instructional settings.

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 emphasizes four key areas of focus:

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

We are living in unprecedented times and must continue 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



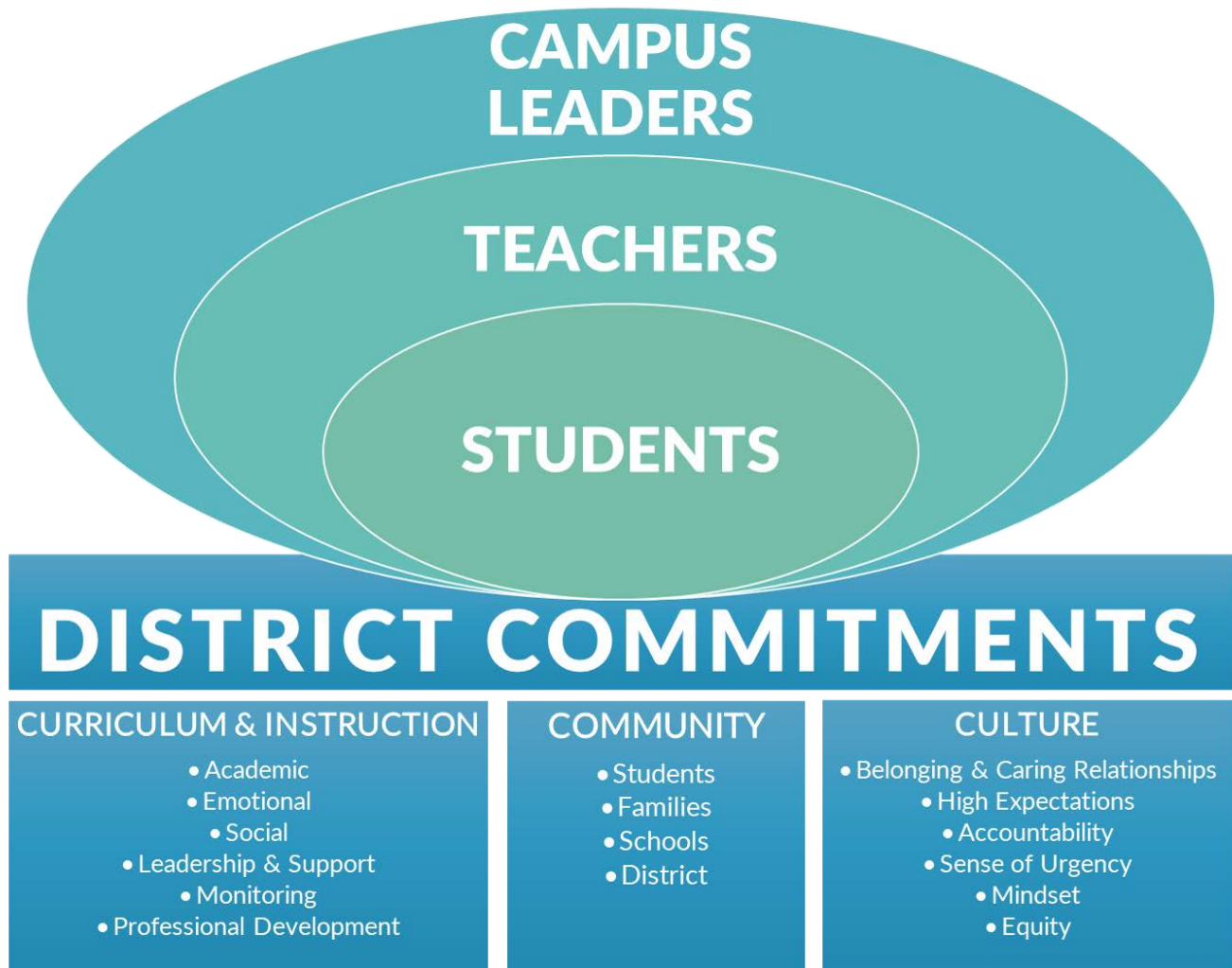
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Chief Academic Officer



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

	18-19	19-20	20-21
<b>ALL</b>	<b>53</b>	<b>52</b>	<b>41</b>
Hispanic	52	52	39
Asian	60	59	49
Black/Af Amer	51	49	41
White	55	53	44
ECDIS	52	51	39

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

	18-19	19-20	20-21
<b>ALL</b>	<b>50</b>	<b>49</b>	<b>48</b>
Hispanic	48	47	48
Asian	55	53	49
Black/Af Amer	48	48	43
White	53	52	52
ECDIS	50	48	46

## 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.

## 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 ELs 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 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.

## Training Timeline

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

## 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

## 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:** Percentage of K-8 Students Meeting Projected FA-FA Mathematics Growth

	18-19	19-20	20-21
ALL	51	51	32
Hispanic	50	49	31
Asian	60	60	42
Black/Af Amer	49	52	33
White	53	51	31
ECDIS	49	49	32

**Winter MAP:** Percentage of K-8 Students Meeting Projected FA-WI Mathematics Growth

	18-19	19-20	20-21
ALL	49	48	44
Hispanic	48	47	43
Asian	55	55	47
Black/Af Amer	45	45	39
White	51	49	50
ECDIS	49	47	43

## 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.

## 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 ELs 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 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).

## Training Timeline

Content		Target Audience
Summer 2021		K-8th Math Teachers
2021-22 School Year	Math Academy	4th , 5th , 6th Teachers, Campus Admins
2022-23 School Year	Math Academy	K-1st, 7th-8th Teachers
2023-24 School Year	Math Academy	2nd, 3rd 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*
Algebra I	36	37	18
Biology	38	34	32
English I	20	24	24
English II	17	23	26
US History	30	32	67

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

	18-19	19-20	20-21
Algebra I	90   39	na	tba
Biology	90   37	na	tba
English I	75   22	na	tba
English II	77   23	na	tba
US History	94   55	na	tba

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

	18-19	19-20	20-21
Algebra I	39	na	tba
Biology	25	na	tba
English I	15	na	tba
English II	25	na	tba
US History	34	na	tba

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

### 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.

### 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 supports to support 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 ELs 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.

## 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

## 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*
ALL	59	71	69
Hispanic	57	70	66
Asian	80	86	83
Black/Af Amer	47	59	60
White	64	76	78
ECDIS	55	68	65

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

	2018	2019	2020*
ECDIS	22	26	tba
Non-ECDIS	37	48	tba
SPED	3	4	tba

*\*anticipated outcomes; awaiting TEA data finalization (will not include CTE Coherent Sequence graduates)*

## 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

## 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 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 EL 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.

## 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)

## 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

- Area Directors
- Career & Technical Education
- Communications & Public Relations
- Curriculum & Instruction
- English Language Learners
- Guidance & Counseling
- Human Resources
- Intervention
- Special Education
- Research, Assessment & Accountability
- Student 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.