Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, October 27, 2026

Agenda

5:00 PM

I. Call to Order and Determination of a Quorum
II. Pledges of Allegiance — **Student Leader, Davis Elementary School**
III. Public Hearings
A. Conduct a Public Hearing on School FIRST Rating Report — **Arturo Valenzuela** 4
B. Conduct a Public Hearing on the 2026-2027 Targeted Improvement Plans and Turnaround Plans — **Veronica Salgado Joyner, Jeremiah Oliphant, Tobi Schmidt** 46

IV. Public Forum: Members of the public who wish to make comments must complete the Public Comment Participation Request Form online no later than 4:00PM the day before the meeting date indicated in the posting notice. Comments may be read aloud at the meeting by a designated speaker; or the requestor may come in person to the meeting and deliver comments themselves. In addition, comments must be limited to issues that can be presented in a public forum and directly related to the posted agenda topics. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public forum procedures, please review the Public Forum Procedures at the following link: https://garlandisd.net/about/board-trustees/public-forum-procedures.

V. Information Items
A. Evidence of Excellence
1. Recognize National Math Stars Participants — **Jose Mata** 74
B. Introduction of District Administrators — **Dr. Gradyne Brown, Atticus Wisener, Dr. Kishawna Wiggins** 75
C. Receive Intruder Detection Audit Report — **Mark Quinn** 76
VI. Discussion Items
A. Trustees' Report 77
1. Trustee attendance at recent district and community events
2. Announcement of upcoming district and community events
3. Recognition of outstanding performance by district staff and students

4. Recognition of new programs and special activities
5. Message from Board President

B. Superintendent's Report 84

C. Future Agenda Items 85

VII. Consent Agenda - Consider approval of

A. Human Resources Report 86

B. Board Meeting Minutes — **Mechelle Hogan** 91

C. Consider Approval of 2026-27 District & Campus Improvement Plans – **Coleman Bruman, Michael Ruiz** 100

D. Consider Approval of 2026-27 HB3 Improvement Plans – **Michael Ruiz, Coleman Bruman** 232

E. Consider Approval of MOU with UNT for a Partnership to Offer a Master's Degree program in Educational Leadership – **Dr. Michael Arreola, Dr. Kristin Wolfkill** 241

F. Consider Approval of Lamar University Master Experiential Learning Agreement – **Dr. Gradyne Brown, Dr. Kishawna Wiggins** 247

G. Consider Approval of University of Texas - Dallas Prep Residency Agreement – **Dr. Gradyne Brown, Dr. Kishawna Wiggins** 254

H. New Bids

1. Contract 191-27-01 - Consider Approval of Purchase of Software – **Dianna Casper, Tim Fears** 260

2. Contract 397-26-06 - Consider Approval of Purchase of Instructional Software, Licensing Subscription, Hardware, and Services – **Dianna Casper, Coleman Bruman** 261

VIII. Action Item (Non Consent)

A. Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Service Fund and the Student Nutrition Services Fund for the 2026-2027 School Year – **Elisa Cordova-Long** 264

B. Targeted Improvement Plans and Turnaround Plans – **Veronica Joyner, Jeremiah Oliphant, Tobi Schmidt** 269

C. Consider Approval of Region 10 ESC Mentorship Training MOU — **Dr. Gradyne Brown, Dr. Kishawna Wiggins** 271

IX. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.

A. Pursuant to Texas Government Code 551.076, considering the deployment, specific occasions for, or implementation of, security personnel or devices.

1. Discussion and deliberation regarding TEA's Intruder Detection Audits.

B. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.

1. Consultation with attorney regarding pending litigation — Reeder General Contractors Inc. v. Garland Independent School District, Trial Court Cause No. DC 21-15806, Court of Appeals Cause No. 05-25-01046-CV.

2. Consultation and deliberation regarding the procedures for conducting a Level III hearing pursuant to Board Policy FNG (LOCAL).

C. Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.

D. Pursuant to Texas Government Code Section 551.0821, Deliberating a matter regarding a student if personally-identifiable information about the student will necessarily be revealed.

E. Pursuant to Texas Government Code Section 551.082, Considering discipline of a public school child, or complaint or charge against personnel.

1. Hear, Consider, and Deliberate on Level III Parent Grievance Appeal of Kenadi Hunter.

X. Reconvene from Executive Session for action relative to items considered during Executive Session

A. Consideration and possible action regarding pending litigation - Reeder General Contractors Inc. v. Garland Independent School District, Trial Court Cause No. DC 21-15806, Court of Appeals Cause No. 05-25-01046-CV.

B. Consider, Discuss and Take Action on Level III Parent Grievance Appeal of Kenadi Hunter.

XI. Adjournment

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Arturo Valenzuela, Executive Director of Finance

Subject: Conduct a Public Hearing on School FIRST Rating Report

Public Hearing

Executive Summary:

A financial accountability rating system, School Financial Integrity Rating System of Texas (FIRST) was authorized through Senate Bill (SB) 218 of the 77th Legislature (2001). The primary goal of School FIRST is to improve management of the school district's financial resources.

Notice of the Public Hearing was published in the Dallas Morning News on Monday, October 5, 2026, as per TEA requirements. Arturo Valenzuela, Executive Director of Finance, will present and explain the district's rating. The forum will be open for public comment.

Administrative Recommendations:

Provided for your information.

Financial Impact and Funding Source:

N/A

SCHOOL FIRST

FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

2025-2026 FIRST Report

Based upon 2024-2025 Financial Data

GISD

GARLAND INDEPENDENT SCHOOL DISTRICT

Garland Independent School District

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P.O. Box 469026
Garland, TX
75046-9026
www.garlandisd.net

Garland Independent School District
Department Of Finance

Street Address
501 S. Jupiter Rd.
Garland, TX
75042

Phone
972-487-3100
Fax
972-487-4922

To the Garland ISD Board of Trustees and the taxpayers for Garland ISD:

The 2026 School FIRST Rating is being presented for your information. FIRST stands for 'Financial Integrity Rating System of Texas.' It is the annual rating performed by the Texas Education Agency (TEA) to test the financial performance of school districts as required by Title 19, Texas Administration Code, Section 109.

The District is required to hold a public meeting, which can be part of a regular school board meeting, to distribute a financial management report that explains the district's performance under each of the 21 indicators and the resulting district's rating. The 2026 rating is based upon analysis of financial data for the fiscal year ended June 30, 2025.

For this year's rating, 21 indicators are used in this score. Scores totaling between 90 and 100 points will receive an A rating, which means Superior Achievement. Scores totaling between 80 and 89 points will receive a B rating, which means an Above Standard Achievement. Scores totaling between 70 and 79 points will receive a C rating which means a Meets Standard Achievement and Scores totaling below 70 points will receive an F rating, which means a Substandard Achievement.

Should you have any questions, please feel free to call my office.

Darrell Dodds
Deputy Superintendent

Executive Summary

Background Information

This is the 24th year of School FIRST (Financial Integrity Rating System of Texas), a financial accountability system for Texas school districts developed by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature in 1999. The primary goal of School FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

The School FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts, as follows:

A for Superior Achievement

B for Above Standard Achievement

C for Meets Standards Achievement

F for Substandard Achievement

Reporting Requirement

Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes the following:

A. The district's financial management performance rating provided by the Texas Education Agency (TEA) based on its comparison with indicators established by the Commissioner of Education for the State's new Financial Accountability System;

B. The district's financial management performance under each indicator for the current and previous years' financial accountability ratings;

C. Additional information required by the Commissioner of Education.

1. The school district must provide a copy of the superintendent's current employment contract, including compensation and benefits. The district may publish the superintendent's contract on the district's website instead of publication in the annual financial management report.
2. A summary schedule for the fiscal year (12-month period) of expenditures paid on behalf of the superintendent and each board member and total reimbursements received by the superintendent and each board member, including transactions on the school district's credit or debit card(s), store-value card(s) and any other instruments to cover expenses incurred by the superintendent and each board member. The summary schedule must separately report reimbursements for meals, lodging, transportation, motor fuel, and other items; the summary schedule of total reimbursements should not include reimbursements for supplies and materials that were purchased for the operation of the district.
3. A summary schedule for the fiscal year of the dollar amount of compensation and/or fees received by the superintendent from another school district or other outside entity in exchange for

professional consulting or other personal services. The schedule must separately report the amount received from each entity.

4. A summary schedule for the fiscal year of the total dollar amount of gifts with an economic value of $250 or more received by the executive officers and board members. This reporting requirement only applies to gifts received by the school district's executive officers and board members (and their immediate family as described by Government Code, Chapter 573, Subchapter B, Relationships by Consanguinity or by Affinity) from an outside entity that received payments from the school district in the prior fiscal year, and gifts from competing vendors that were not awarded contracts in the prior fiscal year. This reporting requirement does not apply to reimbursement of travel-related expenses by an outside entity when the purpose of the travel is to investigate or explore matters directly related to the duties of an executive officer or board member, or matters related to attendance at education-related conferences and seminars with the primary purpose of providing continuing education (this exclusion does not apply to trips for entertainment related purposes or pleasure trips). This reporting requirement excludes an individual gift or a series of gifts from a single outside entity that had a total economic value of less than $250 per executive officer or board member. Additional information that the district's board of trustees deems useful. Refer to the Commissioner's Rules Concerning the Financial Accountability Rating System (Chapter 109, Subchapter AA) for more information.
5. A summary schedule for the fiscal year of the dollar amount received by board members for the total amount of business transactions with the school district. This reporting requirement does not duplicate the items disclosed in the summary schedule of reimbursements received by board members
6. Additional information that the district's board of trustees deems useful.

District Ratings

The Texas Education Agency converted the Schools FIRST to a four-tier rating system as shown in page 6.

For 2025-2026 the Garland Independent School District
received a Schools FIRST rating of:
A = SUPERIOR ACHIEVEMENT
Based upon the 2024-2025 Financial Date

Indicators

There are currently four critical error indicators (Yes and No) that result in failure (F) of FIRST. These indicators and descriptions are outlined in the above chart. The default indicators that would result in a substandard achievement include a No answer to any of the four indicators (Questions 1, 2, 3 and 4).

From the financial data submitted for the 2024-2025 fiscal year, the District answered yes to all critical indicators. The complete results to the indicators begin on page 7 of this report.

There are seven ceiling indicators. The chart above shows the maximum points and rating for failing to meet a ceiling indicator.

Reporting, Notices and Public Meetings

The Board of Trustees will publish an annual report describing the financial management performance of the district. The report must include the information provided by the Texas Education Agency and any supplemental information as may be determined by the local Board of Trustees. A copy of the report is available, upon request, from the Finance Department and is available on the district's website.

As required by State law, the Board of Trustees shall hold a public meeting within two months of receiving the School FIRST ratings. Notice of the meeting to discuss the school financial accountability rating must be published in a local newspaper. The notice must be no more than thirty days, or less than ten days prior to the scheduled meeting date.

The district has complied with the public hearing notifications in the local newspaper. The date of publication was October 5th. The public meeting was held in conjunction with the regularly called Board of Trustees meeting on October 27th, 2026.

Financial Integrity Rating System of Texas

2025-2026 RATINGS BASED ON SCHOOL YEAR 2024-2025 DATA - DISTRICT STATUS DETAIL

Name: **GARLAND ISD**(**057909**)

Status: **Passed**

Rating: A = Superior Achievement

District Score: 95

Publication Level 1: 8/6/2026 3:21:50 PM

Publication Level 2: 8/7/2026 3:50:39 PM

Last Updated: 8/7/2026 3:50:39 PM

Passing Score: 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA on or before February 27, 2026?	6/4/2026 6:18:41 PM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	6/4/2026 6:18:41 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	6/4/2026 6:18:41 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	6/4/2026 6:18:41 PM	Yes Ceiling Failed

			1 Multiplier Sum
5	Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest and premiums for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/4/2026 6:18:41 PM	Ceiling Passed
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/4/2026 6:18:41 PM	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	6/4/2026 6:18:41 PM	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	6/4/2026 6:18:41 PM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	6/4/2026 6:18:41 PM	10
10	Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	6/4/2026 6:18:41 PM	10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)	6/4/2026 6:18:41 PM	10
12	What is the correlation between future debt requirements and the district's assessed property value?	6/4/2026 6:18:41 PM	10

13	This indicator is not being evaluated.		10
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.	6/4/2026 6:18:41 PM	10
15	Was the school district's actual average daily attendance (ADA) within the allotted range of the district's biennial ADA projection submitted to TEA by the school district? If the school district did not submit ADA projections to TEA, it must certify TEA's projections to pass this indicator. See ranges below in the Determination of Points section.	6/4/2026 6:18:41 PM	5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/4/2026 6:18:41 PM	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)	6/4/2026 6:18:41 PM	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	6/4/2026 6:18:41 PM	10
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	6/4/2026 6:18:41 PM	5
20	Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	6/4/2026 6:18:41 PM	Ceiling Passed
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?	6/4/2026 6:18:41 PM	Ceiling Passed
			100 Weighted Sum

			1 Multiplier Sum
			(95 Ceiling)
			95 Score

DETERMINATION OF RATING

A. Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.

B. Determine the rating by the applicable number of points.

A = Superior Achievement	90-100
B = Above Standard Achievement	80-89
C = Meets Standard Achievement	70-79
F = Substandard Achievement	<70

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	**Maximum Points**	**Maximum Rating**
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 5 (Total Net Position) **-** Negative total net position and do not have 7% or more or 1,000 or more increase in growth in	79	C = Meets Standard Achievement

students in membership over 5 years.

Indicator 6 (Average Change in Fund Balance) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is *No*.	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 21 (FSP Repayment Plan) **-** Response to indicator is *Yes*.	70	C = Meets Standard Achievement

How Ratings are Assessed

Preliminary ratings are released by TEA every calendar year on or before August 8. The commissioner's rules for School FIRST are contained in 19 TAC 109.1001. The rules include an attached figure (rating worksheet) for each rating year that specifies the rating indicators for that year.

The questions a school district must address in completing the worksheet used to assess its financial management system can be confusing to non-accountants. The indicators for **rating year 2025-2026 based on fiscal year 2025 financial data** are set out below with an explanation of what the questions mean—and what your district's answers can mean to its rating.

Note: For districts with excess local revenue, adjustments to indicator calculations are recognized by TEA. The adjustments vary based on the district's fiscal year.

1. Was the complete annual financial report (AFR) and data submitted to the TEA on or before February 27, 2026?

A simple indicator. Was your Annual Financial Report filed by the deadline?

NOTE: The due date for the FY 2025 audit and data feed was revised. The change is only for the 2025-2026 rating year.

2. Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)

Review the AFR for an unmodified opinion and material weaknesses.

3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)

This indicator seeks to confirm that your district has timely paid all bills/obligations, including financing arrangements to pay for school construction, school buses, photocopiers, etc.

4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail this indicator. If the school district was issued a warrant hold, the maximum points and highest rating the school district may receive is 95 points, A =

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Superior Achievement (even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days).

This indicator seeks to confirm the district fulfilled its obligation to the TRS, TWC and IRS to transfer payroll withholdings and to fulfill any additional payroll-related obligations required to be paid by the district.

5. Was the total net position balance in the governmental activities column in the Statement of Net Position (net of accretion of interest and premiums for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has such an increase, the maximum points and highest rating the school district may receive is 89 points, B = Above Standard Achievement.)

This indicator determines if the total net position in the governmental activities column of the Statement of Net Position as reported in the Annual Financial Report is greater than zero. A positive net position demonstrates financial solvency.

6. Was the average change in (assigned and unassigned) fund balance over 3 years less than a 25% decrease or did the current year assigned and unassigned fund balance exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating the school district may receive is 89 points, B = Above Standard Achievement.)

This indicator measures the percentage change in general fund balance to see whether the fund balance is declining too quickly, and if it is declining, whether sufficient fund balance remains to operate for at least 75 days.

7. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?

This indicator measures how many days after the end of the fiscal year the school district could have disbursed funds for its operating expenditures without receiving any new revenues. At least 90 days must be covered to receive the maximum points.

8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?

This indicator measures whether the school district had sufficient short-term assets at the end of the fiscal year to pay off its short-term liabilities. Did you meet or exceed the target amount in School FIRST?

9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?

This indicator simply asks, "Did you spend more than you earned?" (the school district will automatically pass this indicator if the

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school district had at least 60 days cash on hand.)

10. Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?

This indicator will be reinstated for the 2025-26 rating period. It measures the accuracy of budgeted local and state revenue by comparing the amounts budgeted in the general fund to the actual amounts earned for the last three years.

11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)

This question is like asking if a person's mortgage exceeds the market value of their home. Were you below the cap for this ratio in School FIRST? Fortunately, this indicator recognizes that high-growth districts incur additional operating costs to open new instructional campuses.

12. What is the correlation between future debt requirements and the district's assessed property value?

This indicator asks about the school district's ability to make bond debt principal and interest payments. Did you meet or exceed the target amount in School FIRST?

13. Was the school district's administrative cost ratio equal to or less than the threshold ratio?

This indicator is paused for the 2025-26 rating period.

14. Did the school district *not* have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)

If a decline in student enrollment is occurring, this indicator measures if the decline in total staff is in proportion to the declining enrollment over a 3-year period. If declining enrollment is occurring, the change in this ratio cannot exceed 15 percent.

15. Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, it must certify TEA's projections to pass this indicator.

This indicator measures how well the district was able to project average daily attendance for the coming biennium for payment purposes. Projected ADA is compared to actual.

16. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails this indicator, the maximum points and highest rating the district may receive is 89 points, B = Above Standard Achievement.)

This indicator measures the quality of data reported to PEIMS and in your Annual Financial Report to ensure that the data reported in each case "matches up." If the

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difference in numbers reported in the general fund is 3 percent or more, your district "fails" this measure.

17. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails this indicator, the maximum points and highest rating the district may receive is 79 points, C = Meets Standard Achievement.)

A clean audit of your Annual Financial Report would state that your district has no material weaknesses in internal controls. Any internal weaknesses create a risk of your district not being able to properly account for its use of public funds and should be immediately addressed.

18. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)

This indicator measures whether the district is complying with laws, rules and regulations related to the expenditure of grant funds, contracts, and other state and federal funds.

19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?

This indicator measures whether the district is complying with legal requirements related to financial transparency by posting all required information.

20. Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget? (If the school district fails this indicator, the maximum points and highest rating the school district may receive is 89 points, B = Above Standard Achievement.)

This indicator measures whether the administration and the board had the opportunity to consider the impact of changes in local, state, and federal funding.

21. Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship? (If the school district fails this indicator, the maximum points and highest rating the school district may receive is 70 points, C = Meets Standard Achievement.)

This indicator determines if the district has an adjusted repayment schedule for an overallocation of FSP funds.

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Financial Integrity Rating System of Texas

2024-2025 RATINGS BASED ON SCHOOL YEAR 2023-2024 DATA - DISTRICT STATUS DETAIL

Name: **GARLAND ISD**(**057909**)

Status: **Passed**

Rating: A = Superior Achievement

District Score: 100

Publication Level 1: 8/8/2025 12:54:09 PM

Publication Level 2: 8/8/2025 4:49:42 PM

Last Updated: 9/18/2025 9:11:13 AM

Passing Score: 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	4/23/2025 6:09:49 PM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	4/23/2025 6:09:49 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	4/23/2025 6:09:49 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	9/18/2025 9:10:54 AM	Yes Ceiling Passed

			1 Multiplier Sum
5	Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	4/23/2025 6:09:49 PM	Ceiling Passed
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	4/23/2025 6:09:49 PM	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	4/23/2025 6:09:49 PM	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	4/23/2025 6:09:49 PM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	4/23/2025 6:09:49 PM	10
10	This indicator is not being evaluated.		10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)	4/23/2025 6:09:49 PM	10
12	What is the correlation between future debt requirements and the district's assessed property value?	4/23/2025 6:09:49 PM	10
13	Was the school district's administrative cost ratio equal to or less than the	4/23/2025	10

	threshold ratio? See ranges below in the Determination of Points section.	6:09:49 PM	
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.	4/23/2025 6:09:49 PM	10
15	Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.	4/23/2025 6:09:49 PM	5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	4/23/2025 6:09:49 PM	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)	4/23/2025 6:09:49 PM	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	4/23/2025 6:09:49 PM	10
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	4/23/2025 6:09:49 PM	5
20	Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	4/23/2025 6:09:49 PM	Ceiling Passed
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?	4/23/2025 6:09:49 PM	Ceiling Passed
			100 Weighted Sum

			1 Multiplier Sum
			(100 Ceiling)
			100 Score

DETERMINATION OF RATING

A. Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.

B. Determine the rating by the applicable number of points.

A = Superior Achievement	90-100
B = Above Standard Achievement	80-89
C = Meets Standard Achievement	70-79
F = Substandard Achievement	<70

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	**Maximum Points**	**Maximum Rating**
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 5 (Total Net Position) **-** Negative total net position and	79	C = Meets Standard

do not have 7% or more or 1,000 or more increase in growth in students in membership over 5 years.		Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is *No*.	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is *No*.	89	B = Above Standard Achievement
Indicator 21 (FSP Repayment Plan) **-** Response to indicator is *Yes*.	70	C = Meets Standard Achievement

Required Disclosures

Superintendent's Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing in calendar year 2025. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

Garland ISD has posted the superintendent employment contract on the district's website, and it will be accessible for at least twelve months. The contract is found on the home page under "About", then click "Financial information", there will be a section called "Superintendent's contract".

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period Ended
June 30, 2025

Description of Reimbursements	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Daphne Stanley	James Miller	Robert Selders, Jr.	Wesley Johnson
Meals	$ 2,696.05	$ 107.13	$ 379.78	$ 393.87	$ 200.27	$ -	$ 1,873.68	$ -
Lodging	$ 7,362.95	$ 1,161.23	$ 2,824.81	$13,418.43	$ 3,672.93	$ 2,932.33	$ 8,338.00	$ 4,194.65
Transportation	$ 5,444.31	$ 2,351.09	$ 407.33	$ 7,296.40	$ 2,625.29	$ 356.25	$ 4,436.09	$ 419.69
Motor Fuel	$ -	$ -	$ 52.28	$ -	$ -	$ -	$ 115.50	$ -
Other	$ 6,067.00	$ 2,807.49	$ 2,370.49	$ 4,965.01	$ 3,211.01	$ 1,915.49	$ 5,234.49	$ 1,921.44
Total	$ 21,570.31	$ 6,426.94	$ 6,034.69	$26,073.71	$ 9,709.50	$ 5,204.07	$ 19,997.76	$ 6,535.78

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period Ended
June 30, 2025

Name(s) of Entity(ies)	Amount Received
None	$ -
Total	$ -

Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)

For the Twelve-Month Period Ended
June 30, 2025

	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Daphne Stanley	James Miller	Robert Selders, Jr.	Wesley Johnson
None	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Business Transactions Between School District and Board Members

For the Twelve-Month Period Ended
June 30, 2025

	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
	Ricardo López	Larry Glick	Johnny Beach	Linda Griffin	Daphne Stanley	James Miller	Robert Selders, Jr.	Wesley Johnson
None	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

SCHOOL FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

Garland Independent School District

2025 - 2026
Rating Presentation

(Fiscal Year 2024-2025 Data)

Purpose

- Expands the public education accountability system in Texas to the Financial Services.
- Originated by SB875 of the 76th Texas Legislature in 1999.
- Primary goal to improve management of school district's financial resources.

SCHOOL FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

Objectives

- Assess the quality of financial management in Texas public schools.
- Measure and report the extent to which financial resources are allocated for direct instructional purposes.
- Fairly evaluate the quality of financial management decisions.
- Openly report results to the general public.

Ratings

- HB 5 of the 83rd Texas Legislature in 2013 required the Commissioner of Education to include indicators in FIRST to anticipate the future financial solvency of districts.

- The 2025-2026 rating is determined by the scores on 21 indicators.
  - A = Superior Achievement 90 - 100
  - B = Above Standard Achievement 80 - 89
  - C = Meets Standard Achievement 70 - 79
  - F = Substandard Achievement <70

SCHOOL FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

How Ratings Are Assessed

1. Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively? **YES**

2. Was there an unmodified opinion in the AFR on the financial statements as a whole? **YES**

3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? **YES**

How Ratings Are Assessed

4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? **YES, Ceiling Failed**

5. Was the total net position balance in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? **YES, Ceiling Passed**

How Ratings Are Assessed

6. Was the average change in (assigned and unassigned) fund balance over 3 years less than a 25% decrease or did the current year assigned and unassigned fund balance exceed 75 days of operational expenditures? **Ceiling Passed**

7. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? **10**

How Ratings Are Assessed

8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? **10**

9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? **10**

SCHOOL FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

How Ratings Are Assessed

10. Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years? **10**

11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? **10**

12. What is the correlation between future debt requirements and the district's assessed property value? **10**

How Ratings Are Assessed

13. Was the school district's administrative cost ratio equal to or less than the threshold ratio? **Paused this year**

(sum of amounts for function codes 21 and 41) / (sum of amounts for function codes 11, 12, 13, and 31) = Administrative Cost Ratio

21-Instructional Leadership
41-General Administration

11-Instruction
12-Instructional Resources and Media Services
13-Curriculum and Instructional Staff Development
31-Guidance, Counseling and Evaluation Services

Prior year district administrative cost ration was 7.49%, two years ago the ratio was 7.71%

Only payroll (excluding TRS On-Behalf), professional and contracted services, supplies and materials, other operating costs are used in the calculation of the administrative cost ratio.

How Ratings Are Assessed

14. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? **10**

15. Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? **5**

16. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? **Ceiling Passed**

How Ratings Are Assessed

17. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, federal funds and free from substantial doubt about the school district's ability to continue as a going concern? **Ceiling Passed**

18. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? **10**

19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end? **5**

20. Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget? **Ceiling Passed**

How Ratings Are Assessed

21. Did the school district receive an adjusted repayment schedule for more than one fiscal year for an overallocation of Foundation School Program (FSP) funds because of a financial hardship? **Ceiling Passed**

What is GISD's Rating?

- A = Superior Achievement
  - *GISD received a YES or the maximum points on all indicators.*
  - *The district received the highest rating possible as established under guidelines and rules established by the Texas Education Agency.*

Required Disclosures

- Superintendent's Current Contract

https://garlandisd.net/about/financial-information

Required Disclosures

Reimbursements Received by the Superintendent and Board Members for Fiscal Year 2025

For the Twelve-month Period Ended June 30, 2025

Description of Reimbursements	Superintendent	Board Member Place 1	Board Member Place 2	Board Member Place 3	Board Member Place 4	Board Member Place 5	Board Member Place 6	Board Member Place 7
	Ricardo López	**Larry Glick**	**Johnny Beach**	**Linda Griffin**	**Daphne Stanley**	**James Miller**	**Robert Selders, Jr.**	**Wesley Johnson**
Meals	$ 2,696.05	$ 107.13	$ 379.78	$ 393.87	$ 200.27	$ -	$ 1,873.68	$ -
Lodging	$ 7,362.95	$ 1,161.23	$ 2,824.81	$ 13,418.43	$ 3,672.93	$ 2,932.33	$ 8,338.00	$ 4,194.65
Transportation	$ 5,444.31	$ 2,351.09	$ 407.33	$ 7,296.40	$ 2,625.29	$ 356.25	$ 4,436.09	$ 419.69
Motor Fuel	$ -	$ -	$ 52.28	$ -	$ -	$ -	$ 115.50	$ -
Other	$ 6,067.00	$ 2,807.49	$ 2,370.49	$ 4,965.01	$ 3,211.01	$ 1,915.49	$ 5,234.49	$ 1,921.44
TOTAL	**$ 21,570.31**	**$ 6,426.94**	**$ 6,034.69**	**$ 26,073.71**	**$ 9,709.50**	**$ 5,204.07**	**$ 19,997.76**	**$ 6,535.78**

Required Disclosures

- Outside compensation and/or fees received by the Superintendent for professional consulting and/or other personal services in fiscal year 2025.

  None

Required Disclosures

- Gifts received by the Executive Officer(s) and Board Members (and first degree relatives, if any) in fiscal year 2025.

  None

Required Disclosures

- Business transactions between the District and Board Members for fiscal year 2025.

  None

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Veronica Salgado Joyner, Executive Director of Research, Assessment, and Accountability
Jeremiah Oliphant, Executive Director of Leadership – Secondary
Tobi Schmidt, Executive Director of Leadership – Elementary

Subject: Public Hearing—Targeted Improvement Plans and Turnaround Plans

Public Hearing

Executive Summary:
This public hearing is to receive public comment on Vernon Schrade Middle School's 2026–2027 Targeted Improvement Plan (TIP) and Bussey Middle School's Campus Turnaround Plan (TAP), included in its updated TIP, before the Board considers approval.

Schrade received overall D ratings in 2024, 2025, and 2026. The third consecutive D results in a consecutive unacceptable performance count of one and requires a state accountability TIP. Bussey's consecutive unacceptable performance count of two requires a TAP under Texas Education Code §39A.101.

The hearing will address the campuses' insufficient performance, the improvements expected by the Texas Education Agency (TEA), and the intervention measures or sanctions that may be imposed if performance does not improve within the designated period. The Board will solicit public comment on the proposed plans as required by Texas Education Code §39A.057.

The district will post the plans on its website before the hearing. After the hearing, the Board will consider approval under a separate action item.

Applicable statutory references:
Texas Education Code §§39A.055(3), 39A.057, and 39A.101(c)(2).

Administrative Recommendations:

Administration recommends that the Board of Trustees conduct the public hearing and receive public comment on Schrade's TIP and Bussey's TAP, included in its updated TIP. No action is requested under this agenda item.

Financial Impact and Funding Source:

N/A

Targeted Improvement Plans (TIP) and Turn-around Plan (TAP)

TEC §§39A.055, 39A.057–39A.058, & 39A.101–39A.104

Academic and District Affairs Committee
October 6, 2026

Statutory Requirements

- TEC §39A.057. (Public Hearing Presentation)
- TEC §39A.055 and §39A.101-111 (Accountability Interventions and Sanctions)
- 19 TAC §97.1063-§97.1065 (Planning and Accountability)
- ESSA §1111 and §1112 (Title 1 Plans and Accountability Framework)

2026 Requirements by Campus

Targeted Improvement Plans (TIP)	
Grant Participation Only (LASO III)	**Grant Participation (LASO III) + 3 Consecutive D ratings**
Daugherty ES* Ethridge ES Lister ES Northlake ES Rowlett ES* Stephens ES* Sam Houston MS	Schrade MS*
Turn-around Plan (TAP)	
Bussey MS	

**Denotes Federal Identification*

Targeted Improvement Plan (TIP) Requirements

In alignment with Campus Improvement Plans (CIPs)

- School improvement statement of strategy
- Resource allocation
- Curriculum alignment
- Stakeholder feedback (campus-level)
- Board approval

Learning Acceleration Support Opportunities (LASO) III

What is LASO III?

Purpose: Provide training, implementation support, and one-on-one coaching to campus and district leaders.

- TEA-funded two-year program to provide coaching and implementation support for strong instructional systems.
- The LASO III grant implementation and support team is comprised of our Garland ISD Executive Directors of Leadership (EDL) and TKEd Consulting, a TEA-approved partner.
- Each LASO campus will continue to receive bi-weekly coaching and implementation support visits from their EDL and a minimum of 8 visits for collaboration with TKEd.

LASO III Eligibility and Selection

- Title I campus
- Accountability 2024 - Targeted Support or Additional Targeted Support
- Focus on Instructional Leadership Infrastructure
- Support for Systems for Instructional Leadership Coaching
- Considerations of campus participation with other grants or initiatives to diminish conflicting demands/priorities

LASO

Learning Acceleration Support Opportunities (LASO) III

LASO III Focus Areas

- Over a two-year period, each school will work through these four key focus areas.
- Area 3, Observation and Coaching, was selected as the highest leverage focus for the start of the 2026-2027 school year.

1. School Culture
2. Lesson Internalization and Planning PLCs
3. Observation and Coaching
4. Student-centered Data Practices and Data PLCs

LASO III Key Milestones (Year 2)

Beginning of Year: Prior year systems review and new launches based on data

Middle of Year: Data reviews and fidelity checks

End of Year: Leadership reflection and planning for sustainability



TIP Components for LASO III Schools

Strategy	Effective Schools Framework (Year 2) Lever 1: Strong Leadership and Lever 5: Effective Instruction
Resources	• Focused training for campus leaders and leadership teams • Differentiated coaching and implementation support
Curriculum and Instruction	Year 1 Continuation: • Student-centered data practices and data PLCs - PLCs aligned with the GISD Instructional Drivers (Align, Engage, and Respond) -Student work analysis, data tracking, and goal setting Year 2: • Observation and Coaching -Observation and coaching aligned with the Gradual Release Model (GRM) - I Do, We Do, You Do -Observation and coaching aligned with the GISD Instructional Drivers • Curriculum -Use of the GISD curriculum resources that align with the Gradual Release Model (GRM)
Stakeholder Feedback	Stakeholder meetings in September 2026
Support and Capacity Building	• Professional development on observation and coaching • Observation and coaching planning and support • Bi-weekly site visits and classroom observations with EDL • Feedback monitoring for effectiveness
Milestones	Milestones reviews at BOY, MOY, and EOY

Turnaround Plan (TAP)
Bussey Middle School

§§39A.101, 39A.103–39A.105, and 39A.107; 19 TAC §97.1064

Academic and District Affairs Committee
October 6, 2026

Why Turnaround Plan (TAP) is Required

STATE REQUIREMENT
Bussey MS 2026 accountability results advanced the TEA consecutive count to 2.

REQUIRED ACTION
The district must develop and implement a Turnaround Plan (TAP) for Bussey MS.

APPROVAL PROCESS
The plan requires Board approval followed by TEA review and approval.

DISTRICT EXPECTATION
Return Bussey to a C or higher by strengthening campus systems and instruction through prioritized Effective Schools Framework levers.

Effective Schools Framework



Needs Assessment → Prioritized Focus Areas

The needs assessment identified three interconnected areas that must be strengthened to accelerate student achievement and establish sustainable systems for improvement.

Focus Area 1	Focus Area 2	Focus Area 3
Strategic Staffing and Instructional Leadership	Teacher Development Through PLCs and Observation/Feedback	Data Practices for Student Goal Monitoring and Intervention

TAP Components for Bussey

Strategy	Lever 1 — Strong School Leadership and Planning Lever 2 — Strategic Staffing Lever 5 — Effective Instruction
Strategic Staffing and Instructional Leadership	Maintain qualified teachers in all tested-area classrooms and eliminate vacancies. Double-block RLA and mathematics and provide an additional instructional coach. Build systems for administrator time so at least 70% of the week focuses on leading instruction.
PLCs and Teacher Development	Protect content-based PLCs led and monitored by administrators and instructional coaches. Provide differentiated, job-embedded support for new and high-need teachers.
Observation, Feedback, and Coaching	Implement consistent classroom observation, feedback, and coaching cycles. Provide differentiated coaching and support for identified high-need teachers. Monitor the implementation and impact of feedback on teacher practice and student learning.
Intervention and Student Growth	Establish student goals and systems for monitoring individual progress. Use the PLC Lookback Protocol to analyze student performance and determine the appropriate instructional response. Implement a strong, coherent intervention program that provides timely, targeted support based on identified student needs. Regularly monitor student progress and adjust core instruction and intervention accordingly.

TAP Components for Bussey



Performance Management and Progress Monitoring

FREQUENCY	CAMPUS	DISTRICT
DAILY	Teacher Readiness • PLCs & lesson internalization • DOLs/exit tickets • Classroom walkthroughs	Teacher feedback and action steps • Evidence of follow-through
WEEKLY	Student progress • Intervention • Teacher action steps • Coaching follow-up • Student work & misconceptions • Reteach planning • Review Checkpoint Data	EDL principal coaching • Review implementation & address gaps • Intervention progress and student attendance
MONTHLY	TAP milestones • Walkthrough & coaching evidence • Teacher action steps • Implementation progress • Review CBA Data	EDL review with principal • TAP milestone progress • Implementation evidence • Adjust support
QUARTERLY	Goals Monitoring PLC • Student-level goals • Identify students on/off track • Adjust interventions	District performance review • Student outcomes • TAP progress • System adjustments

Board Action

Recommendation

Approval of the 2026–2027 Targeted Improvement Plans for the eight identified campuses and Bussey Middle School's Campus Turnaround Plan, following the public hearing. Upon approval, the district will submit the plans for applicable TEA review and implement them in accordance with grant and state accountability requirements.

Approval Affirms:

- Compliance with TEA requirements
- Alignment to GISD Instructional Priorities
- Commitment to continuous improvement and stronger student outcomes

Questions?


TEXAS DISTRICT OF THE YEAR
H-E-B
GISD
EXCELLENCE IN EDUCATION AWARDS
2026

2026-27 Improvement Plan Success Criteria

The information provided in this document reflects attributes of effective efforts to improve low-performing campuses and outlines the minimum expectations for improvement plans that are likely to be approved by TEA. The following criteria apply to two types of improvement plans:

- Targeted Improvement Plan (TIP)
- Turnaround Plan (TAP)

Any differentiation for plan type is noted specifically.

Section I: Needs Assessment, Stakeholder Engagement, and Additional Assurances

Description

Per Texas Education Code Chapter 39A, campuses that are required to develop a Targeted Improvement Plan (TIP) or Turnaround Plan (TAP) must demonstrate that they have conducted a needs assessment to determine why the campus is low performing, shared the performance rating and the plan for improvement with members of the school community, and solicited public comment on the plan. Campuses that are required to develop a TAP must also provide assurance that they requested stakeholder assistance in developing the plan prior to board review and approval. Both TIPs and TAPs must be board approved before submitting to TEA.

Essential Question

Did the district meet statutory requirements for needs assessment, stakeholder engagement, and has the board approved the plan?

Criteria

- The district assures that the campus named in this plan has conducted an on-site needs assessment that meets the requirements in TEC 39A.053.
- The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of each improvement plan.
- The district assures that written notice of all public meetings was provided to parents and students of the impacted campus, notice of the meeting was posted on the campus website, and the notice included the date, time, and place of the meeting.
- The board conducted a hearing regarding the TIP and/or TAP for the campus identified for school improvement.
- The district posted the plan on the district website prior to the hearing.

- The plan, whether TIP or TAP, is approved by the board.
- Written comments from stakeholders must be attached when submitting a TAP. If no written comments were received, the plan explains why and the process used to solicit comments.
    - Note: Uploading the stakeholder comments is not a requirement for TIP submissions.
- The plan includes a commitment to use the Instructional Insights App through the Texas Exchange or provides evidence of a robust observation and feedback data tracking system.
- A robust observation and feedback data system is aligned to district observation tools (e.g., LIFT Observation and Feedback Protocol) and enables campuses and districts to monitor:
    - Observation and feedback frequency
    - Action steps for teachers
    - Strong instructional delivery
    - Fidelity of high-quality instructional material implementation
    - Teacher growth

Section II: School Improvement Strategy

Description

A campus that is required to develop a TIP or a TAP must identify one school improvement strategy that adequately addresses the reasons for low performance. The improvement strategy should enable the campus to earn a C or better or exit federal identification. The campus must also demonstrate that they have the financial resources needed to pay for costs associated with implementing the strategy, including the funding source, demonstrating that the district has prioritized available resources to support campus improvement.

Essential Question

Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less and does it align with critical improvement levers based on the Effective Schools Framework, including tightly aligned instructional core and managed instruction, quality observation and feedback, strategic staffing, and supported student intervention and data tracking? Has the district realistically identified all resources needed to implement the improvement strategy?

Criteria

- The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111.
- There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.); OR
- If district or campus staff members are named as the capacity builder, there is evidence that these staff members:
    - Have a track record of success in school turnaround

    - At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI).
- The description lists all costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy).
- The description indicates how the district prioritized and/or redistributed talent and resources for the campus.
- Each cost includes the source of funds (e.g., general fund, IMTA, grants).
- The description includes a contingency plan if grant funds (e.g., LASO 5) are not awarded.
- The plan indicates how the district will redistribute talent and resources to proportionately support the campus (e.g., adding FTEs, hiring a turnaround principal).
- There is a plan to differentiate and/or increase support for administrators and principal managers that do not have a demonstrated track record of success.

TEA identified six overall improvement strategies:

A. Intensive Curriculum and Instruction Improvements
B. Accelerating Campus Excellence (ACE) Model
C. Closure/Reassign
D. Closure (charters only)
E. Improve Graduation Rate
F. Turnaround Partnership (SB 1882)

Strategies are described below and include strategy-specific criteria. No criteria are provided for charter closures (Strategy D). Regardless of the improvement strategy selected, all plans must address intensive curriculum and instruction improvements.

Strategy A: Intensive Curriculum and Instruction Improvements

Description

Intensive curriculum and instruction improvement ensures that high-quality instructional materials are used consistently and with fidelity. Campus and district personnel receive the support needed for strong implementation.

Essential Question

Does the plan increase the quality of instructional materials and instruction to be used at the campus, provide adequate time and support for teachers to internalize materials, rehearse lessons, and reflect on student performance?

Criteria

- The campus will implement high-quality instructional materials with fidelity in order to improve instructional quality.

- If the campus is not currently using high-quality instructional materials, the improvement plan describes how and when this transition will occur.
- The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.
- The master schedule includes the minimum instructional minutes needed to deliver the curriculum as intended.
- The assessment plan enables the campus to track student outcomes and to make actionable and timely instructional decisions.
- The plan describes how the campus will monitor student growth throughout the school year.
- The campus provides at least one 45-minute common planning/PLC period per week for all teachers, including special education, bilingual and ESL staff with additional time periods implemented as scheduling allows.
- The plan indicates that weekly planning/PLC periods are facilitated by someone who is knowledgeable about the instructional materials and who can strengthen instructional alignment and support student outcomes.
- The PLC protocol includes time for lesson internalization, lesson rehearsal, module/unit internalization, and student work analysis.
- The PLC regularly includes guidance and feedback from Special Education and Emergent Bilingual staff.
- The plan describes how interventions will be provided for special populations.

Strategy B: Accelerating Campus Excellence (ACE) Model

Description

The Accelerating Campus Excellence (ACE) model is grounded in five pillars: effective leadership, instructional excellence, extended learning opportunities, wraparound services, and strong community partnerships. This model includes specific statutory requirements, including principal assignment, teacher effectiveness, employment and compensation, best practices implementation, and assistance by a third-party provider.

Essential Question

Does the plan meet the requirements outlined in Texas Education Code, Section 39A.105(b)?

Criteria

- The plan provides for the assignment of a principal to the campus who has a demonstrated history of improvement in student academic growth at campuses in which the principal has previously worked and gives the principal final authority over personnel decisions at the campus.
- The plan provides that at least 60 percent of the classroom teachers assigned to the campus are or will be teachers who have demonstrated instructional effectiveness during the previous school year, with instructional effectiveness determined by:
    - for a teacher who taught in the district during the previous school year:

        - the teacher's impact on student growth as determined using a locally developed value-added model that measures student performance on at least one assessment selected by the district.
        - an evaluation of the teacher based on classroom observation.
    - for a teacher who did not teach in the district during the previous school year, data and other evidence indicating that if the teacher had taught in the district during the previous school year, the teacher would have performed in the top half of teachers in the district.
- The plan includes a detailed description of the employment and compensation structures for the principal and classroom teachers, which must include:
    - significant incentives for a high-performing principal or teacher to remain at the campus.
    - a three-year commitment by the district to continue incentives for the principal and teachers.
- The plan includes policies and procedures for the implementation of best practices on the campus, including:
    - data-driven instructional practices
    - a system of observation of and feedback for classroom teachers
    - positive student culture on the campus
    - family and community engagement, including partnerships with parent and community groups
    - extended learning opportunities for students, which may include service or workforce learning opportunities
    - providing student services before or after the instructional day that improve student performance, which may include tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus
- The plan includes assistance from a third-party provider that is approved by the commissioner in the development and implementation of the district's plan.

Strategy C: Closure/Reassign

Description

The district may elect to close a campus and/or reassign students to higher performing campuses. This improvement strategy may have implications for the CDCN of the closing campus, which may include reassignment to the receiving campus.

Essential Question

Does the plan ensure that students are assigned to a higher-performing campus?

Criteria

- All students from the closing campus are assigned to a campus with an acceptable (C or better) performance rating.
- If high-performing campuses (C or better) do not have the physical capacity and/or they are not within a reasonable distance from the closing campus, the plan provides an explanation of these circumstances.

- If the receiving campus does not have an acceptable rating (C or better), the plan provides compelling evidence of the support that will be provided by campus and district administration to address teachers and students needs.
- All receiving campuses will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
- All receiving campuses have a capacity-building plan that includes upfront training and ongoing coaching for campus leaders and teachers.
- The capacity building/professional development (PD) plan for all receiving campuses matches the state of talent at each receiving campus after the reassignment of staff is complete.
    - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers who are new (in their first two years) to their role.
    - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers who do not have a demonstrated track record of success.
    - There is a plan to differentiate and/or increase support for uncertified teachers.
- Teachers and administrators receive capacity-building support related to supporting students in special populations that is aligned with the student population at the campus.

Strategy E: Improve Graduation Rate

Description

Campuses identified for improvement due to low graduation rates must minimally address how they will improve individual student attendance and individual student outcomes. Support such as staff training about effective retention strategies may also be included.

Essential Question

How will the campus provide individualized support to students at risk of dropping out?

Criteria

- The campus and district track individual, student-level data including, at a minimum, absences, grade retention, and academic outcomes.
- Individual, student-level data is reviewed at least once per semester.
- Campus staff or mentors assigned to students receive training related to the needs of students who are at risk of dropping out.
- The plan includes strategies to improve student attendance.

Strategy F: Texas Partnerships (SB 1882)

Description

Senate Bill 1882 enables a district to contract to partner with an open-enrollment charter school, institution of higher education, nonprofit, or government entity to operate a specific campus. Campuses approved for this partnership **may** be eligible for additional funding and **may** be exempt from certain accountability interventions for two years.

Essential Question

Is the district prepared to engage in quality authorizing?

Criteria

- A representative from the district has attended or is signed up for TEA-approved authorizer training.
- The district has adopted a local charter authorizing board policy.
- The district is in the process of applying for or has received approval for Texas Partnerships (SB 1882) benefits.
- The operating partner of the campus has a track record of successful school turnaround.
- The board has approved the partnership. If the board has not approved the partnership, the plan includes the date the board will approve the partnership.

Section III: Capacity Building

Description

Teachers and administrators assigned to a campus that is required to develop and implement a TIP or TAP should have experience with the identified improvement strategy and sufficient time (e.g., ≥ 50%) dedicated to the work. Tools such as a district-approved observation instrument and a data tracker are readily available to evaluate implementation of capacity building efforts. There is a plan to address any deficiencies with urgency.

Essential Question

Does the plan demonstrate that administrators and teachers have the expertise, resources, and dedicated time to enact the improvement strategy effectively?

Criteria

- The capacity building matches the current state of talent at the campus, which may include tiering of teachers based on experience and/or effectiveness.
    - There is a plan to differentiate and/or increase support and training for teachers, administrators, and principal managers that are new (in their first two years) to their role.
    - There is a plan to differentiate and/or increase support and training for teachers that do not have a demonstrated track record of success.
    - There is a plan to differentiate and/or increase support for uncertified teachers.
- Observation instruments reflect capacity building efforts (e.g., use of RBIS, evidence of student engagement, checks for understanding, coaching action steps).

- Teachers receive rounds of observation and feedback from an instructional leader or coach based on their tier. Teachers requiring more support are observed at least weekly. Teachers needing less support are observed at least biweekly.
- Capacity building addresses specific needs of the campus student population (e.g., special education, bilingual/ESL).

Section IV: Milestones

Description

Milestones serve as key actions within a broad plan for improvement and clarify what needs to be done by whom and when. Milestones should align with the improvement strategy and help a campus determine if they are on track and what adjustments may be needed. Approximately 8-10 milestones are adequate for each school year of the plan (i.e., 8-10 for a TIP; 16-20 for a TAP).

Essential Question

What major milestones are required and can be monitored for the improvement strategy to be implemented effectively?

Criteria

- Milestones include key activities needed to fully implement the improvement strategy, including planning, implementing, and monitoring.
- TIPs include 8-10 milestones that span one year (August 2026 – August 2027).
- TAPs must identify 8-10 milestones for each year (August 2026 – August 2027 and August 2027 – August 2028), resulting in 16-20 milestones for a two-year period.
- Milestones should align with semesters and/or other school-year checkpoints.
- Each milestone should include the following components:
    - Description: What action or deliverable is needed (e.g., training complete, tracker developed, intervention selected, principal reassignment)
    - Timeline: When will the milestone be completed or monitored (e.g., end of December 2026, monthly)
    - Responsible Parties: Who is responsible for ensuring the milestone is completed (e.g., campus principal, DCSI, superintendent)
    - Evidence of Completion: What artifact, data, or observable action will verify completion (e.g., monthly trend graph, action plan status, restaffing update)
    - Support Needed: What training, coaching, resources, or tools are required, if any, to complete the milestone effectively (e.g., access to teacher effectiveness data, biweekly observations by district Math curriculum director)

Section V: Performance Management

Description

A performance management routine enables the campus and district to monitor progress of the improvement strategy to ensure progress and to provide early indications of the need for possible course corrections.

Essential Question

Has the district outlined a performance management plan that ensures the improvement strategy will be implemented with fidelity?

Criteria

- There is a plan to monitor performance of milestones that are aligned with the improvement strategy and progress toward student outcome goals on a regular basis.
- The response describes:
    - Who will review progress towards milestones,
    - How frequently progress is reviewed
        - At least quarterly for the superintendent
        - At least monthly for district leaders and other relevant stakeholders
    - How progress data will be collected and the way that it will be shared.

Section VI: Student Outcome Goals

Description

Campuses will identify realistic goals for student outcomes in RLA and Math for the 2026-27 school year to narrow the focus, prioritize actions, and monitor progress.

Essential Question

Are the goals ambitious but achievable and likely to help the campus monitor their progress toward a C or better OR CSI-P in a year for the TIP? Are the goals likely to move the campus to a C or better OR CSI exit in two or less years for a TAP?

Criteria

- STAAR goals reflect a two-year outcome for TAPs or a one-year outcome for TIPs that will grant the campus a C or higher rating, using the **A-F Estimator Tool**

RESEARCH, ASSESSMENT, AND ACCOUNTABILITY

Campus Intervention & Plan Requirements

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

2026-2027 SCHOOL YEAR | **16 campuses** | **1 TAP** | **8 TIP** | **7 LIP**

CAMPUS	STATE INTERVENTION	FEDERAL INTERVENTION	LASO III GRANT	PLAN REQUIRED
Bussey Middle	D-rated | Unacceptable count 2	-	-	TAP
Caldwell Elementary	-	TSI	-	LIP
Carver Elementary	-	TSI	-	LIP
Cooper Elementary	-	TSI	-	LIP
Coyle Middle	-	ATS	-	LIP
Daugherty Elementary	-	TSI	Yes	TIP
Dorsey Elementary	-	TSI	-	LIP
Ethridge Elementary	-	-	Yes	TIP
Lister Elementary	-	-	Yes	TIP
Northlake Elementary	-	-	Yes	TIP
O'Banion Middle	-	TSI	-	LIP
Rowlett Elementary	D-rated	TSI	Yes	TIP
Sam Houston Middle	-	-	Yes	TIP
Schrade Middle	D-rated | 3 consecutive Ds	ATS	Yes	TIP
Sewell Elementary	-	TSI	-	LIP
Stephens Elementary	-	TSI	Yes	TIP

- = No state/federal identification or no LASO III participation in the category shown.
TSI: Targeted Support and Improvement | ATS: Additional Targeted Support

TAP Turnaround Plan

TIP Targeted Improvement Plan

LIP Local Improvement Plan

A TIP or TAP fulfills the LIP requirement; campuses do not need a separate LIP.

Sources: 2026 TEA campus reports | GISD LASO III roster and 2026-2027 board presentation | TEA intervention guidance

Prepared September 18, 2026

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 10/27/26

Presented By: Jose Mata, Director of Communications & Marketing

Subject: Evidence of Excellence Recognition October 2026 - National Math Stars

Information Item

Executive Summary:
Garland ISD is proud to recognize seven students selected to participate in the National Math Stars program, a nonprofit initiative that identifies and supports students with exceptional mathematical talent.

Each student completed a multi-stage evaluation process and was selected from nearly 9,000 applicants nationwide for demonstrating exceptional mathematical aptitude, representing a level of talent found in approximately one in 1,000 students.

As National Math Stars, these students will receive 10 years of comprehensive support, including advanced math learning opportunities, mentorship and guidance, financial support, STEM enrichment experiences, and more.

Congratulations to the following students on this remarkable accomplishment:
Lucas Cheng, Beaver Technology Center
Alexander Falcon, Spring Creek Elementary School
Sebastian Fernandez, Hillside Academy for Excellence
Anne Ly, Luna Elementary School
Ivan Nguyen, Walnut Glen Academy for Excellence
Dylan Pham, Abbett Elementary School
Vincent Vu, Hillside Academy for Excellence

Garland ISD proudly celebrates these seven exceptional students and looks forward to the incredible things they will accomplish!

Administrative Recommendations:
Informational Item

Financial Impact and Funding Source:
N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources
Atticus Wisener, Director of Secondary Human Resources
Dr. Kishawna Wiggins, Director of Elementary Human Resources

Subject: Introduction of District Administrator

Information Item

Executive Summary:

The Human Resources Department will be introducing the following new Garland ISD Administrator to the Board of Trustees and to the community.

Executive Director of Facilities & Maintenance	Javier Fernandez
Executive Director of Technology	Tim Fears

Administrative Recommendations:

Provided for your information

Financial Impact and Funding Source:

N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Mark Quinn, Director of Security

Subject: Receive Intruder Detection Audit Report

Information Item

Executive Summary:

The top priority of Garland ISD and the State of Texas is keeping students and staff safe every day. The Texas School Safety Center recently conducted an Intruder Detection Audit at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit seeks to help districts identify how campuses can improve safety for students, such as ensuring exterior doors are locked. The audit provides us with an opportunity to create a safer learning environment for our students and staff.

We are working closely with our district's School Safety & Security Committee to ensure that we are training all our staff and securing our doors for the protection of everyone at our campuses. The support from the state in conducting the Intruder Detection Audits is just one of the many actions we are taking to ensure our schools are safe. We know that this work does not end, and we appreciate the Board's support.

We acknowledge that parents and community members are likely very interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information to the broader public as it could lead to compromising important campus security information. Specific details of the Intruder Detection Audit will be discussed in the executive session and with the Safety and Security Committee. Garland ISD is committed to providing a safe and secure learning environment for our students and staff.

Administrative Recommendations:

Provided for your information.

Financial Impact and Funding Source:

N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Dr. Ricardo López, Superintendent

Subject: Trustees' Report

Discussion Item

Executive Summary:

Trustees report to other trustees, the administrative staff and the public of activities that impact the Board's governance of the District. Trustees may report on the following subjects:

1. Trustee attendance at recent district and community events.
2. Announcement of upcoming district and community events.
3. Recognition of outstanding performance by district staff and students.
4. Recognition of new programs and special activities.
5. Message from Board President.

Administrative Recommendations:

Provided for your information and discussion.

October 26, 2026 - November 1, 2026

October 2026

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November 2026

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Monday, October 26

Tuesday, October 27

11:30am - 1:00pm Luncheon: Leadership GISD 2026–2027 Invitation: Principal for the day (PDC) - Ricardo Lopez

5:00pm - 8:00pm Board Meeting (Board Room)

Wednesday, October 28

Thursday, October 29

Friday, October 30

Saturday, October 31

Halloween (United States)

Sunday, November 1

November 2, 2026 - November 8, 2026

November 2026

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December 2026

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Monday, November 2

Tuesday, November 3

Election Day (United States)

Wednesday, November 4

10:00am - 11:30am Garland ISD Council PTA Delegate Meeting (Harris Hill - Garland Room)

Thursday, November 5

12:00am Thompson Executive Leadership Institute (Austin, Texas)

10:00am - 5:00pm Rowlett Chamber Golf Tournament (Registration 10:00am/Tee Time 11:30am) (Waterview Golf Club (9509 Waterview Pkwy, Rowlett, TX 75089, United States)) - Ricardo Lopez

4:00pm - 6:00pm Lakeview vs. Wylie East (Homer B Johnson Stadium (1209 E Centerville Rd, Garland, TX 75041, United States)) - Ricardo Lopez

Friday, November 6

Thompson Executive Leadership Institute (Austin, Texas)

Saturday, November 7

12:00am Thompson Executive Leadership Institute (Austin, Texas)

Sunday, November 8

November 9, 2026 - November 15, 2026

November 2026

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December 2026

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Monday, November 9

Tuesday, November 10

4:30pm - 5:30pm Board Bond Special Meeting (Boardroom) - GISD Board of Trustees

5:30pm - 6:30pm Finance, Facilities and Operations Committee Meeting (Board Room) - Mechelle Hogan

6:30pm - 8:30pm Academic and District Affairs Committee Meeting (Board Room) - Mechelle Hogan

Wednesday, November 11

Veteran's Day (United States)

11:30am - 1:00pm Rowlett Chamber of Commerce (Rowlett Community Center) - Ricardo Lopez

Thursday, November 12

Friday, November 13

Saturday, November 14

Sunday, November 15

November 16, 2026 - November 22, 2026

November 2026

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December 2026

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Monday, November 16

Tuesday, November 17

5:00pm - 8:00pm Board Meeting (Board Room)

Wednesday, November 18

6:00pm - 8:00pm NTAASB November Meeting-GISD Hosting (Gilbreath-Reed Career and Technical Center (4885 N President George Bush Hwy, Garland, TX 75040)) - Mechelle Hogan

Thursday, November 19

Friday, November 20

Saturday, November 21

Sunday, November 22

November 23, 2026 - November 29, 2026

November 2026

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December 2026

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Monday, November 23

- **12:00am Thanksgiving Break** →

Tuesday, November 24

- ← **Thanksgiving Break** →

Wednesday, November 25

- ← **Thanksgiving Break** →

Thursday, November 26

- ← **Thanksgiving Break** →
- **Thanksgiving Day** (United States)

Friday, November 27

- ← **12:00am Thanksgiving Break**
- **Day After Thanksgiving Day** (United States)

Saturday, November 28

Sunday, November 29

November 30, 2026 - December 6, 2026

November 2026

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December 2026

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Monday, November 30

Tuesday, December 1

Wednesday, December 2

12:00pm - 2:00pm Noon Exchange Christmas Party 2026 (Curtis Culwell Center (4999 Naaman Forest Blvd, Garland, TX 75040-2734, United States)) - Ricardo Lopez

3:00pm - 5:00pm Save the Date - Lt Wally Sneed Retirement (Curtis Culwell Center (4999 Naaman Forest Blvd, Garland, TX 75040)) - Alice Jordan

Thursday, December 3

12:00am Thompson Executive Leadership Institute (Austin, Texas)

7:00am - 9:30am 39th Annual Community Fellowship Breakfast (The Atrium at Granville Arts Center 300 N. Fifth Street Garland, Texas 75040) - Mechelle Hogan

Friday, December 4

Thompson Executive Leadership Institute (Austin, Texas)

5:00pm - 8:00pm City of Garland Christmas on the Square (Downtown Garland) - Ricardo Lopez

Saturday, December 5

12:00am Thompson Executive Leadership Institute (Austin, Texas)

Sunday, December 6

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Dr. Ricardo López, Superintendent

Subject: Superintendent's Report

Discussion Item

Executive Summary:

Dr. López will provide an update on District and community events.

Administrative Recommendations:

Provided for your information and discussion.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Dr. Ricardo López, Superintendent

Subject: Future Agenda Items

Discussion Item

Executive Summary:

Trustees may submit items to be placed on future Board Meeting agendas.

Administrative Recommendations:

For discussion.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources
Atticus Wisener, Director of Secondary Human Resources
Dr. Kishawna Wiggins, Director of Elementary Human Resources
Rod McHenry, Director of Auxiliary Human Resources

Subject: Consider Approval of Human Resources Report

Consent Agenda

Executive Summary:

Please see attached recommendations for new personnel, terminations, and resignations for the 2026-2027 school year.

Administrative Recommendations:

Administration recommends approval.

Financial Impact and Funding Source:

N/A

October 2026
Administrative New Hires and Transfers

New Hires To Date: 20
Current: 1
Total: 21
Administrative New Hires

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date
Naaman Forest High School	Hughes	James	16	University of Texas	BA	Assistant Principal	9/21/26
				Southern Methodist University	M. ED		

October 2026
Professional New Hires List

New Hires to Date: 581
Current: 19
Total: 600

School/Dept.	Last Name	First Name	Exp	College	Degree	Job Title	Effective Date	Notes
Austin Academy for Excellence	Washington	Brittany	0	University of Arkansas Monticello	BA	Teacher	8/31/2026	
				University of Arkansas Little Rock	MA			
B.H. Freeman at Golden Meadows Elementary	Miranda	Isaura	3	University of Texas	BA	Teacher	9/21/2026	
Caldwell Elementary School	Romero Espinal	Daly	10	Universidad Pedagógica Nacional Francisco Morazán	BS	Teacher	7/30/2026	
Caldwell Elementary School	Wallace	Matthew	0	Western Govenors University	BS	Teacher	7/30/2026	
Caldwell Elementary School	Vazqurez Ramos	Gilberto	5	Instituto Technologico Automomo	BA	Teacher	7/30/2026	
				University of Texas at Dallas	MBA			
Classical Center at Brandenburg Middle School	Fairless	Nicholas	0	Texas Wesleyan University	BBA	Teacher	8/10/2026	
Classical Center at Brandenburg Middle School	Molina	Sophia	0	Texas A&M International University	BA	Teacher	10/5/2026	
Communications & Public Relations	DeLoera	Desarae	4	East Texas A&M	BBA	Marketing Specialist	9/8/2026	
				East Texas A&M	MA			
Daugherty Elementary School	Corder	Gaby	21	Peru Univ System	LLB	Teacher	7/30/2026	
Daugherty Elementary School	Villar	Illiana	17	Texas A&M Commerce	BA	Teacher	8/17/2026	
				Lamar University	MS			
Human Resources	Soto	Jicel	0	University of North Texas	BA	Certification Specialist 1	9/14/2026	
Multilingual Programs	Agramont	Maria	11	Bolivia- Univ. Catolica Boliviana	BS	Inst. Specialist Tittle III	10/19/2026	
Naaman Forest High School	Schoonard Saborio	Victoria	0	Texas A & M at Kingsville	BS	Teacher	10/5/2026	
O'Banion Middle School	West	Crystal	0	Texas Woman's Univesity	BS	Teacher	9/14/2026	
Sachse High School	McClellan	Jonathan	18	Sam Houston State University	BS	Teacher	7/30/2026	
				Prairie View University	MS			
Sachse High School	Reed	Donisha	0	Texas Woman's Univesity	BSW	Teacher	9/15/2026	
South Garland High School	Bruce	Per'Tiyah	3	University of Northern Iowa	BA	Teacher	9/8/2026	
				University of Iowa	MA			
South Garland High School	Chandler	Lilly	0	University of Arkansas	BS	Teacher	9/9/2026	
Stephens Elementary School	Cross	Cara	5	Texas Woman's Univesity	BA	Teacher	9/30/2026	

October 2026
Resignation and Retirement List - Paraprofessionals

Approved to Date: 26
Current: 24
Total: 50

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Armstrong Elementary School	Lopez, Leslie	Aide/SPED ECSE	0 years with GISD	Resignation/Personal	10/16/2026
BH Freeman @ Golden Meadows	Bayona Galaviz, Sandra	Aide/Prekindergarten	4 years with GISD	Resignation/Personal	9/22/2026
Bradfield Elementary	Burciaga, Tamara	Aide/Prekindergarten	6 years with GISD	Resignation/Personal	9/30/2026
Caldwell Elementary School	Rivera Meraz, Hortencia	Aide/SPED ALE	6 years/4 with GISD	Resignation/Personal	9/30/2026
Curtis Culwell Center	Gary, Khamani	Operations Specialist	0 years with GISD	Resignation/Career Change	10/9/2026
Davis Elementary School	Rodriguez Mejia, Lisbeth	Aide/SPED ECSE	3 years with GISD	Expiration Employment Authorization	9/24/2026
Dorsey Elementary School	Rosas, Yvette	Aide/Emergent Bilingual Instructional	0 years with GISD	Resignation/Relocation	10/5/2026
Harris Hill - Finance	Ceniceros, Veronica	Secretary Executive Director of Finance	18 years/5 with GISD	Resignation/TRS	12/31/2026
Harris Hill - Grants	Wong-Kelly, Wing Sze	Grants Projects Clerk Title I	3 years/1 with GISD	Resignation/Personal	10/2/2026
Harris HIll - Leadership	Dorey, Victoria	Secretary/Assistant Superintendent Leadership	9 years with GISD	Resignation/Personal	10/30/2026
Hickman Elementary School	Dey, Suasmita	Aide/SPED ALE	0 years with GISD	Resignation/Career Change	10/2/2026
Hudson Middle School	Rodriguez, Sanjuana	Aide/ESL	0 years with GISD	Resignation/Personal	9/10/2026
Keeley Elementary School	Maerzluft, Michael	Campus Technology Assistant	1 year with GISD	Resignation/Unsatisfied With Job	10/9/2026
Marvin Roden Technology Center	Velasquez, Marc	Field Service Technician	8 years/3 with GISD	Resignation/Personal	10/9/2026
O'Banion Middle School	Marin, Maria	Aide/Office	1 year with GISD	Resignation/Personal	9/30/2026
O'Banion Middle School	Palacios, Jayla	Aide/SPED ALE	1 year with GISD	Resignation/Moving Out of State	10/7/2026
Sachse High School	Whidbee, Asia	Aide/SPED ALE	1 year with GISD	Resignation/Health Reasons	9/14/2026
Schrade Middle School	Zapata, Ann	Principal's Secretary	22 years with GISD	Retirement/TRS	12/31/2026
South Garland High School	Esparza, Jessica	Aide/Counselor	9 years with GISD	Resignation/Unsatisfied With Job	9/30/2026
South Garland High School	Johnnson, Zerena	Aide/SPED ALE	4 years with GISD	Resignation/Career Change	10/23/2026
Southgate STEM Elementary	Rohne, Kristy	Aide/Instructional Support	0 years with GISD	Resignation/Personal	10/9/2026
Toler Elementary School	Medina, Samantha	Aide/SPED ALE	1 year with GISD	Resignation/Personal	10/9/2026
Williams Elementary School	Huamanchumo Pelaez, Luz	Aide/Prekindergarten Bilingual	2 years with GISD	Resignation/Not Working	8/10/2026
Williams Elementary School	McDonough, Rebekah	Aide/SPED ALE	4 years with GISD	Resignation/Career Change	10/9/2026

October 2026
Resignation and Retirement List - Professionals

Approved to Date: 20	
Current: 22	
Total: 42	

School/Dept.	Name	Job Title	Experience	Reasons	Effective Date
Abbett Elementary School	Cook, Peggy	Teacher/1st Gr.	17 years with GISD	Other	10/23/2026
Caldwell Elementary School	Vazquez Ramos, Gilberto	Teacher/Bilingual 5th Gr.	5 years/0 with GISD	Resignation/Health Reasons	9/30/2026
Cooper Elementary School	Pomales, Lorraine	Teacher/Bilingual 5th Gr.	10 years/8 with GISD	Resignation/Health Reasons	9/23/2026
Cooper Elementary School	Wright, N'Nai	Teacher/SPED ABC	3 years with GISD	Resignation/Personal	9/25/2026
Curtis Culwell Center	Womack, Averie	Event Coordinator	0 years with GISD	Resignation/Personal	9/25/2026
Dorsey Elementary School	Chatman, Tammy	Support Teacher Title I	18 years/9 with GISD	Resignation/Personal	9/27/2026
Harris HIII - Health Services	Burger, Michele	Field Nurse Technology Specialist	22 years with GISD	Retirement/TRS	12/18/2026
Harris Hill - Purchasing	Franco, Yanet	Senior Buyer	16 years with GISD	Resignation/Professional Development	10/23/2026
Harris Hill - Purchasing	Ramirez, Cecilia	Senior Buyer	11 years with GISD	Resignation/Other Texas School	9/22/2026
Harris Hill - Special Education	Clark, Stephanie	Dyslexia Coordinator	19 years with GISD	Resignation/Career Change	10/30/2026
Harris Hill - Teaching & Learning	Bellah, Esther	Coordinator Bilingual ESL	16 years/10 with GISD	Resignation/Career Change	9/25/2026
Harris HIII - Teaching & Learning	Graff, Sara	Early Literacy Coordinator	23 years with GISD	Resignation/Other Texas School	10/2/2026
Pearson Elementary School	Song, Wei	Teacher/SPED ALE FBE	3 years/1 with GISD	Other	8/31/2026
Sachse High School	Carothers, Matthew	Teacher/English	4 years with GISD	Resignation/Career Change	1/1/2027
Sachse High School	Logan, Gina	Nurse	29 years/25 with GISD	Retirement/TRS	12/31/2026
Sachse High School	Sanchez Gomez, Jorge	Teacher/Spanish	16 years/14 with GISD	Retirement/TRS	9/30/2026
Schrade Middle School	Johnson, Denise	Speech Language Pathologist	27 years with GISD	Retirement/TRS	12/31/2026
Shorehaven Elementary	Ordosch, Timothy	Teacher/SPED ALE/FBE	4 years/1 with GISD	Other	9/25/2026
Southgate STEM Elementary	Elizondo-Jimenez, Miriam	Teacher/Bilingual 1st Grade	28 years/5 with GISD	Retirement/TRS	12/31/2026
Southgate STEM Elementary	Vonlehe, Alicia	Teacher/ Bilingual 5th Gr.	0 years with GISD	Other	10/20/2026
Walnut Glen Academy for Excellence	Jasso, Yazmin	Teacher/SPED ALE	1 year with GISD	Resignation/Personal	10/23/2026
Webb Middle School	Yuksekoglu, Fadime	Teacher/ESL	4 years with GISD	Resignation/Health Reasons	9/9/2026

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Mechelle Hogan, Board Service Manager

Subject: Consider Approval of Minutes of Board Meetings

Action Item

Executive Summary:

Minutes from board meetings are submitted for review and approval.

Administrative Recommendations:

Administration recommends approval.

Recommended Motion for Action Items:

I move to approve the Board Meeting Minutes.

Financial Impact and Funding Source:

N/A if does not apply

Garland Independent School District
Board of Trustees
Minutes of Regular Board Meeting
September 22, 2026

Trustees Present:	Johnny Beach, Wesley Johnson, James Miller, Larry Glick, Daphne Stanley, Robert Selders
Trustees Absent:	Linda Griffin
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Lisa Ray

1. Mr. Johnson, President, called the meeting to order at 5:00p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by laws. Trustees and Stephanie Rovelo led the audience in the Pledges of Allegiance to the U.S. and Texas flags.

2. No speakers addressed the Board during the Public Forum portion of the meeting.

3. The following Information Items were presented:
   - Texas Instruments Foundation Innovation in STEM Teaching Awards Recipients
   - Special Recognition
     - Leadership Rowlett Class 35
   - Introduction of New District Principals
   - Intruder Detection Audit Report

4. Trustees were given an opportunity to share during the Trustees Report on the following subjects:
   - Trustee attendance at recent district and community events
   - Announcement of upcoming district and community events
   - Recognition of outstanding performance by district staff and students
   - Recognition of new programs and special activities
   - Discuss future meeting dates
   - Message from Board President

5. Superintendent Dr. Ricardo López provided a report on recent events.

6. There were no future agenda items requested.

7. On a blanket motion by Mr. Beach and a second by Mr. Miller, the Consent Agenda to include the following agenda items were unanimously approved. Consent Agenda item VI. Consider approval of 2026-2027 Choice of School Calendar was pulled from consideration. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mr. Selders-Aye; Mrs. Stanley-Aye; (6-0); with Mrs. Griffin noted as absent from the meeting:
   - Human Resources Report
   - Board Meeting Minutes
   - Budget Transfers and Amendments to the General Fund, Debt Service Fund and the Student Nutrition Services Fund for the 2026-2027 School Year
   - Consider Approval of ACT Dallas MOU
   - Consider Approval of The Commit Partnership MOU

- Consider Approval to Re-Adopt Resolution to Declare a Good Cause Exception for House Bill 3 Armed Security Officer Requirement
- New Bids
    - Contract 310-26-02 – Consider Approval of Purchase of Professional Staff Development, Consultant Services, and Materials – Dianna Casper, Coleman Bruman
    - Contract 345-27-01 – Consider Approval of Purchase of Fine Arts Temporary Staffing Personnel Services – Dianna Casper, Joseph Figarelli
- Increase to Awarded Bids
    - Contract 290-22 – Consider Approval of Increase in Awarded Amount for Digital Printing Equipment and Related Services – Dianna Casper

8. On a motion by Mr. Miller and seconded by Mr. Glick, Contract 310-22-02 - Consider Approval of Increase in Awarded Amount for Consulting Services for Higher Education was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mr. Selders-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent.

9. On a motion by Mrs. Stanley and seconded by Mr. Beach, Baylor University MOU Student Practicum Opportunities was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mr. Selders-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent.

10. On the following motion by Mr. Miller and seconded by Mrs. Stanley, the Board unanimously approved setting the Tax Rate for the 2026-2027 School Year “that the tax rate be increased by the adoption of a tax rate of 1.139300, which is effectively a 3.70 percent increase in the tax rate”. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mr. Selders-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent.

11. On a motion by Mr. Miller and seconded by Mr. Selders, the Board unanimously approved the Resolution for Garland ISD Tax Roll for the 2026 Tax Year. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mr. Selders-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent.

12. On a motion by Mr. Miller and seconded by Mr. Selders, the Board unanimously approved the Resolution for Changes to the Certified Tax Roll for Tax Year 2026. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mr. Selders-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent.

13. On a motion by Mr. Beach and seconded by Mrs. Stanley, the Certification of Compliance with Certain Laws under Texas Education Code 39.008, as enacted by Senate Bill 12 (89th Texas Legislative Session) was uanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mr. Selders-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent.

14. Mr. Johnson stated that the Board would move into executive session at 6:30 p.m. for purposes permitted in Texas Open Meetings Act, Texas Government Code 551.001 et seq. Pursuant to Texas Government Code 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices; 1. Discussion and deliberation regarding TEA's Intruder Detection Audits. 2. Consultation and deliberation

regarding Safety and Security Audit; Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter; Pursuant to Texas Government Code Section 551.072, deliberations about Real Property: A governmental body may conduct a closed meeting to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person. 1. Discussion regarding the purchase of the following property: 1714 Rowlett Rd., Garland, TX 75043; and Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee: 1. Consultation and deliberation regarding vacancy on the Board of Trustees. 2. Consultation and deliberation regarding the Superintendent's evaluation. 3.Consultation and deliberation regarding the Superintendent's contract. The Board reconvened in open session at 8:47 p.m. Mr. Johnson certified that nothing was discussed by the Board in executive session that is not permitted under the Texas Open Meetings Act.

15. On a motion by Mr. Selders and seconded by Mr. Glick, the board unanimously approved the Delegation of authority to the Superintendent to negotiate the purchase and final terms of the sale agreement of 1714 Rowlett Rd., Garland, TX 75043. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mr. Selders-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent.

16. On a motion by Mr. Miller and seconded by Mrs. Stanley, the board unanimously approved maintaining the vacancy for Place 3 until the results of a Special Election called by the Board, that will occur no earlier than the May 1, 2027, joint election to fill the vacancy for the unexpired term per Texas Education Code Section 11.060. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mr. Selders-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent.

17. On a motion by Mr. Beach and seconded by Mr. Glick, the Board unanimously approved the Board President to negotiate an updated Superintendent's contract on behalf of the Board of Trustees. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Miller-Aye; Mr. Glick-Aye; Mr. Selders-Aye; Mrs. Stanley-Aye (6-0) with Mrs. Griffin noted as absent.

18. The meeting adjourned at 8:50 p.m.

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Wesley Johnson, President
Board of Trustees

Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Minutes of Board Bond Special Board Meeting
October 6, 2026

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Larry Glick
Trustees Absent:	Linda Griffin, Daphne Stanley
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Lisa Ray

1. President Johnson, called the meeting to order at 4:30 p.m. and announced that a quorum was present, that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No citizens addressed the Board of Trustees during the Public Forum portion of the meeting.

3. The following Information Items were presented:
   - Bond 2023 Program Summary Update - Javier Fernandez
   - Presentation on Bond 2023 PH4-BP03 Middle School/Elementary School Renovation Schematic Design – Javier Fernandez
   - Presentation on Bond 2023 PH5-BP03 Middle School/Elementary School Renovation Schematic Design – Javier Fernandez

4. On a motion by Mr. Miller and second by Mr. Glick, Contract 360-23 - Consider Approval of Modification to Architectural and Related Professional Services was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; (5-0) with Mrs. Griffin and Mrs. Stanley noted as absent.

5. On a motion by Mr. Beach and seconded by Mr. Glick, Contract 360-23 - Consider Approval of Recommended Replacement Architect for Bond 2023 PH3BP01 Elementary School #4 was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; (5-0) with Mrs. Griffin and Mrs. Stanley noted as absent.

6. On a motion by Mr. Glick and seconded by Mr. Beach, Contract 214-27-02 - Consider Approval of Recommendation to Award Pavement and Other was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; (5-0) with Mrs. Griffin and Mrs. Stanley noted as absent.

7. On a motion by Mr. Beach and seconded by Mr. Glick, Contract 510-04-4.1 - Consider Approval of Recommended Guaranteed Maximum Price (GMP) #3 for Gilbreath-Reed CTC Addition was unanimously approved. The votes are as follows: Mr. Beach-Aye; Mr. Johnson-Aye; Mr. Selders-Aye; Mr. Miller-Aye; Mr. Glick-Aye; (5-0) with Mrs. Griffin and Mrs. Stanley noted as absent.

8. There was no Executive Session.

9. The meeting adjourned at 5:35 p.m.

_____	_____
Wesley Johnson, President Board of Trustees	Daphne Stanley, Secretary Board of Trustees

Garland Independent School District
Board of Trustees
Finance, Facilities and Operations Committee Meeting Minutes
October 6, 2026

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, James Miller, Larry Glick
Trustees Absent:	Linda Griffin, Daphne Stanley
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Lisa Ray

1. Mr. Miller, committee chairperson, called the meeting to order at 5:54 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. There were no comments during the Public Forum portion of the meeting.

3. Dr. López provided a brief message to the community.

4. The following Discussion items were presented:
    - School FIRST Rating Report

5. The following Information items were presented:
    - Review August 2026 Monthly Financials
    - Receive Board of Trustees Contract Renewal Report for October 2026
    - Receive Board of Trustees Cooperative Contract Report for Fiscal Year 2025-2026
    - Receive Presentation on Facilities and Maintenance Summer 2026 Completed Projects
    - Review August 2026 Tax Report

6. The following items will be presented for Action at the October 2026 Regular Meeting:
    - Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Service Fund and the Student Nutrition Services Fund for the 2026-2027 School Year
    - Consider Approval of Lamar University Master Experiential Learning Agreement
    - Consider Approval of University of Texas - Dallas Prep Residency Agreement
    - New Bids
        - Contract 191-27-01 - Consider Approval of Purchase of Software – Dianna Casper, Tim Fears
        - Contract 397-26-06 - Consider Approval of Purchase of Instructional Software, Licensing Subscription, Hardware, and Services – Dianna Casper, Coleman Bruman

7. There was no Executive Session.

8. The meeting adjourned at 6:33 p.m.

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Wesley Johnson, President
Board of Trustees

_____
Daphne Stanley, Secretary
Board of Trustees

Garland Independent School District
Board of Trustees
Academic and District Affairs Committee Meeting Minutes
October 6, 2026

Trustees Present:	Johnny Beach, Robert Selders, Wesley Johnson, Larry Glick, Jamie Miller
Trustees Absent:	Linda Griffin, Daphne Stanley
Administrators Present:	Dr. Ricardo López, Dr. Ida Perales, Darrell Dodds, Lisa Ray

1. Mr. Glick, substitute Committee Chairperson in Mrs. Stanley's absence, called the meeting to order at 6:45 p.m. announcing that the meeting was duly called, and that the notice of the meeting was posted for the time and in the manner as required by law.

2. No citizens addressed the Board during the Public Forum portion of the meeting.

3. Dr. López provided a brief message.

4. The following information items were presented:
   - iReady Update – BOY Data
   - Annual Update BE/ESL Program Evaluation

5. The following items were presented for Action at the October 2026 Regular Meeting:
   - Consider Approval of 2026-27 District & Campus Improvement
   - Consider Approval of 2026-27 HB3 Improvement Plans
   - Targeted Improvement Plans and Turnaround Plans (PUBLIC HEARING)
   - Consider Approval of MOU with UNT for a Partnership to Offer a Master's Degree program in Educational Leadership

6. There was no Executive Session.

7. The meeting adjourned at 8:52 p.m.

_____ _____

Wesley Johnson, President
Board of Trustees

Daphne Stanley, Secretary
Board of Trustees

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Coleman Bruman, Executive Director of Secondary Academics
Michael Ruiz, Executive Director of Elementary Academics

Subject: 2026-2027 District and Campus Educational Improvement Plans (TEC §11.251)

Action Item

Executive Summary:

Under Texas Education Code §11.251, the Board of Trustees must ensure that the District Improvement Plan and each Campus Improvement Plan are developed, reviewed, and revised annually to improve student performance. The Board also annually approves district and campus performance objectives and ensures that the plans support one another and align with state goals and objectives.

The 2026–2027 District and Campus Improvement Plans translate Garland ISD's six Board goals into measurable strategies and actions. Together, the plans reflect the district's commitments to building strong academic foundations, improving transitions and grade-level outcomes, expanding high-quality pathways to college and career, and eliminating the remaining D- and F-rated campuses.

Local Improvement Plans for campuses identified under applicable 2026 state or federal accountability requirements are embedded in the corresponding Campus Improvement Plans. This integration ensures that required interventions are directly linked to each campus's strategies, performance objectives, accountability needs, and ongoing improvement work.

Copies of the District Improvement Plan and Campus Priorities and Programs Chart are included in the Board Book for trustee review. Virtual copies of the 2026–2027 Campus Improvement Plans for all Garland ISD campuses are available at bit.ly/GISDCIP2027.

Appendices included in the Board Book:

1. District Improvement Plan
2. Campus Priorities and Programs Chart

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Administrative Recommendations:

Administration recommends approval.

Recommended Motion for Action Items:

Recommend to Approve the 2026-2027 District and Campus Improvement Plans.

Financial Impact and Funding Source:

N/A

CAMPUS AND DISTRICT IMPROVMENT PLANS

Academic and District Affairs Committee
October 6, 2026

BOARD GOALS

UNMATCHED **Foundations** — Goals 1 - 4

Focus on critical academic years to ensure students are meeting key benchmarks.

UNMATCHED **Pathways** — Goal 5

Ensure every student is prepared for success beyond high school, whether in college, career or the military.

UNMATCHED **Excellence** — Goal 6

Eliminate D and F campuses by increasing support and accountability.

BOARD GOALS

Board Goal Summary Page			Indicator	2026 Actuals	2027 Target	2030 Target
Goal	1	Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd STAAR exams.	3rd Reading	51%	52%	61%
Goal	2	Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd STAAR exams.	3rd Math	49%	50%	58%
Goal	3	Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th grade STAAR exams.	6th Reading	53%	53%	55%
Goal	4	Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on STAAR exams.	6th Math	36%	41%	56%
Goal	5	Increase the percentage of all graduates achieving Texas Success Initiative (TSI) standards in Math and Reading by exam only.	TSI by Exam	45%	47%	60%
Goal	6	Eliminate D and F campuses.	Campus Ratings	3 D/ 0 F Campuses 3%	9 D/F Campuses 14%	0

GARLAND ISD VISION



Reaching the future by driving excellence, one student at a time.

TEXAS DISTRICT OF THE YEAR
H-E-B
GISD
EXCELLENCE IN EDUCATION AWARDS
2026

FROM VISION TO OUTCOMES



Garland ISD Vision	SETS ACADEMIC DIRECTION
Board Goals	SETS ACADEMIC ACHIEVEMENT BENCHMARKS
District Priorities	DEFINES ACADEMIC ACHIEVEMENT FOCUS
District Improvement Plan	OUTLINES THE ACADEMIC ACHIEVEMENT STRATEGY
Campus Improvement Plans	IMPLEMENTS THE ACADEMIC ACHIEVEMENT STRATEGIES
Student Outcomes	MEASURES ACADEMIC ACHIEVEMENT

TEXAS DISTRICT OF THE YEAR
H-E-B
GISD
EXCELLENCE IN EDUCATION AWARDS
2026

DISTRICT PRIORITIES



Student Success & Safety

Creating safe, supportive environments where students and staff can thrive.

01



Student Achievement

Accelerating learning and growth for every student.

02



Operational Excellence

Ensuring resources, systems, and operations support student success.

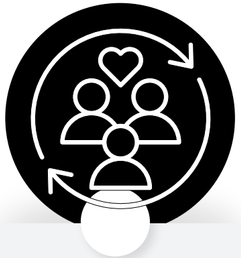
03



Talent Management

Ensuring we recruit, develop, support, and retain highly qualified staff.

04



Student & Family Experience

Create exceptional experiences that attract, engage, and retain students and families.

05



College, Career and Future Ready

Design, implement, and scale innovative programs that accelerate student success and distinguish Garland ISD.

06



DISTRICT AND CAMPUS IMPROVEMENT PLAN

TEC §11.251 and TEC §11.253

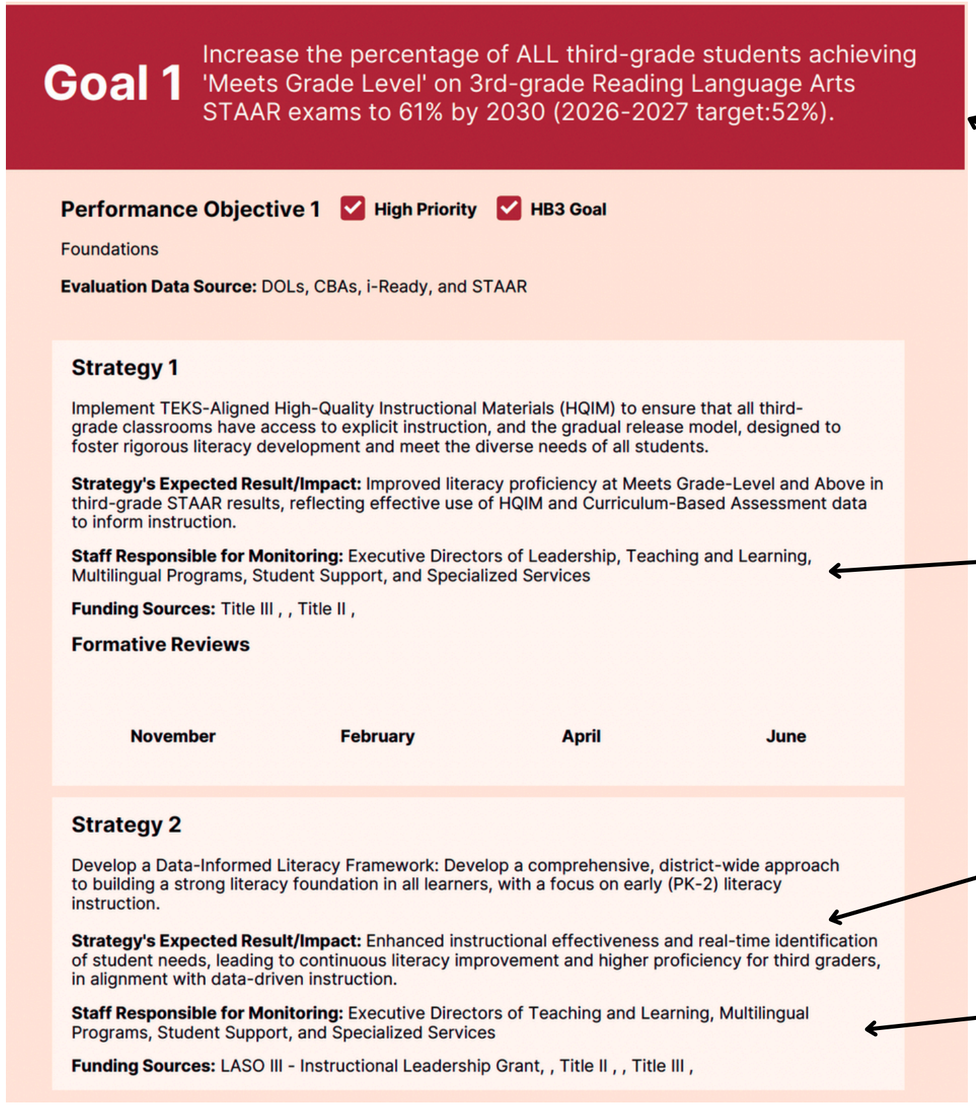
IMPROVEMENT PLAN COMPARISON

PLAN	MANDATED BY	CONDITION FOR DEVELOPMENT	FOCUS AND PURPOSE	SUBMISSION OVERSIGHT
District Improvement Plan (DIP)	Texas Education Code §11.251	All **districts** annually	Districtwide goals, student performance, coordination of resources, alignment to Board Goals	Approved by local Board
Campus Improvement Plan (CIP)	Texas Education Code §11.251	All **campuses** annually	Campus-specific goals, instructional strategies, PD, family engagement	Approved by local Board & Campus SBDM
Local Improvement Plan (LIP)	Federal Accountability (ATS/TSI)	**7 Campuses** identified for Additional Targeted Support (ATS) or Targeted Support & Improvement (TSI)	Addresses areas of low performance under federal accountability	Retained locally; submitted to TEA only if requested. A campus CIP will includle all LIP requirements.
Targeted Improvement Plan (TIP)	Texas Education Code §39A & federal requirements	**8 Campuses** identified by particpating in the LASO 3 supports.	Intensive, state-monitored plan with ESF diagnostic, strategy alignment, resource allocation, and progress monitoring.	Submitted to TEA and monitored by TEA & Board, All requirements will are incorporated in the CIP.
Turn-Around Plan (TAP)	Texas Education Code §39A & federal requirements	**1 Campus** identified for Escalated Invention Requirements	Comprehensive and intensive turnaround strategy focused on rapid improvement, restructuring/reform, resource alignment, and progress monitoring.	Board approved; submitted to TEA for approval and ongoing state monitoring.

LOCAL IMPROVEMENT PLANS

Campus Improvement Plan (CIP)	STUDENT SUCCESS AND SAFETY	STUDENT ACHIEVEMENT	OPERATIONAL EXCELLENCE	TALENT MANAGEMENT	STUDENT AND FAMILY EXPERIENCE	COLLEGE, CAREER, AND FUTURE READY
Local Improvement Plan (LIP) Strategies	**Strategies Aligned to Effective Schools Framework:** Strong School Leadership & Planning Clear Roles and Responsibilities Compelling Vision and Goals Focused Plan Development Monitoring Outcomes					
Campuses	**MIDDLE** **COYLE TECH -** FEDERAL TARGET **O'BANION** - FEDERAL TARGET			**ELEMENTARY** **CALDWELL** - FEDERAL TARGET **CARVER** - FEDERAL TARGET **COOPER** - FEDERAL TARGET **DORSEY** - FEDERAL TARGET **SEWELL** - FEDERAL TARGET		

OVERALL PLAN DESIGN



Goal 1 Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams to 61% by 2030 (2026-2027 target:52%).

Performance Objective 1 ☑ **High Priority** ☑ **HB3 Goal**

Foundations

Evaluation Data Source: DOLs, CBAs, i-Ready, and STAAR

Strategy 1

Implement TEKS-Aligned High-Quality Instructional Materials (HQIM) to ensure that all third-grade classrooms have access to explicit instruction, and the gradual release model, designed to foster rigorous literacy development and meet the diverse needs of all students.

Strategy's Expected Result/Impact: Improved literacy proficiency at Meets Grade-Level and Above in third-grade STAAR results, reflecting effective use of HQIM and Curriculum-Based Assessment data to inform instruction.

Staff Responsible for Monitoring: Executive Directors of Leadership, Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Funding Sources: Title III , , Title II ,

Formative Reviews

November	February	April	June

Strategy 2

Develop a Data-Informed Literacy Framework: Develop a comprehensive, district-wide approach to building a strong literacy foundation in all learners, with a focus on early (PK-2) literacy instruction.

Strategy's Expected Result/Impact: Enhanced instructional effectiveness and real-time identification of student needs, leading to continuous literacy improvement and higher proficiency for third graders, in alignment with data-driven instruction.

Staff Responsible for Monitoring: Executive Directors of Teaching and Learning, Multilingual Programs, Student Support, and Specialized Services

Funding Sources: LASO III - Instructional Leadership Grant, , Title II , , Title III ,

ALONG WITH THE DIP, EVERY CAMPUS PRODUCES A CIP FOR 2026-2027

DIP AND CIP STRATEGIES CONNECT TO BOARD GOALS AND ANNUAL TARGETS

STRATEGIES HIGHLIGHT THE PRIORITIZATION OF SUPPORT FROM MULTIPLE DEPARTMENTS

STRATEGIES CONNECTED TO THE STATE-MANDATED HB3, EARLY LITERACY PLAN

STRATEGIES FOR SPECIFIC IMPACT AND STUDENT OUTCOMES

FRAMEWORK OF IMPROVEMENT



Student Success & Safety

- School Safety
- Student Safety



Student Achievement

- RLA/Math Performance
- TELPAS
- Eliminate D/F



Operational Excellence

- Special Education Services and Outcomes



Talent Management

- Staff Engagement
- Campus Culture



Student & Family Experience

- Attendance
- Student and Family Experience



College, Career and Future Ready

- Programs (GOLD/SAIL)
- CCMR and TSI Met by Exam

PRIORITY 2 AND 6 EXAMPLE

Cycle of Continous Improvement

IMPACT AND SYSTEMS

LEADERSHIP DEVELOPMENT

TEACHER CAPACITY

DISTRICT SUPPORT



Student Achievement

- RLA/Math Performance
- TELPAS
- Eliminate D/F



College, Career and Future Ready

- Programs (GOLD/SAIL)
- CCMR and TSI Met by Exam


TEXAS DISTRICT OF THE YEAR
H-E-B
GISD
EXCELLENCE IN EDUCATION AWARDS
2026

Questions?



Early Literacy and Early Mathematics

HB3

HB3 BOARD GOAL 1 & 2

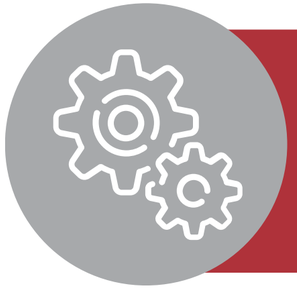
Board Goal Summary Page			Indicator	2026 Actuals	2027 Target	2030 Target
Goal	1	Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd STAAR exams.	3rd Reading	51%	52%	61%
Goal	2	Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd STAAR exams.	3rd Math	49%	50%	58%

HB3 EARLY LITERACY ACTION PLAN



Garland Reads

- Celebrating reading K-5
- Targeted 1st grade PD
- Engagement for At-Home Reading Support



Data-Driven Supports

- iReady Phonics Data
- Additional WIN Time Resources
- Differentiated PD by Teacher Experience



SAIL Expansion

- Expansion to 7 GOLD Campuses
- 3 Continuing Campuses
- Specific Pre-K IST Support

HB3 EARLY MATHEMATICS ACTION PLAN

Focus on Fluency

- Reimagined Scope and Sequence
- Fluency Kicks Off Each Lesson
- Differentiated Assessments by Grade

Conceptual Learning

- Shift in lesson structure
- Focus on Developing Foundational Skills
- Additional Practice Time in Lessons

Instructional Leadership

- Simplified Learning Plans
- Additional Content IST Sessions
- Math PLC Campus Supports

TEXAS DISTRICT OF THE YEAR
H-E-B
GISD
EXCELLENCE IN EDUCATION AWARDS
2026



College, Career, and Military Readiness

HB3

HB3 BOARD GOAL 5

Board Goal Summary Page			Indicator	2026 Actuals	2027 Target	2030 Target
Goal	5	Increase the percentage of all graduates meeting College, Career and Readiness (CCMR) standards.	CCMR	97%	96%	96%
Goal	5a	Increase the percentage of all graduates achieving Texas Success Initiative (TSI) standards in Math and Reading by exam only.	TSI by Exam	45%	47%	60%

HB3 CCMR ACTION PLAN

CCMR Teams

- Department and Campus Collaboration
- Individualized Planning

TSIA2 Support

- Resource and Curriculum Support
- Early Identification

CTE Completers

- Program of Study & IBC
- Scheduling


TEXAS DISTRICT OF THE YEAR
H-E-B
GISD
EXCELLENCE IN EDUCATION AWARDS
2026

Questions?

Garland Independent School District

2026-2027 District Improvement Plan

Generated by Plan4Learning.com
September 28, 2026 at 12:07 PM

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.

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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

LONGITUDINAL STUDENT ACHIEVEMENT TRENDS

LITERACY / READING LANGUAGE ARTS* (STAAR)	2018-2019 (pre-COVID)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grade 3% STAAR RLA Meets Grade Level (HB3)	47.3%	33.8%	47.3%	49.3%	43.3%	49%	51%
Grade 6% STAAR RLA Meets Grade Level	36.7%	27.4%	38.3%	46.2%	50.3%	52%	53%

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

MATHEMATICAL PROFICIENCY* (STAAR)	2018-2019 (pre-COVID)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grade 3% STAAR Mathematics Meets Grade Level (HB3)	52.3%	24.7%	47.3%	45.9%	40.9%	48%	49%
Grade 6% STAAR Mathematics Meets Grade Level	39.4%	22.5%	25.0%	27.8%	25.4%	31%	36%

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

CCMR	Class of 2018	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025
CCR-CCMR^ % Graduates (HB3)**	59%	69%	79%	86%	92%	96%	95%

Demographics

Summary

Garland ISD served 49,151 students in 2025–26 across a diverse student population. Of enrolled students, 73.4% were economically disadvantaged, 54.9% were identified as at-risk, 37.2% were Emergent Bilingual, and 15.5% received special education services. Hispanic students represented 55.2% of enrollment, followed by African-American students at 17.7%, White students at 12.6%, and Asian students at 10.4%. District enrollment declined from 50,898 students in 2024–25 to 49,151 in 2025–26, a decrease of approximately 3.4%.

Strengths

- Garland ISD served a racially, culturally, linguistically, and economically diverse student population.
- More than 18,000 students were identified as Emergent Bilingual, reflecting the district's broad multilingual student population.
- Garland ISD provided extensive program access, including gifted and talented services, special education, Early College High School, P-TECH, and a wide range of Career and Technical Education programs of study.
- The district served more than 49,000 students across early childhood through Grade 12.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	District enrollment declined from 50,898 students in 2024-25 to 49,151 students in 2025-26, a decrease of approximately 3.4%.	Opportunities exist to strengthen and coordinate student retention and recruitment stategies to increase family engagement, awareness of district opportunities, and enrollment stability across campuses.

★ = Priority

Student Learning

Summary

Garland ISD demonstrated academic improvement in 2025–26, including gains in third-grade Reading Language Arts and Mathematics and sixth-grade Reading Language Arts. Third-grade Meets Grade Level performance reached 51% in RLA and 49% in mathematics, compared with 44% and 42%, respectively, at the 2024 baseline. Sixth-grade RLA reached 53%, while sixth-grade mathematics remained lower at 36%. Results reflected stronger performance on several foundational measures, while differences persisted across grade levels, content areas, and student groups.

Strengths

- Third-grade RLA increased from 44% Meets Grade Level at the 2024 baseline to 51% in 2026.
- Third-grade mathematics increased from 42% to 49%.
- Sixth-grade RLA increased to 53%, up from a 2024 baseline of 51%.
- Several student groups demonstrated gains in third-grade reading and mathematics, including economically disadvantaged, African American, and Hispanic students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although third-grade performance improved in 2025-26, 51% of students met grade-level expectations in RLA and 49% in mathematics, leaving approximately half of third-grade students below the Meets Grade Level standard in each content area.	Gaps in foundational literacy and numeracy skills prior to third grade contribute to challenges in students meeting grade-level expectations.
2	Sixth-grade RLA reached 53% Meets Grade Level in 2025-26, while sixth-grade mathematics remained at 36%, reflecting a performance gap as students transitioned to middle-school academic expectations.	Garland ISD has an opportunity to strengthen and consistently implement cross-level transition practices that align academic expectations, student supports, and readiness measures between elementary and middle school to better prepare students for success in sixth grade.

★ = Priority

District Processes & Programs

Summary

Garland ISD's overall accountability rating increased to 86 in 2025–26, while the number of D-rated campuses decreased from six to three and no campuses received an F rating. Twenty-three campuses earned an A rating, 22 earned a B, and 16 earned a C. Postsecondary readiness remained a district strength, with 95% of Class of 2025 graduates meeting at least one College, Career, and Military Readiness indicator. Academic college readiness by exam remained lower, with 41% of Class of 2025 graduates meeting TSI standards through assessment.

Strengths

- The district accountability rating increased to 86.
- The number of D-rated campuses decreased from six to three, and no campuses received an F rating.
- Forty-five campuses earned an A or B accountability rating.
- Ninety-five percent of Class of 2025 graduates met at least one CCMR indicator.
- TSI readiness by exam increased to 41% for the Class of 2025.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Despite continued improvement in district accountability and the absence of F-rated campuses, three campuses remained D-rated in 2025-2026.	District and campus support should be differentiated based on each campus's individual risk load, performance trends, and implementation needs.
2 ★	While 97% of graduates met at least one CCMR indicator in 2025-26, only 45% met TSI standards on the exam, showing a substantial gap between overall CCMR attainment and demonstrated college readiness through assessment.	While continuing to grow from the 2024 baseline, college readiness by exam has not been developed and monitored consistently across secondary coursework with the same coherence as broader CCMR attainment.

★ = Priority

Perceptions

Summary

Garland ISD maintained generally positive student safety and school experience indicators during 2025–26. Ninety-seven percent of students had no serious discipline incidents, and serious disciplinary concerns were concentrated among a relatively small group of students. Several significant behavior categories declined from the prior year, including fighting, on-campus felonies, terroristic threats, and assaults on employees. Garland ISD was also recognized as the 2026 H-E-B Excellence in Education District of the Year.

Strengths

- Ninety-seven percent of students had no serious discipline incidents.
- On-campus felonies decreased from 38 to 11.
- Fighting incidents decreased from 454 to 351.
- Terroristic threats decreased from 46 to 36.
- Assaults on employees decreased from 35 to 17.
- Garland ISD received the 2026 H-E-B Excellence in Education District of the Year recognition.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Although 97% of Garland ISD students had no serious discipline incidents in 2025-26, repeat disciplinary incidents remained concentrated among a relatively small group of students.	Garland ISD has primarily used universal behavior supports rather than targeted interventions for students with recurring discipline management incidents.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Although 97% of Garland ISD students had no serious discipline incidents in 2025-26, repeat disciplinary incidents remained concentrated among a relatively small group of students.	Garland ISD has primarily used universal behavior supports rather than targeted interventions for students with recurring discipline management incidents.
2 ★	District enrollment declined from 50,898 students in 2024-25 to 49,151 students in 2025-26, a decrease of approximately 3.4%.	Opportunities exist to strengthen and coordinate student retention and recruitment stategies to increase family engagement, awareness of district opportunities, and enrollment stability across campuses.
3 ★	Despite continued improvement in district accountability and the absence of F-rated campuses, three campuses remained D-rated in 2025-2026.	District and campus support should be differentiated based on each campus's individual risk load, performance trends, and implementation needs.
4 ★	While 97% of graduates met at least one CCMR indicator in 2025-26, only 45% met TSI standards on the exam, showing a substantial gap between overall CCMR attainment and demonstrated college readiness through assessment.	While continuing to grow from the 2024 baseline, college readiness by exam has not been developed and monitored consistently across secondary coursework with the same coherence as broader CCMR attainment.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Texas Success Initiative (TSI) data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**

- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**
- [x] **Pregnancy and related services data**
- [x] **Graduation plan types**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams to 61% by 2030 (2026-2027 target:52%).

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Foundations

Evaluation Data Source: DOLs, CBAs, i-Ready, and STAAR

Strategy 1

Implement TEKS-Aligned High-Quality Instructional Materials (HQIM) to ensure that all third-grade classrooms have access to explicit instruction, and the gradual release model, designed to foster rigorous literacy development and meet the diverse needs of all students.

Strategy's Expected Result/Impact: Improved literacy proficiency at Meets Grade-Level and Above in third-grade STAAR results, reflecting effective use of HQIM and Curriculum-Based Assessment data to inform instruction.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title III , , Title II ,

Formative Reviews

November	February	April	June

Strategy 2

Develop a Data-Informed Literacy Framework: Develop a comprehensive, district-wide approach to building a strong literacy foundation in all learners, with a focus on early (PK-2) literacy instruction.

Strategy's Expected Result/Impact: Enhanced instructional effectiveness and real-time identification of student needs, leading to continuous literacy improvement and higher proficiency for third graders, in alignment with data-driven instruction.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: LASO III - Instructional Leadership Grant, , Title II , , Local, , Title III ,

Formative Reviews

November	February	April	June

Strategy 3

Provide Targeted Professional Development for Instructional Leaders: Offer comprehensive training for campus administrators, instructional coaches, and lead teachers across all elementary campuses. This training will focus on implementing high-quality instructional materials (HQIM), modeling effective teaching practices, and facilitating Professional Learning Community (PLC) sessions. Key areas include data analysis, student work evaluation, lesson internalization, and evidence-based instructional strategies to enhance literacy-focused collaboration and improvement.

Strategy's Expected Result/Impact: Improved instructional leadership across campuses will facilitate effective literacy support and collaborative teacher development. This approach aims to increase the percentage of students meeting grade-level performance in STAAR Reading Language Arts through consistent implementation of data-responsive learning communities and district-aligned instructional plans.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: LASO III - Instructional Leadership Grant, , Local, , Title III , , Title II ,

Formative Reviews

November	February	April	June

Strategy 4

Implement a K-12 Writing Framework: Implement a district-wide writing framework to ensure coherent and consistent writing instruction. This vertically aligned approach will promote students' ability to articulate and synthesize knowledge across disciplines. The framework will be deployed, monitored, and evaluated as part of a comprehensive Reading Language Arts (RLA) plan, ensuring alignment with district goals and TEKS.

Strategy's Expected Result/Impact: Improved literacy engagement through regular, cross-disciplinary writing practices that promote critical thinking and support STAAR readiness, leading to improved reading and writing proficiency outcomes.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title III , , Title II ,

Formative Reviews

November	February	April	June

Strategy 5

Integrate AI-Powered Writing Feedback Tools: Implement technology that offers personalized feedback on writing assignments, enabling teachers to coach students toward consistent practice and improvement. This approach will leverage frequent district-wide writing opportunities, encouraging regular writing practices across the curriculum and promoting skill development.

Strategy's Expected Result/Impact: Enhanced literacy engagement and proficiency through personalized feedback, promoting improved writing skills and preparing students to meet or exceed grade-level expectations on STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title II ,

Formative Reviews

November	February	April	June

Strategy 6

Provide training and support for campus leaders and instructional support teachers on classroom observation and feedback practices. Emphasize instructional drivers, in the moment coaching, and real-time feedback to strengthen teaching and learning routinely.

Strategy's Expected Result/Impact: Timely feedback improving classroom instruction on walkthroughs, leading to stronger teacher performance and higher student achievement on DOLs, CBAs, and other district measures.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics

Funding Sources: LASO III - Instructional Leadership Grant, , Title II , , Local,

Formative Reviews

November	February	April	June

Strategy 7

Implement targeted phonics instruction within literacy enrichment, utilizing explicit resources to

strengthen foundational reading skills. Focus on closing gaps at transitional grades through direct word study and development of grade-level comprehension, ensuring students build the decoding and understanding skills necessary for secondary readiness.

Strategy's Expected Result/Impact: Demonstrated stronger decoding, fluency, and comprehension with increased literacy engagement with grade-level texts to improve performance on STAAR and diagnostic assessments.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title II , , Title III ,

Formative Reviews

November	February	April	June

Goal 2

Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams to 58% by 2030 (2026-2027 target: 50%).

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Foundations

Evaluation Data Source: DOLs, CBAs, i-Ready, and STAAR

Strategy 1

Implement TEKS-Aligned High-Quality Instructional Materials (HQIM): Ensure that all third-grade classrooms have access to explicit instruction, and the gradual release model, designed to foster a conceptual understanding of mathematics through the Concrete-Pictorial-Abstract (CPA) approach.

Strategy's Expected Result/Impact:
Improved proficiency at Meets Grade-Level and Above, in third-grade STAAR results. Consistent improvement in problem-solving skills and conceptual understanding, reflecting effective use of HQIM and Curriculum-Based Assessment data to inform instruction.

Staff Responsible for Monitoring: Executive Directors of Leadership,Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title II , , Local,

Formative Reviews

November	February	April	June

Strategy 2

Establish a Targeted Numeracy Development Program: Develop a foundational numeracy program emphasizing the development of fluency and automaticity in essential mathematical skills.

Strategy's Expected Result/Impact: Increased student recall and automaticity in foundational math skills, including multiplication facts, achieved through targeted fluency assessments that inform instruction.

Staff Responsible for Monitoring: Executive Directors of Leadership,Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title II ,

Formative Reviews

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Strategy 3

Develop a Data-Informed Numeracy Framework: Create a structured framework incorporating assessments with STAAR 2.0-formatted items which are aligned to the TEKS. Assessments include formative assessments, common assessments, and predictive modeling, to support responsive instruction.

Strategy's Expected Result/Impact: Enhanced instructional effectiveness and real-time identification of student needs, leading to fluency and automaticity, as well as higher proficiency for third graders, in alignment with data-driven instruction.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Student Support and Specialized Services

Funding Sources: Title II , , Local,

Formative Reviews

November	February	April	June

Strategy 4

Provide Targeted Professional Development for Instructional Leaders: Offer comprehensive training for campus administrators, instructional coaches, and lead teachers across all elementary campuses. This training will focus on implementing high-quality instructional materials (HQIM), modeling effective teaching practices, and facilitating Professional Learning Community (PLC) sessions. Key areas include data analysis, student work evaluation, lesson internalization, and evidence-based instructional strategies to enhance numeracy-focused collaboration and improvement.

Strategy's Expected Result/Impact: Improved instructional leadership across campuses will facilitate adequate numeracy support and collaborative teacher development. This approach aims to increase the percentage of students meeting grade-level performance in STAAR Mathematics through consistent implementation of data-responsive learning communities and district-aligned instructional plans.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title II ,

Formative Reviews

November	February	April	June

Strategy 5

Provide training and support for campus leaders and instructional support teachers on classroom observation and feedback practices. Emphasize in-the-moment coaching and real-time feedback to strengthen teaching and learning routinely.

Strategy's Expected Result/Impact: Timely feedback improving classroom instruction on walkthroughs, leading to stronger teacher performance and higher student achievement on DOLs, CBAs, and other district measures.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics

Funding Sources: LASO III - Instructional Leadership Grant, , Local, , Title II ,

Formative Reviews

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Goal 3

Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams to 55% by 2030 (2026-2027 target: 53%).

Performance Objective 1

☑ **High Priority**

Foundations

Evaluation Data Source: DOLs, CBAs, i-Ready, Interim and STAAR

Strategy 1

Develop a coherent middle school literacy system through the redesign of the Grade 6 Reading Language Arts curriculum, the district Literacy Framework, the Read-to-Learn Guide, and the Writing Framework. Provide teachers with aligned curriculum resources, annotated instructional materials, exemplars, and embedded supports that strengthen reading comprehension, vocabulary acquisition, analytical thinking, writing, and background knowledge.

Strategy's Expected Result/Impact: Consistent implementation of the district Literacy Framework and aligned instructional resources will strengthen reading comprehension, analytical writing, and vocabulary development, resulting in improved student performance on i-Ready, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title II , , Title III , , Local,

Formative Reviews

November	February	April	June

Strategy 2

Implement intentional sixth-grade transition supports through scheduling structures, including blocked Reading Language Arts and Literacy Enrichment courses, aligned curriculum, targeted intervention, and acceleration opportunities to strengthen students' transition into middle school literacy.

Strategy's Expected Result/Impact: Increased access to targeted literacy instruction, intervention, and acceleration will strengthen students' transition into middle school, resulting in improved literacy growth and achievement on i-Ready, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title III , , Local, , Title II ,

Formative Reviews

November	February	April	June

Strategy 3

Implement a comprehensive literacy assessment system that aligns daily Demonstrations of Learning (DOLs), three-week curriculum checkpoints, district assessments, and Professional Learning Community (PLC) response cycles to monitor student learning, identify misconceptions, and provide timely instructional adjustments. Strengthen writing instruction through frequent constructed responses and actionable feedback.

Strategy's Expected Result/Impact: Consistent use of DOLs, curriculum checkpoints, district assessments, and PLC response cycles will improve instructional responsiveness and student mastery of grade-level standards, resulting in improved performance on district CBAs, i-Ready, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title III , , Local, , Title II ,

Formative Reviews

November	February	April	June

Strategy 4

Develop teacher, instructional coach, and campus administrator expertise through aligned professional learning, curriculum internalization, collaborative PLCs, instructional coaching, and targeted support for priority campuses. Professional learning will emphasize explicit instruction, conceptual understanding, lesson rehearsal, exemplar development, and consistent implementation of the Align, Engage, Respond instructional framework.

Strategy's Expected Result/Impact: Improved teacher implementation of the district instructional system will increase the consistency and quality of literacy instruction, resulting in stronger student performance on classroom assessments, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title III , , Local, , Title II ,

Formative Reviews

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Strategy 5

Develop campus leadership capacity to implement, monitor, and continuously improve literacy instruction through aligned instructional walkthroughs, common feedback practices, leadership development, instructional coaching, and ongoing implementation monitoring utilizing the district Instructional Drivers.

Strategy's Expected Result/Impact: Consistent leadership implementation of the district instructional system will strengthen instructional quality and fidelity across campuses, resulting in improved classroom instruction and increased student achievement on district assessments and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics

Funding Sources: Title II , , Local,

Formative Reviews

November	February	April	June

Goal 4

Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams to 56% by 2030 (2026-2027 target: 41%).

Performance Objective 1

☑ **High Priority**

Foundations

Evaluation Data Source: Checkpoints, CBAs, i-Ready, and STAAR

Strategy 1

Develop a coherent Grade 6 mathematics system through aligned curriculum, explicit instruction, and conceptual learning experiences that strengthen the transition from elementary mathematics while building readiness for Algebra I by Grade 8. Strengthen grade-level instruction through consistent mathematical reasoning, problem-solving, and aligned extension opportunities that maintain access to advanced mathematics pathways.

Strategy's Expected Result/Impact: Consistent implementation of aligned curriculum and explicit mathematics instruction will strengthen conceptual understanding and mathematical reasoning, resulting in improved student performance on i-Ready, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title II , , Local, , Title III ,

Formative Reviews

November	February	April	June

Strategy 2

Implement intentional scheduling structures, targeted intervention, reteach, and extension opportunities that strengthen the transition from Grade 5 to Grade 6 mathematics. Utilize student performance data to provide differentiated support while maintaining grade-level expectations and access to accelerated mathematics pathways.

Strategy's Expected Result/Impact: Increased access to targeted intervention, reteach, and extension opportunities will strengthen students' transition into secondary mathematics, resulting in improved growth and achievement on i-Ready, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Local, , Title II , , Title III ,

Formative Reviews

November	February	April	June

Strategy 3

Implement a comprehensive mathematics assessment system that aligns daily Demonstrations of Learning (DOLs), three-week curriculum checkpoints, district assessments, and Professional Learning Community (PLC) response cycles to monitor student learning, identify misconceptions, and provide timely instructional adjustments that strengthen conceptual understanding and procedural fluency.

Strategy's Expected Result/Impact: Consistent use of DOLs, curriculum checkpoints, district assessments, and PLC response cycles will improve instructional responsiveness and student mastery of grade-level standards, resulting in improved performance on district CBAs, i-Ready, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Special Education and Related Services

Funding Sources: Local, , Title II ,

Formative Reviews

November	February	April	June

Strategy 4

Develop teacher, instructional coach, and campus administrator expertise through aligned professional learning, curriculum internalization, collaborative PLCs, instructional coaching, and targeted support for priority campuses. Professional learning will emphasize explicit instruction, conceptual understanding, lesson rehearsal, exemplar development, and consistent implementation of the Align, Engage, Respond instructional framework.

Strategy's Expected Result/Impact: Improved implementation of the district instructional system will increase the consistency and quality of mathematics instruction, resulting in stronger student performance on classroom assessments, district CBAs, and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics, Special Education and Related Services

Funding Sources: Local, , Title II ,

Formative Reviews

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Strategy 5

Develop campus leadership capacity to implement, monitor, and continuously improve mathematics instruction through aligned instructional walkthroughs, common feedback practices, instructional coaching, leadership development, and ongoing implementation monitoring utilizing the district Instructional Drivers.

Strategy's Expected Result/Impact: Consistent leadership implementation of the district instructional system will strengthen instructional quality and fidelity across campuses, resulting in improved classroom instruction and increased student achievement on district assessments and STAAR.

Staff Responsible for Monitoring: Executive Directors of Leadership, Secondary Academics

Funding Sources: Title II , , Local,

Formative Reviews

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Goal 5

Increase the percentage of all graduates meeting College, Career, and Military Readiness (CCMR) standards to 96% and increase the percentage of all graduates achieving Texas Success Initiative (TSI) standards by exam only to 60% by 2030 (2026-2027 target: 96%: TSI target: 43%).

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Pathways

Evaluation Data Source: Texas Success Initiative (TSI) Assessments (SAT, ACT, TSIA-2), Texas College Bridge, Industry-Based Certifications, AP/IB Exams, Dual-Credit Hours Earned, Level I/II Certificates, Associates Degrees, Work-force Readiness (SPED)

Strategy 1

Implement a comprehensive TSI readiness system in Reading, Language Arts, and Mathematics through aligned curriculum, embedded TSI-aligned assessments, common readiness indicators, progress monitoring cycles, targeted instructional supports, and teacher resources in Algebra I, Algebra II, Algebraic Reasoning, English III, and English IV. Utilize student-level data reviews and instructional response structures to identify learning gaps, provide timely intervention, and increase student attainment of college-ready benchmarks and TSI success by exam.

Strategy's Expected Result/Impact: Consistent implementation of embedded TSI supports within Tier I instruction will strengthen college readiness, resulting in increased student attainment of TSI benchmarks by exam and improved College, Career, and Military Readiness outcomes.

Staff Responsible for Monitoring: Secondary Academics, Advanced Academics, Counseling, CTE, Executive Directors of Leadership

Funding Sources: Title I , , Title II , , Local,

Formative Reviews

November	February	April	June

Strategy 2

Implement a districtwide CCMR monitoring system utilizing student-level dashboards, readiness indicators, transition meetings, and campus progress-monitoring structures to identify gaps, monitor pathway completion, and coordinate timely academic, counseling, and instructional supports that ensure every student remains on track for College, Career, and Military Readiness.

Strategy's Expected Result/Impact: Consistent use of student-level readiness data, transition meetings, and progress monitoring will strengthen campus decision-making and timely intervention, resulting in increased attainment of CCMR indicators and TSI success across all student groups.

Staff Responsible for Monitoring: Secondary Academics, Advanced Academics, Counseling, CTE, Executive Directors of Leadership, RAAD, Data Services

Funding Sources: Title II , , Local,

Formative Reviews

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Strategy 3

Strengthen Career and Technical Education pathways by aligning coherent programs of study to high-demand, high-wage careers, expanding access to industry-based certifications, monitoring student progress toward pathway completion, and increasing attainment of workforce credentials that support postsecondary success and economic mobility.

Strategy's Expected Result/Impact: Increased completion of coherent programs of study and attainment of industry-based certifications aligned to labor market needs will expand workforce readiness and increase College, Career, and Military Readiness attainment.

Staff Responsible for Monitoring: Secondary Academics, Advanced Academics, Counseling, CTE, Executive Directors of Leadership

Funding Sources: Local, , Perkins V,

Formative Reviews

November	February	April	June

Strategy 4

Expand coordinated postsecondary planning through partnerships with higher education institutions, workforce organizations, Education is Freedom, GO Centers, and community agencies to increase student access to dual credit, bridge opportunities, college advising, workforce experiences, financial aid support, and postsecondary planning. Utilize coordinated campus planning and transition processes to ensure students and families receive timely guidance toward college, career, and military pathways.

Strategy's Expected Result/Impact: Expanded postsecondary partnerships and coordinated planning will increase student participation in postsecondary opportunities, improve college and career awareness, and increase attainment of College, Career, and Military Readiness indicators.

Staff Responsible for Monitoring: Secondary Academics, Advanced Academics, Counseling, CTE, Executive Directors of Leadership

Funding Sources: Local, , Title I , , Title IV ,

Formative Reviews

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Strategy 5

Strengthen Early College High School (ECHS) and Pathways in Technology Early College High School (P-TECH) programs through strategic student recruitment, staff development, academic support systems, student progress monitoring, and continuous evaluation aligned to TEA Outcomes-Based Measures and blueprint requirements to increase both student access and successful program completion.

Strategy's Expected Result/Impact: Improved recruitment, monitoring, and academic support will increase successful completion of Early College and P-TECH programs, resulting in higher attainment of dual credit hours, Level I and II certificates, associate degrees, and College, Career, and Military Readiness outcomes.

Staff Responsible for Monitoring: Secondary Academics, Advanced Academics, Counseling, CTE, Executive Directors of Leadership

Funding Sources: Title I , , Local,

Formative Reviews

November	February	April	June

Strategy 6

Implement initiatives that provide targeted academic, instructional, and student support services through evidence-based programs, supplemental instructional resources, materials, and interventions. Resources and services will be prioritized based on campus needs assessments and district improvement priorities to strengthen student engagement, increase access to rigorous learning opportunities, and support college, career, military, and postsecondary readiness.

Strategy's Expected Result/Impact: Strengthened campus capacity to provide targeted, data-driven academic and instructional supports that increase student engagement, improve academic achievement, and expand opportunities for students to meet College, Career, and Military Readiness (CCMR) indicators and Texas Success Initiative (TSI) standards.

Staff Responsible for Monitoring: Grants Development/Management, Executive Directors of Leadership

Funding Sources: Title II , , Title IV ,

Formative Reviews

November	February	April	June

Strategy 7

Provide targeted community outreach by sharing educational materials about the McKinney-Vento program with all students and families, including the application process and resources available to those who qualify for McKinney-Vento, with support from the Special Populations Liaison, Title I.

Strategy's Expected Result/Impact: Increase identification and support of students experiencing homelessness by ensuring families are informed of McKinney-Vento eligibility, application procedures, and available resources, resulting in improved access to services, school stability, and student engagement.

Staff Responsible for Monitoring: Student Services

Funding Sources: TEHCY, , Title I ,

Formative Reviews

November	February	April	June

Strategy 8

Provide basic necessities to McKinney-Vento families to enhance student stability by removing non-academic barriers that negatively impact attendance.

Strategy's Expected Result/Impact: Improve attendance and school stability for students experiencing homelessness by providing basic necessities that remove non-academic barriers to consistent school participation.

Staff Responsible for Monitoring: Student Services

Funding Sources: TEHCY, , Title I ,

Formative Reviews

November	February	April	June

Strategy 9

Provide TEKS-aligned learning opportunities through after-school programs and academic materials to ensure McKinney-Vento students meet proficiency, course completion in core courses, and testing requirements necessary for promotion and graduation.

Strategy's Expected Result/Impact: McKinney-Vento students demonstrate increased academic proficiency, higher rates of core course completion, and improved performance on required assessments, resulting in increased promotion and graduation rates.

Staff Responsible for Monitoring: Student Services

Funding Sources: TEHCY,

Formative Reviews

November	February	April	June

Goal 6 Eliminate all D-rated and F-rated campuses by 2030 (2026-2027 target: _0__% of campuses).

Performance Objective 1 ☑ High Priority

Excellence

Evaluation Data Source: CBAs, i-Ready, STAAR, CCMR, Graduation Rates, TELPAS, A-F Accountability Ratings

Strategy 1

Implement a comprehensive campus risk analysis process utilizing academic performance, implementation data, staffing, student demographics, and organizational indicators to identify priority campuses and differentiate district support. Utilize risk analysis findings to allocate resources, prioritize district programming, and implement targeted improvement plans that strengthen instructional systems and accelerate student outcomes.

Strategy's Expected Result/Impact: Differentiated district support based on campus risk analysis will strengthen implementation of district priorities, improve campus performance, and reduce the number of campuses identified for comprehensive or targeted support.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, and RAAD

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 2

Implement a coherent district instructional system that aligns curriculum, instructional resources, the Align, Engage, Respond framework, assessment response cycles, Professional Learning Communities, instructional walkthroughs, and leadership feedback to ensure consistent implementation of high-quality instruction across all campuses.

Strategy's Expected Result/Impact: Consistent implementation of the district instructional system will strengthen instructional coherence, improve adult practice, and increase student achievement across district assessments and accountability measures.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, and Multilingual Programs

Funding Sources: Title II , , Title I ,

Formative Reviews

November	February	April	June

Strategy 3

Implement a comprehensive continuous improvement process utilizing Demonstrations of Learning (DOLs), curriculum checkpoints, district assessments, implementation monitoring, walkthrough data, and campus performance reviews to identify instructional needs, monitor implementation, and provide timely support to campuses.

Strategy's Expected Result/Impact: Improved school accountability ratings through implementation monitoring and instructional response cycles will improve district decision-making, strengthen instructional practices, and increase student achievement.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, and RAAD

Funding Sources: Title I , , Title II ,

Formative Reviews

November	February	April	June

Strategy 4

Build districtwide instructional capacity through a comprehensive teacher and leadership development system that includes new teacher development, Project GOAL mentoring, mentor teacher development, instructional coach and Instructional Support Teacher capacity building, collaborative professional learning, and targeted coaching at priority campuses.

Strategy's Expected Result/Impact: Expanded teacher and leadership capacity will improve instructional effectiveness, strengthen implementation of district priorities, and increase student achievement on the A-F Accountability System.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, Multilingual Programs, and Special Education and Related Services

Funding Sources: Title III , , Title II , , Title I ,

Formative Reviews

November	February	April	June

Strategy 5

Implement differentiated district-designed programming for priority campuses through coordinated academic support, instructional coaching, Effective Schools Framework implementation, leadership development, multilingual supports, scheduling assistance, implementation monitoring, and targeted intervention designed to strengthen campus systems and improve student outcomes.

Strategy's Expected Result/Impact: Coordinated district support and differentiated programming will strengthen campus implementation, improve instructional quality, and accelerate student achievement at identified campuses by contributing to overall improvement in accountability ratings.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, Multilingual Programs, and MTSS

Funding Sources: Title III , , Title II , , Title I ,

Formative Reviews

November	February	April	June

Strategy 6

Implement targeted improvement initiatives for district accountability priorities, including Grade 5 Science, Grade 8 Social Studies, and other identified content areas, through aligned curriculum, instructional resources, assessment systems, professional learning, and implementation support designed to improve student achievement and accountability outcomes.

Strategy's Expected Result/Impact: Targeted district improvement initiatives will strengthen instruction in identified accountability priority areas, resulting in improved student performance and district A- F accountability outcomes.

Staff Responsible for Monitoring: Elementary Academics, Secondary Academics, Executive Directors of Leadership

Funding Sources: Local, , Title I , , Title II ,

Formative Reviews

November	February	April	June

Strategy 7

Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school. This will be achieved by leveraging available resources, including Title I, Part A funds, to implement purposeful activities that foster school readiness and support a successful entry into the elementary learning environment. Including establishing and sustaining partnerships with the external childcare providers within GISD boundaries.

Strategy's Expected Result/Impact: Reduction in Achievement Gaps, Increased Collaboration Among Stakeholders, Enhanced Family Engagement, Improved Early Academic Performance

Staff Responsible for Monitoring: Grants Development/Management, Elementary Academics, and Secondary Academics

Funding Sources: Title I ,

Formative Reviews

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Strategy 8

Provide ongoing professional development for federal programs staff, business office staff, and campus administrators on EDGAR requirements, cost principles, procurement standards, and documentation expectations to ensure fiscal integrity and program compliance. Training will include updates from TEA/EDGAR and guidance on allowable/unallowable costs.

Strategy's Expected Result/Impact: Increased staff capacity to manage federal funds with fidelity, reducing audit risks and ensuring resources are directed to student achievement efforts that support campus rating improvements.

Staff Responsible for Monitoring: Grants Development/Management

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 9

Implement a systematic Title I compliance training and monitoring plan for campus administrators, including hands-on training in Title I Crate, monthly documentation reviews, and technical assistance.

Strategy's Expected Result/Impact: Improved accuracy and timeliness of Title I compliance, allowing campuses to maximize federal resources for instruction, intervention, and family engagement.

Staff Responsible for Monitoring: Grants Development/Management

Funding Sources: Title I ,

Formative Reviews

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Strategy 10

Provide direct support to campus principals, secretaries, and budget managers in planning, coding, budgeting, and monitoring Title I funds to ensure alignment with the Comprehensive Needs Assessment (CNA) and Campus Improvement Plans (CIP). District staff will conduct regular budget reviews, expenditure monitoring, and documentation checks to ensure all Title I funds are allocable, allowable, reasonable, and adequately documented, maximizing program impact and maintaining compliance with ESSA and EDGAR.

Strategy's Expected Result/Impact: Title I funds will be strategically allocated and monitored to ensure they are used in alignment with identified needs from the CNA and DIP/CIP. Improved budget accuracy and monitoring will maximize the program's impact on student achievement, ensure the equitable distribution of resources, and maintain compliance with federal regulations.

Staff Responsible for Monitoring: Grants Development/Management

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 11

Build and sustain beginning teacher mentoring and residency programs aligned to research-based best practices, with the primary goal of improving student outcomes through stronger teacher retention and effectiveness in the first three years.

Strategy's Expected Result/Impact: More effective beginning teachers in classrooms, fewer vacancies in critical subjects, and stronger, more consistent instruction that drives higher student achievement in priority tested areas.

Staff Responsible for Monitoring: Elementary Academics, Human Resources

Funding Sources: Title II ,

Formative Reviews

November	February	April	June

Strategy 12

Implement a comprehensive, district-wide family and community engagement program that notifies parents of their Right to Know of staff qualifications and provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth.

Strategy's Expected Result/Impact: Increased academic performance and student growth through strengthened home-school and community partnerships that support continuous learning outside of the classroom.

Staff Responsible for Monitoring: Elementary Academics, Secondary Academics, Family and Community Engagement, Grants Dev.,Multilingual programs

Funding Sources: Title III , , Local, , Title I ,

Formative Reviews

November	February	April	June

Strategy 13

Provide targeted district and campus-level supports to increase student achievement, instructional support, learning opportunities, and student engagement and attendance.

Strategy's Expected Result/Impact: Improved teacher effectiveness and student achievement.

Staff Responsible for Monitoring: Grants Development/Management

Funding Sources: Title I ,

Formative Reviews

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Strategy 14

Implement a system of enhanced monitoring and targeted support for campuses where local improvement plans are fully implemented, including district-led progress checks, leadership coaching, and required submission of implementation evidence.

Strategy's Expected Result/Impact: Improved performance for D-rated campuses and identified student groups in the Closing the Gaps domain, achieved through stronger accountability, timely interventions, and consistent use of evidence-based practices at each campus.

Staff Responsible for Monitoring: Executive Directors of Leadership

Funding Sources: Title I ,

Formative Reviews

November	February	April	June

Strategy 15

Develop and implement a system to strengthen positive school climates and improve student safety, well-being, engagement, and access to supportive learning environments through strategic leadership, coordination, and oversight of the districtwide programs and supports.

Strategy's Expected Result/Impact: Improved school climate, student safety, well-being, and engagement through increased access to coordinated supports and resources that promote positive, healthy, and supportive learning environments.

Staff Responsible for Monitoring: Director of IMPACT

Funding Sources: Title IV ,

Formative Reviews

November	February	April	June

Strategy 16

Provide targeted district and campus-level regional support through a Board Certified Behavior Analyst (BCBA),to build campus capacity by developing, implementing, and monitoring Tier 2 and Tier 3 behavior interventions aligned to MTSS.

Strategy's Expected Result/Impact: Students with behavioral needs will receive timely, evidence-based interventions that improve behavior, increase instructional time and attendance, and support improved academic outcomes, contributing to the reduction of D-rated campuses.

Staff Responsible for Monitoring: Executive Director of Special Education and Related Services and Assistant Director of MTSS

Funding Sources: Title IV ,

Formative Reviews

November	February	April	June

Strategy 17

Provide targeted district and campus-level support through the district's Student Engagement and Support Specialists to Implement an integrated attendance, student engagement, and dropout prevention system that leverages attendance data, multi-tiered interventions, and comprehensive leaver management to increase student presence, support academic achievement, recover disengaged students, and ensure accurate accountability reporting.

Strategy's Expected Result/Impact: Increased student attendance and academic performance through timely interventions; reduced chronic absenteeism and dropout rates through proactive student recovery efforts; and strengthened accountability through accurate identification, coding, and monitoring of leavers.

Staff Responsible for Monitoring: Student Engagement Administrator, Executive Director of Student Services

Funding Sources: Title IV ,

Formative Reviews

November February April June

Strategy 18

Provide targeted district and campus-level regional support through a Board Certified Behavior Analyst (BCBA), Registered Behavior Technicians (RBT's), instructional coaches, and behavior program specialists and coordinators to build campus capacity by developing, implementing, and monitoring Tier III behavior interventions.

Strategy's Expected Result/Impact: Students with behavioral needs will receive timely, evidence-based interventions that improve behavior, increase instructional time and attendance, and support improved academic outcomes, contributing to the reduction of D-rated campuses.

Staff Responsible for Monitoring: Executive Director of Special Education and Related Services, Director of Special Education

Funding Sources: IDEA-B, , Local,

Formative Reviews

November February April June

Strategy 19

Provide ongoing professional development focused on effective technology integration, blended learning, and data-driven instruction to strengthen teacher capacity through Digital Professional Learning.

Strategy's Expected Result/Impact: Greater implementation of high-quality blended learning strategies that promote student engagement, collaboration, differentiation, and personalized learning.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title I ,

Formative Reviews

November February April June

Strategy 20

Establish a district Learning Management System (LMS) as the centralized platform for delivering TEKS-aligned, high-quality curriculum, instruction, assessment, and professional learning to ensure consistent and equitable instruction across all campuses.

Strategy's Expected Result/Impact: Increased consistency and fidelity of curriculum implementation across all campuses through equitable access to TEKS-aligned instructional resources.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title IV ,

Formative Reviews

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Strategy 21

Build teacher capacity through targeted, professional learning that strengthens effective technology integration, data-driven instruction, and implementation of high-quality instructional practices.

Strategy's Expected Result/Impact: Increased teacher effectiveness and instructional consistency through the effective use of district digital tools, resulting in higher student achievement, accelerated academic growth, and improved campus accountability outcomes.

Staff Responsible for Monitoring: Executive Directors of Leadership, Elementary Academics, Secondary Academics, Multilingual Programs, Special Education and Related Services

Funding Sources: Title IV ,

Formative Reviews

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Strategy 22

The district will utilize Title IV, Part A funds to purchase allowable supplies and materials that support safe and healthy learning environments. Purchases will be based on campus needs assessments and aligned with district improvement priorities, with priority given to campuses demonstrating the greatest need.

Strategy's Expected Result/Impact: Will strengthen learning environments, the implementation of campus improvement strategies, and improve conditions that support increased student achievement.

Staff Responsible for Monitoring: Grants Development/Management

Funding Sources: Title IV ,

Formative Reviews

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Committees

Committees

DIP Committee Members

Members

First Name	Last Name	Position	Committee Role
Natalie	Cortez	Community Member	Community Member
Alejandro	Cardoso	Community Member	Community Member
Elizabeth	Fuentes	Community Member	Community Member
Justin	Campbell	Business Rep	Business Rep
Ashley	Sennett	Business Rep	Business Rep
Shelly	Hoffman	Business Rep	Business Rep
Amy	Dennis	Parent, Kimberlin/Austin Academy	Parent
Jason	McClellan	Parent, Luna ES	Parent
Stephane	Rovelo	Parent, Beaver ES	Parent
Natasha	Saunders	Parent, SHS	Parent
Stej	Sanchez	Parent, Sewell ES	Parent
Stephanie	Pyda	Parent, LCHS	Parent
Cindy	Rodriguez	Asst. Dir. of Student Services	Other Leader
Tobi	Schmidt	Exec. Direct of Leadership Elementary	Other Leader
Devonia	Maddox	Admin. Secondary Curriculum and Instruction	Administrator
Tiffini	Bruman	Admin. Elementary Curriculum and Instruction	Administrator
Anita	Gonzalez	Dyslexia Coordinator	Specialized Instructional Support Personnel
Robin	Balderson	Special Education Coordinator	Specialized Instructional Support Personnel
Renee	Kotsopoulos	Director of Health Services	Specialized Instructional Support Personnel
Ray	Winkler	Exec. Dir. Student Support & Specialized Services	Specialized Instructional Support Personnel

Dr. Darrin	Hemphill	Principal, GAEC	Principal
Kristy	Nolan	Principal, Coyle Tech	Principal
David	Gibbons	Principal, O'Banion MS	Principal
Stefani	Blackman	Principal, Abbet ES	Principal
Dr. Jennifer	Garcia	Principal, SGHS	Principal
Connie	Johnson	Secretary	Paraprofessional
Teressa	Johnson	Secretary	Paraprofessional
Yvette	Castillo	Secretary	Paraprofessional
Jagruti	Rana	Secretary	Paraprofessional

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1		--	$0.00
5	1	4		--	$0.00
5	1	5		--	$0.00
5	1	7		--	$0.00
5	1	8		--	$0.00
6	1	2		--	$0.00
6	1	3		--	$0.00
6	1	4		--	$0.00
6	1	5		--	$0.00
6	1	6		--	$0.00
6	1	7		--	$0.00
6	1	8		--	$0.00
6	1	9		--	$0.00
6	1	10		--	$0.00
6	1	12		--	$0.00
6	1	13		--	$0.00
6	1	14		--	$0.00
6	1	19		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$12,032,606.00
				+/- Difference	**$12,032,606.00**

Title II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2		--	$0.00

1	1	3	--	$0.00
1	1	4	--	$0.00
1	1	5	--	$0.00
1	1	6	--	$0.00
1	1	7	--	$0.00
2	1	1	--	$0.00
2	1	2	--	$0.00
2	1	3	--	$0.00
2	1	4	--	$0.00
2	1	5	--	$0.00
3	1	1	--	$0.00
3	1	2	--	$0.00
3	1	3	--	$0.00
3	1	4	--	$0.00
3	1	5	--	$0.00
4	1	1	--	$0.00
4	1	2	--	$0.00
4	1	3	--	$0.00
4	1	4	--	$0.00
4	1	5	--	$0.00
5	1	1	--	$0.00
5	1	2	--	$0.00
5	1	6	--	$0.00
6	1	1	--	$0.00
6	1	2	--	$0.00
6	1	3	--	$0.00
6	1	4	--	$0.00
6	1	5	--	$0.00
6	1	6	--	$0.00
6	1	11	--	$0.00

Sub-Total	$0.00
Budgeted Fund Source Amount	$1,725,117.00
+/- Difference	**$1,725,117.00**

Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2		--	$0.00
1	1	3		--	$0.00
1	1	4		--	$0.00
1	1	7		--	$0.00
3	1	1		--	$0.00
3	1	2		--	$0.00
3	1	3		--	$0.00
3	1	4		--	$0.00
4	1	1		--	$0.00
4	1	2		--	$0.00
6	1	4		--	$0.00
6	1	5		--	$0.00
6	1	12		--	$0.00

Sub-Total	$0.00
Budgeted Fund Source Amount	$1,619,305.00
+/- Difference	**$1,619,305.00**

Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4		--	$0.00
5	1	6		--	$0.00
6	1	15		--	$0.00
6	1	16		--	$0.00
6	1	17		--	$0.00
6	1	20		--	$0.00
6	1	21		--	$0.00
6	1	22		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,096,703.00
				+/- Difference	**$1,096,703.00**

LASO III - Instructional Leadership Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	$0.00
1	1	3		--	$0.00
1	1	6		--	$0.00
2	1	5		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$118,200.00
				+/- Difference	**$118,200.00**

Perkins V

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$515,757.00
				+/- Difference	**$515,757.00**

TEHCY

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7		--	$0.00
5	1	8		--	$0.00
5	1	9		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$29,449.00
				+/- Difference	**$29,449.00**

Local

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2		--	$0.00
1	1	3		--	$0.00
1	1	4		--	$0.00
1	1	5		--	$0.00
1	1	6		--	$0.00
1	1	7		--	$0.00
2	1	1		--	$0.00
2	1	2		--	$0.00
2	1	3		--	$0.00
2	1	4		--	$0.00
2	1	5		--	$0.00
3	1	1		--	$0.00
3	1	2		--	$0.00
3	1	3		--	$0.00
3	1	4		--	$0.00
3	1	5		--	$0.00
4	1	1		--	$0.00
4	1	2		--	$0.00

4	1	3	--	$0.00
4	1	4	--	$0.00
4	1	5	--	$0.00
5	1	1	--	$0.00
5	1	2	--	$0.00
5	1	3	--	$0.00
5	1	4	--	$0.00
5	1	5	--	$0.00
6	1	6	--	$0.00
6	1	12	--	$0.00
6	1	18	--	$0.00
			Sub-Total	$0.00
			Budgeted Fund Source Amount	$0.00
			+/- Difference	$0.00

IDEA-B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	1	18		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Garland ISD Improvement Plan Addenda: State and Federal Mandates

- Planning and Decision-Making (Achievement Indicators must be included)
- School District Peace Officers, School Resource Officers, and Security Personnel: CKE(LEGAL) & CKE(LOCAL)
- Discipline Management Programs; Sexual Harassment Policies: FO(LEGAL), FO(LOCAL), FFH(LEGAL), FFH(LOCAL) & FFH(EXHIBIT)
- Dating Violence Policies; Educational Materials and Resources: FFH(LEGAL) & FFH(LOCAL)
- Bullying Prevention Policies and Procedures: FFI(LEGAL) & FFI(LOCAL)
- Policies Addressing Sexual Abuse and Other Maltreatment of Children: FFG(LEGAL) & FFG(LOCAL)
- Trauma-Informed Care Policy: FFBA(LEGAL) & FFBA(LOCAL)
- Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention: FFB(LEGAL), FFB(LOCAL) & FFB(REGULATION)

Garland ISD Improvement Plan Addenda: State and Federal Mandates

Methods for addressing the needs of students for special programs:

a. Early mental health intervention and suicide prevention (District only - HB 1386)
b. Conflict resolution programs [TEC 11.252(3)(B)]
c. Drug and violence prevention and intervention [TEC 11.252(3)(B)]
d. Dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
e. Pregnancy-related services (TEA Addendum)
f. Provisions to improve services to gifted/talented (G/T) students (TEC 11.251-11.253)
g. Supplemental services to homeless students [20 USC 6313(c)(3)]
h. Transportation to foster students [ESSA 1112 (c)(5)(B)(i)]

- Discipline Management Programs; Sexual Harassment Policies: FO(LEGAL), FO(LOCAL), FFH(LEGAL), FFH(LOCAL), FFH(EXHIBIT)
- Bullying Prevention Policies and Procedures: FFI(LEGAL) & FFI(LOCAL)

Provide discipline Management Programs, including prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying or bully-like behavior in school, on school grounds, and in school vehicles. [TEC 11.252]

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Review discipline data to determine trends and develop appropriate training.	• Principal	• Training provided based on campus needs
2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyberbullying.	• Principal	• Decrease in cyberbullying incidents
3. School counselors will increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities through classroom instruction.	• School Counselor	• Decrease in bullying incidents
4. Encourage students, parents, or guardians to report acts of bullying. A student may submit an anonymous report. Parents or students may speak privately to any staff member to report an incident.	• Principal	• Information regarding reporting procedures was distributed to the parents
5. Teachers and staff members are trained in the GISD bullying reporting protocol.	• Principal	• Teachers attend training and are familiar with procedures

- Policies Addressing Sexual Abuse and Other Maltreatment of Children: FFG(LEGAL) & FFG(LOCAL)
- Trauma-Informed Care Policy: FFBA(LEGAL) & FFBA(LOCAL)
- Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention: FFB(LEGAL), FFB(LOCAL) & FFB(REGULATION)

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Student Success Coordinators will provide leadership for school improvement in the areas of climate, discipline management, and safety.	• Director of Student Services	• Support for campuses (Awareness)
2. Prepare age-appropriate instruction, counseling, and/or presentations to students in conjunction with drug awareness education information.	• Guidance & Counseling • School Counselors	• Student awareness is increased
3. Coordinate with the Garland, Rowlett, and Sachse Police Departments and/or other various local organizations to host community mental health promotion and substance abuse prevention events.	• Guidance & Counseling • School Counselors • School Resource Officers	• Coordination between organizations leads to increased awareness
4. The Guidance and Counseling department utilizes character education in schools as an avenue for providing instruction to students in the following areas, including, but not limited to: motivation to achieve, responsible decision-making, interpersonal skills, self-awareness, and kindness.	• Guidance & Counseling and School Counselor	• Character Education programs are implemented on campuses
5. Highly trained dyslexia therapists provide dyslexia therapy/instruction to students identified with dyslexia in K-12. Identified students will receive an appropriate dyslexia program, utilizing a curriculum based on student needs and delivered using multisensory methods that are systematic and sequential and meet the criteria of the Texas Dyslexia Handbook, 2018. The program used is implemented with fidelity as required by the curriculum and is provided four days/week for 60 minutes or five days/week for 45 minutes.	• Director of Special Education	• Dyslexia programs provide appropriate services to identified students

- Policies Addressing Sexual Abuse and Other Maltreatment of Children: FFG(LEGAL) & FFG(LOCAL)
- Trauma-Informed Care Policy: FFBA(LEGAL) & FFBA(LOCAL)
- Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention: FFB(LEGAL), FFB(LOCAL) & FFB(REGULATION)

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
6. Provide pregnant or parenting students access to parenting skills classes, as well as career training and job acquisition skills through a wide variety of Career and Technical classes offered in GISD.	• CTE	• Pregnant or parenting students can access necessary support services
7. Provide a childcare center specifically designed to care for the newborn infants until they are old enough to move to a regular child care setting.	• CTE	• Parenting students can return to school
8. Ensure that teachers of record for identified Gifted/Talented (G/T) students meet state-mandated training requirements and differentiate instruction to meet student needs as per the District's G/T service design.	• Principal • G/T Department	• Documentation in lesson plans, classroom walkthroughs
9. Provide homeless students with supplemental materials and services; school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	• District Homeless Liaison • Student Services Dept.	• Students are provided with supplemental materials and services
10. Provide transportation services to students in foster care.	• District Foster Care Liaison	• Students are provided with transportation services

Discipline Management Programs; Sexual Harassment Policies: FO(LEGAL), FO(LOCAL), FFH(LEGAL), FFH(LOCAL) & FFH(EXHIBIT)

- Dating Violence Policies; Educational Materials and Resources: FFH(LEGAL) & FFH(LOCAL)
- Bullying Prevention Policies and Procedures: FFI(LEGAL) & FFI(LOCAL)
- Policies Addressing Sexual Abuse and Other Maltreatment of Children: FFG(LEGAL) & FFG(LOCAL)
- Trauma-Informed Care Policy: FFBA(LEGAL) & FFBA(LOCAL)
- Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention: FFB(LEGAL), FFB(LOCAL) & FFB(REGULATION)

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Increase staff awareness and recognition of issues of maltreatment and sexual abuse of children through training that covers prevention techniques and options for affected students.	• Guidance & Counseling • School Counselor	• Staff are aware of child abuse recognition and reporting requirements
2. Provide training on methods for addressing the needs of students, including suicide prevention programs and early mental health intervention.	• Guidance & Counseling • School Counselor	• Staff are aware of methods for addressing mental health issues, including suicide prevention
3. Provide age-appropriate classroom instruction to educate students on suicide prevention, including warning signs and anonymous reporting procedures.	• Guidance & Counseling • School Counselor	• Student awareness is increased

- Sexual Harassment Policies: FO(LEGAL), FO(LOCAL), FFH(LEGAL), FFH(LOCAL) & FFH(EXHIBIT)
- Policies Addressing Sexual Abuse and Other Maltreatment of Children: FFG(LEGAL) & FFG(LOCAL)

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide instruction on conflict resolution/healthy relationships to all middle and high school students in an effort to engage, educate, and empower students to prevent unhealthy relationships and decrease teen dating violence.	• Guidance & Counseling • School Counselor	• Student and Staff awareness is increased
2. Counselors will provide counseling and/or refer students to local community agencies when the need arises.	• Guidance & Counseling • School Counselor	• Information is distributed to parents
3. Increase staff awareness and recognition of issues regarding teen dating violence and abuse of children through training that covers prevention techniques and options for affected students.	• Guidance & Counseling • School Counselor	• Staff are aware of child abuse recognition and reporting requirements

- Recruit and retain highly effective teachers and ensure that instruction will be provided by certified teachers, per district standards.

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	• HR	• Pools of candidates are created
2. Increase minority candidates for positions that more adequately reflect the student population.	• HR • Principal	• The number of minority candidates interviewed and hired increases
3. Provide ongoing training and development for mentors (current Project GOAL program).	• HR	• Training is provided for mentors
4. Principals assign a veteran teacher on the campus to "mentor" the first-time teachers. There are also additional mentor resources available at the district level.	• Principal	• First-time teachers are provided with an adequate level of campus and district support
5. During the school year, there are regular staff development activities scheduled for both first-year and veteran staff members.	• HR • Principal	• Staff development activities are held throughout the school year
6. Opportunities are provided for promotion within the district. The district actively encourages campus internships for teachers working on advanced degrees that require an internship as part of their coursework and for teachers who have been identified as leaders by their supervisors.	• HR	• The district promotes internal candidates

- Training for the Texas Behavior Support Initiative (TBSI) relating to the instruction of students with disabilities and designed for educators who work primarily outside the area of special education.

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Each campus has several members serving on a CORE Team (an administrator, a general education teacher, and a special education teacher are required).	• Principal • Special Education Department	• Each campus has a CORE team
2. CORE Team members must attend the Nonviolent Crisis Intervention (NVCI) training and complete the Texas Behavior Support Initiative (TBSI) modules.	• Principal • Special Education Department	• CORE team members attend training
3. CORE Teams will observe and provide support in a crisis.	• Principal • Special Education Department	• CORE team members can provide appropriate support

Strategies for providing information to students, teachers, counselors, and parents about:
1. Higher education admissions and financial aid opportunities,
2. TEXAS grant program,
3. Teach for Texas grant programs,
4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)]

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. The GISD website and Go Centers provide information about college and career planning, financial aid opportunities, career exploration, and other helpful information related to college and career.	• Guidance & Counseling	• Student advising contacts and participation in college and career events
2. Provide FAFSA/TASFA workshops to assist students and parents in understanding and completing the application for financial aid.	• Guidance & Counseling • School Counselor	• Students and parents complete the FAFSA
3. Scholarship announcements are made through the campus Go Centers and on the district website as they become available during the school year.	• Guidance & Counseling • School Counselor	• Students are made aware of scholarships and the website scholarship page is kept current and updated
4. Provide an opportunity for high school juniors, seniors, and their parents to meet with representatives from participating colleges and the military to discuss admissions.	• Guidance & Counseling	• A college fair is provided for students and parents

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

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide comprehensive staff development for school personnel so that they may recognize environmental, familial, economic, social, developmental, and psychosocial factors that may contribute to a student's failure to complete high school.	• Student Services • Student Engagement and Attendance (SEA) Teams	• Training provided
2. Provide appropriate in-school curricular and non-curricular programs and services to identify at-risk students and students who manifest recognized dropout predictors or characteristics.	• Campus Staff	• At-risk students participation in in-school curricular and non-curricular programs
3. Access available community media outlets to run an awareness campaign that publicizes the dropout problem and describes effective preventive techniques, programs, and services available.	• Student Services - Student Engagement and Attendance Team • Communications & Public Relations Team • Student Retention and Recovery Team	• Response data from media campaigns
4. Solicit support and encourage involvement from the community's diverse groups and organizations to reclaim and retain at-risk students. Develop a centralized system to collect, organize, maintain, and disseminate at-risk student data.	• Student Services - Student Engagement and Attendance Team • Student Retention and Recovery Team	• A centralized system is created and utilized for the dissemination of at-risk student data
5. Provide students with academic alternatives to dropping out through grade recovery, cycle recovery, credit recovery, online courses, summer school, and non-traditional options.	• MTSS Department • SEA Team • Campus Counselors	• Students who experience failure complete recovery efforts

- Include any coordinated school health activities and their evaluation in the campus improvement plan, as well as methods to ensure that students participate in the required physical activity and any other activity recommended by the School Health Advisory Council. [TEC 11.253(d3)(10)]

Strategy	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Qualified teachers use best practices when teaching physical activity. Structured physical activity is provided at least 135 minutes weekly for elementary students. Middle school students are required to complete a minimum of 225 minutes of physical activity every two weeks for four semesters.	• Principal	• Structured activities are included in the elementary master schedules for the required weekly minutes. Middle school students are enrolled in at least 4 semesters of physical education (or equivalent substitute)
2. Health services are provided to students by qualified professionals, including physicians, nurses, dentists, and other allied health personnel, both within the school and from the community, to assess, protect, and promote health.	• Nurse	• Clinic Services provide health services
3. School Nutrition Services offer students a variety of nutritious and appealing meals that accommodate the health and dietary needs of all students.	• Student Nutrition Services	• Students are served nutritious meals
4. Counselors provide services to students to enhance their mental, emotional, and social well-being, including individual and group counseling, as well as referrals.	• Guidance & Counseling • School Counselor	• Students are provided appropriate counseling services or are given referrals to services
5. Each elementary and middle school campus wellness team (physical education teacher, school nurse, administrator, cafeteria representative) creates a calendar detailing all of the coordinated school health activities during the school year.	• Principal • District Health/Physical Education Coordinator	• Campus CSH calendars are turned in to the Health/Physical Education Coordinator
6. Incorporate staff wellness on campus and promote District employee wellness activities throughout the year.	• Principal • Employee Wellness • Campus Wellness Teams	• Employee Wellness implements the District Health Improvement Plan, which includes activities and initiatives for employees throughout the year. Yearly evaluation and tracking

District Testing and Assessment Calendar

GISD Testing Calendar - Public Website

Migrant Education Program PFS/Migrant Plan of Action

Title I, Part C Migrant

Not Applicable. As per Region 10, Garland ISD does not have any migrant students.

Title I, Part A Program
62 Campuses

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.
Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.
Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.
Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.
Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.
Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Participate in training to ensure compliance with EDGAR requirements.	Title I: Task 1.1	• Director, Grants Dev./Mgmt.	• 100% compliance
2. Provide Title I documentation training and oversight to campus administrators and conduct campus audits as needed using the Title I Crate.	Title I: Task 1.1	• Director, Grants Dev./Mgmt.	• 100% compliance
3. Assist and support campus and district staff in correctly budgeting, monitoring, and documenting the use of Title I funds.	Title I: Task 1.1	• Director, Grants Dev./Mgmt.	• 100% compliance
4. Provide training for teachers in improving teaching and learning in the classroom (SAIL, Priority Campuses).	Title I: Task 1.1	• Academics • Executive Directors of Leadership	• Students improve their scores on state assessments
5. Provide timely, accurate, and disaggregated data reporting with targeted campus support to ensure that Title I schools use real-time information to implement and monitor evidence-based strategies that accelerate student achievement and close performance gaps.	Title I: Task 1.2	• RAAD	• Students improve their scores on state assessments

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.
Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.
Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.
Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.
Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Implement a robust summer learning program designed to close achievement gaps, provide targeted intervention, and extend enrichment opportunities to strengthen student readiness.	Title I: Tasks 2.1-2.6	• Director, Grants Dev./Mgmt. • Division of Academics	• Reduction in learning loss as evidenced by summer achievement data

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Deliver Targeted Instructional Leadership Training and Coaching for Priority Campuses: Provide leadership training and coaching, utilizing partners with an emphasis on data-informed practices, formative feedback protocols, and the development of culturally responsive collaboration and team-building skills.	Title I: Task 4.0	• Executive Director of Elementary Academics	• Improved school accountability ratings through enhanced instructional leadership and strategic data practices at high-need campuses

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Teachers will plan lessons and utilize materials and curriculum to provide rigorous instruction and performance-based assessment in ELA and Math.	Title I: Task 6.1	• Advanced Academics Admin	• Increased student achievement
2. Teachers will use supplemental curriculum and resources to provide additional support to non-traditional AP students.	Title I: Task 6.1	• Advanced Academics Admin	• Increased student achievement

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide resources to Homeless students –uniforms, transportation, school supplies, etc.	Title I: Task 7.1	• Student Services Administrator	• Students improve attendance and scores in state assessments
2. Provide transportation to students in Foster Care.	Title I: Task 7.2	• Student Services Administrator	• Students improve attendance and scores in state assessments

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Ensure compliance with ESSA requirements for PNP services.	Title I: Tasks 8.1, 8.2	• Director, Grants Dev./Mgmt.	• 100% compliance

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide targeted district and campus-level supports to increase student achievement, instructional support, learning opportunities, and student engagement and attendance.	Title I: Tasks 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.9	• Director, Grants Dev./Mgmt.	• Improved teacher effectiveness and student achievement

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.
Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Campus and district staff will attend training designed to improve professional learning in the district.	Title I: Tasks 10.1, 10.2	• Digital Learning Coordinator	• Improved integration of technology
2. Attend local, state, and national conferences to learn effective strategies and best practices for implementing technology in the classroom engagingly and innovatively.	Title I: Tasks 10.1, 10.2	• Digital Learning Coordinator	• Teachers will incorporate strategies into lesson plans
3. Provide training for teachers in improving teaching and learning through technology integration in the classroom.	Title I: Tasks 10.1, 10.2	• Digital Learning Coordinator	• Students are working collaboratively with peers, teachers, and experts in their communities and around the world, and can share their experiences

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Deploy a network of support involving organizations and higher education institutions to promote CCMR standards and postsecondary options in GO Centers, while fostering relationships that incorporate student survey feedback to enhance school climate and ensure initiatives are aligned with student needs and preferences.	Title I: Task 12.1	• Executive Director of Guidance & Counseling	• Increased understanding of CCMR standards and their importance for college and career readiness among students and families will lead to higher engagement in CCMR-related activities, resources at GO Centers, and improved postsecondary access

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.
Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.
Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.
Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.
Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.
Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide parents with information regarding ways to partner with the school and support the child's social, emotional, and academic growth. Including Parents' Right to Know.	Title I: Tasks 14.1, 14.2	• Program Facilitator	• 100% of campuses have a Parent Involvement Policy discussed and agreed upon by campus committee representatives and parents • An increased number of parents attending parent meetings, parent-teacher conferences, parent trainings, and parent volunteers from the previous

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.
Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.
Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.
Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.
Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.
Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
			school year
2. Attend local, state, and national conferences to learn effective strategies for engaging and supporting families.	Title I: Task 14.1	• Program Facilitator	• Parent and family engagement surveys reflecting increased participation or satisfaction following the integration of new strategies
3. Enhance school and family partnerships by prioritizing and developing strategies to address campus family engagement needs.	Title I: Tasks 14.1, 14.2	• Program Facilitator • Dir. of HR Systems	• Parent surveys • Culture and Climate Surveys

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school. This will be achieved by leveraging available resources, including Title I, Part A funds, to implement purposeful activities that foster school readiness and support a successful entry into the elementary learning environment.	Title I: Task 15.0	• Early Education Coordinator	• Reduction in Achievement Gaps • Increased Collaboration Among Stakeholders • Enhanced Family Engagement • Improved Early Academic Performance

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide targeted leadership development, strategic guidance, and accountability support for campus principals.	Title I: Task 19.1	• Chief Leadership Officer	• Increase in campus performance ratings and student achievement
2. Strengthen systems to remove barriers to learning, support at-risk students, and improve academic outcomes aligned to district improvement goals.	Title I: Task 19.2	• Executive Director, Student Services	• Increase in campus performance ratings and student achievement

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.
Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide teachers with support and deliberate language acquisition skills to build academic language in underserved classrooms across 8 schools.	Title I: Task 20.1	• SAIL Coordinator	• Increase in students reading on grade level in Pre-K through 3rd grade
2. Provide teachers with visual aids and hands-on literacy tools to enhance small-group instruction and accelerate foundational reading skills in Pre-K through 3rd grade.	Title I: Task 20.1	• SAIL Coordinator	• Increased student engagement and growth in small-group reading instruction
3. Supply classrooms and families with tools for interactive vocabulary development to support academic language acquisition and oral language practice.	Title I: Task 20.1	• SAIL Coordinator	• Improved student use of academic vocabulary during oral responses and written tasks, and measured on vocabulary components of literacy benchmarks

Title II, Part A Program

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide sustained mentoring for beginning teachers through structured one-on-one coaching, goal setting, and classroom support aligned to district instructional priorities.	Title II: Task 1.1	• Division of Academics • PD Specialists	• Teacher retention • Surveys
2. Fund substitute teachers to release beginning teachers for structured classroom observations of high-performing peers and mentor teachers.	Title II: Task 1.2	• Division of Academics • PD Specialists	• Teacher retention • Surveys
3. Implement district-led performance planning sessions where beginning teachers internalize curriculum, rehearse delivery with coordinators, and analyze assessment data.	Title II: Task 1.3	• Division of Academics • PD Specialists	• Student outcomes (DOLs, CBAs, Interims, STAAR)

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Leverage Region ESC offerings to provide ongoing professional development in content-specific pedagogy, classroom management, and compliance areas (e.g., federal program alignment).	Title II: Task 2.1	• Division of Academics • Library Media Services	• Attendance, • Professional Development Agendas
2. Leverage Region ESC offerings to provide ongoing professional development in content-specific pedagogy, classroom management, and compliance areas (e.g., federal program alignment).	Title II: Task 2.2	• Division of Academics • World Languages Coordinator	• Attendance, • Professional Development Agendas
3. Leverage Region ESC offerings to provide ongoing professional development in content-specific pedagogy, classroom management, and compliance areas (e.g., federal program alignment).	Title II: Task 2.3	• Division of Academics • Content Coordinators	• Attendance • Professional Development Agendas
4. Engage external consultants with expertise in instructional leadership and organizational development to provide targeted coaching for principals, assistant principals, and teacher leaders.	Title II: Task 2.4	• Executive Directors of Leadership	• Planning documents, campus, and student outcomes

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates Success
1. Design curriculum, lead professional learning, and provide ongoing campus-based coaching.	Title II: Task 4.1	• Division of Academics	• Student outcomes (DOLs, CBAs, Interims, STAAR)
2. Deploy paraprofessionals to assist and support district instructional programming that reinforces curriculum and instruction.	Title II: Task 4.2	• Division of Academics	• Student progress monitoring and assessment data showing improved student outcomes
3. Ensure compliance with ESSA requirements for PNP services.	Title II: Task 4.3	• Grants Development	• Compliance

Goal 1: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Reading Language Arts STAAR exams.
Goal 2: Increase the percentage of ALL third-grade students achieving 'Meets Grade Level' on 3rd-grade Math STAAR exams.
Goal 3: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on 6th-grade Reading Language Arts STAAR exams.
Goal 4: Increase the percentage of ALL sixth-grade students achieving 'Meets Grade Level' on Math STAAR exams.
Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.
Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Partner aspiring educators with experienced, effective mentor teachers for a full year of hands-on clinical training and co-teaching in a K–12 classroom.	Title II: Tasks 5.1, 5.2	• HR Coordinator	• Teacher candidates integrate more smoothly into the district's academic environment and school culture. This program enhances recruitment efforts by helping attract and retain a more qualified teaching workforce

Title II, Part A Program Prioritization of Funds

Title II, Part A funds are allocated to demonstrate prioritization to schools served by the LEA under Title I Section 1111 (d) and that have the highest percentage of low-income children.

Title III, Part A ELA Program

Goal 1: Increase the percentage of ALL third-grade students achieving "Meets Grade Level" on 3rd-grade Reading Language Arts STAAR exams.
Goal 3: Increase the percentage of ALL sixth-grade students achieving "Meets Grade Level" on 6th-grade Reading Language Arts STAAR exams.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Supplemental training opportunities to enhance instructional strategies.	Title III: Task 1.1	• Multilingual Program Director	• Emergent Bilingual students will demonstrate measurable growth in English proficiency across all language domains
2. Acquisition of supplies and materials that will improve the instruction of Emergent Bilingual Students.	Title III: Task 1.3	• Multilingual Program Director	• Improve academic outcomes for Emergent Bilingual Students

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide family, parents, and community engagement activities.	Title III: Task 2.2	• Multilingual Program Director	• An increased number of parents attending parent, family, and community outreach activities from the previous school year

Goal 1: Increase the percentage of ALL third-grade students achieving "Meets Grade Level" on 3rd-grade Reading Language Arts STAAR exams.
Goal 3: Increase the percentage of ALL sixth-grade students achieving "Meets Grade Level" on 6th-grade Reading Language Arts STAAR exams.
Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.
Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Region 10 Instructional practices package and Drawdown amounts for PNPs.	Title III: Task 3.1	• Multilingual Program Director	• Emergent Bilingual students will demonstrate measurable growth in English proficiency across the four language domains

Title III, Part A Immigrant Program

Goal 1: Increase the percentage of ALL third-grade students achieving "Meets Grade Level" on 3rd-grade Reading Language Arts STAAR exams.
Goal 3: Increase the percentage of ALL sixth-grade students achieving "Meets Grade Level" on 6th-grade Reading Language Arts STAAR exams.
Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.
Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Enhanced Curriculum supports embedding CBLI strategies that will meet the affective, cognitive, and linguistic needs of newcomers.	Title III: Task 4.1	• Newcomer Facilitator	• 100% of newcomers will receive enhanced linguistic support that extends beyond the standard service provided
2. Provide tutorials, mentoring, and academic or career counseling for immigrant children and youth.	Title III: Task 4.2	• Newcomer Facilitator	• Students will show measurable growth in English language proficiency
3. Provide family literacy, parent, family, and community outreach, and/or training activities designed to assist parents in becoming active participants in the education of their children.	Title III: Task 4.3	• Newcomer Facilitator	• An increased number of immigrant parents attending parent, family, and community outreach activities from the previous school year

Title IV, Part A Program

Goal 5: Increase the percentage of all graduates meeting College, Career, and Readiness (CCMR) standards.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Increase student access to and success in postsecondary pathways by providing individualized support in the areas of college admissions, workforce applications, financial aid, and scholarships.	Title IV: Task 1.1	• Executive Director of Guidance & Counseling	• College application and FAFSA submissions increase Postsecondary enrollment
2. Provide targeted district and campus-level supports to increase student achievement, instructional support, learning opportunities, and student engagement and attendance.	Title IV: Task 1.2	• Grants Development and Management • Executive Directors of Leadership	• Improved teacher effectiveness and student achievement
3. Implement Academic Success Services designed to provide supplemental, small-group, and individualized instructional support to students. These services will focus on strengthening mastery of core academic standards, increasing student engagement, and reinforcing classroom learning through aligned intervention practices.	Title IV: Task 1.3	• Grants Development and Management, • Executive Directors of Leadership	• Strengthened campus capacity to provide targeted, data-driven interventions that will increase student achievement

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide targeted PD to build staff capacity in Tier 2/3 interventions, behavior management systems, and intervention plan implementation.	Title IV: Task 2.1	• Assistant Director of MTSS	• Reduction in discipline incidents
2. Enhance parent and student engagement for At-Risk populations to address barriers to attendance, enrollment, and student success.	Title IV: Task 2.1	• Executive Director of Student Services	• Reduction in Leaver Numbers
3. Reduce chronic absenteeism by implementing consistent attendance monitoring and intervention systems across the district.	Title IV: Task 2.2	• Executive Director of Student Services	• Average Daily Attendance Percentage Increase • Truancy Reduction

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Improve students' academic achievement and digital literacy through the use of technology integration, and provide ongoing campus-based support.	Title IV: Task 3.1	• Division of Academics • Digital Learning Coordinator	• Student outcomes • Usage data

Goal 6: Eliminate all D and F-rated campuses.

Strategy	Funding	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Ensure compliance with ESSA requirements for PNP services.	Title IV: Task 4.1	• Director, Grants Dev./Mgmt.	• 100% compliance

Title I, Part A: LEA Program Plan

LEA Plan Requirement	Description
Timely and Meaningful Consultation	• The Garland ISD District Improvement Plan Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found in an addendum to the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are stored locally and made available upon request. • For the 2026-2027 school year, District Committee meetings are scheduled for at least 2 times per year. The district will consult with and seek input from committee members to monitor the District Improvement Plan. • The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA). The committee will utilize CNA results to update the 2026-2027 District Improvement Plan.
Coordination	• Garland ISD coordinates Title I, Part A resources with other federal, state, and local programs to maximize impact, eliminate duplication of services, and support student achievement. Coordination efforts include, but are not limited to, the following: ○ Title I, Part C - Migrant Education ○ Title II, Part A ○ Title III, Part A - English Learners ○ Title III, Part A - Immigrant ○ Title IV, Part A - Student Support Services ○ Individuals with Disabilities Act (IDEA) ○ Rehabilitation Act of 1973 ○ Strengthening Career and Technical Education for the 21st Century Act ○ Head Start Act ○ McKinney-Vento Homeless Assistance Act

LEA Plan Requirement	Description
Challenging State Academic Standards	• Implement TEKS-aligned HQIM to ensure rigorous, standards-based instruction ○ Goal 1, Strategy 1 (Reading HQIM) ○ Goal 2, Strategy 1 (Math HQIM) ○ Goal 3, Strategy 1 (Grade 6 Literacy System ○ Goal 4, STrategy 1 (Grade 6 Mathematics System • Develop literacy and numeracy frameworks and embed writing across the curriculum to deepen comprehension and critical thinking ○ Goal 1, Strategy 2 (Data-Informed Literacy Framework) ○ Goal 1, Strategy 4 (K–12 Writing Framework) ○ Goal 2, Strategy 2 (Targeted Numeracy Development Program) ○ Goal 3, Strategy 1 (Literacy Framework/Read-to-Learn/Writing Framework) • Conduct frequent assessments (formative, CBAs, STAAR 2.0 items, i-Ready) to monitor student progress and adjust instruction ○ Goal 1, Strategy 2 (Literacy assessments) ○ Goal 2, Strategy 3 (Numeracy assessments) ○ Goal 3, Strategy 1 (Curriculum Framework - Literacy assessments) ○ Goal 4, Strategy 1 (Curriculum Framework - Math assessments) • Provide professional development and instructional coaching to strengthen teacher practice and leadership capacity ○ Goal 1, Strategy 3 (Literacy HQIM, PLCs, data analysis and instructional practices) ○ Goal 1, Strategy 6 (Classroom observations, coaching and real-time feedback) ○ Goal 2, Strategy 4 (Math HQIM, PLCs, data analysis and numeracy practices) ○ Goal 2, Strategy 5 (Classroom observations, coaching, and real-time feedback) ○ Goal 3, Strategy 4 (Literacy curriculum internalization, PLCs, instructional coaching, and Align, Engage, Respond) ○ Goal 3, Strategy 5 (Literacy walkthroughs, leadership development, instructional coaching, and instructional drivers) ○ Goal 4, Strategy 4 (Math curriculum internalization, PLCs & Align, Engage, Respond) ○ Goal 4, Strategy 5 (Math walkthroughs, leadership development, instructional coaching, and instructional drivers)

LEA Plan Requirement	Description
	• Prepare students for advanced opportunities through Algebra I readiness, TSI preparation, and aligned CTE pathways ○ Goal 4, Strategies 1–2 (Algebra I/advanced mathematics readiness) ○ Goal 5, Strategy 1 (TSI Readiness) ○ Goal 5, Strategy 2 (CCMR Monitoring) ○ Goal 5, Strategies 3–5 (CTE, Postsecondary, ECHS/P-TECH Pathways)
Periodic Review and Revisions	• Garland ISD will review and, as necessary, revise the District Improvement Plan. Scheduled formative evaluations in the fall and spring will assess the effectiveness of the plan.

Title I, Part A Statutorily Required Descriptions Citation

Descriptor	Summary of Evidence in the DIP
1. How the LEA will monitor students' progress in meeting the challenging State academic standards by; ☐ Developing and implementing a well-rounded program of instruction to meet the academic needs of all students ☐ Identifying students who may be at risk for academic failure ☐ Providing additional educational assistance to individual students, the LEA or school determines who needs help in meeting the challenging State academic standards ☐ Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning	Garland Independent School District implements a coherent instructional and assessment framework that monitors student progress through Demonstrations of Learning (DOLs), curriculum checkpoints in every content area, Curriculum-Based Assessments (CBAs), STAAR Interim Assessments, STAAR, i-Ready diagnostics, and predictive data dashboards. These aligned measures provide timely evidence of student learning, identify students at risk of academic failure, and guide targeted interventions through campus PLCs and MTSS. Instruction is supported through district-designed literacy and mathematics frameworks, aligned curriculum resources, and responsive instructional practices to ensure every student receives the support needed to meet challenging state academic standards. **Goal 1, Strategies 1–3 & 6; Goal 2, Strategies 1–5; Goal 3, Strategies 1, 4 & 5; Goal 4, Strategies 1, 4 & 5; Goal 5, Strategies 1–2; Goal 6, Strategies 2–3, 6 & 13.**
2. How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers ☐ Low Income ☐ Minority	Garland Independent School District actively identifies and addresses disparities that may result in low-income and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. We implement targeted recruitment strategies to create pools of certified candidates in shortage areas to meet the needs of the district population. Garland ISD provides a comprehensive teacher development system designed to ensure equitable access to highly effective instruction for every student. Elementary and Secondary Teacher Development Teams provide aligned professional learning, instructional coaching, mentoring through Project GOAL, and districtwide support for new teachers. In addition, the district builds instructional capacity through Instructional Coaches, Instructional Support Teachers, mentor teachers, and campus leadership development to strengthen instructional practice and improve teacher retention. Priority campuses receive targeted improvement plans, high-frequency coaching, and differentiated support based on student performance and campus needs. **Addendum**
3. How the LEA will carry out its School Support and Improvement activities responsibilities	Garland Independent School District fulfills its school improvement responsibilities through a differentiated system of support for campuses identified for

Descriptor	Summary of Evidence in the DIP
	Comprehensive, Targeted, or Additional Targeted School Improvement. District teams conduct comprehensive campus needs and risk analyses to develop targeted improvement plans aligned to district instructional priorities. Support includes Instructional Coaches, Instructional Support Teachers, Support Teachers, campus leadership coaching, high-frequency instructional walkthroughs, PLC development, and implementation of district instructional drivers (Align, Engage, Respond). Progress is monitored through instructional evidence, assessment data, and ongoing coaching cycles to accelerate student achievement while ensuring effective use of federal resources. **Goal 6, Strategies 1, 3–5 & 14**
4. The poverty criteria that will be used to select school attendance areas	Garland ISD will ensure equitable allocation of Title I, Part A funds by using poverty criteria, including free and reduced-price meal eligibility, to identify and prioritize schools with the highest concentrations of economically disadvantaged students, thereby supporting educational equity and student success across all campuses. **Goal 6, Strategy 10; Title I, Part A Addenda for poverty eligibility criteria**
5. The nature of the programs to be conducted under Schoolwide and Targeted Assistance programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.	Garland Independent School District conducts Schoolwide programs across 62 campuses, with Title I-funded initiatives to improve instruction, interventions, and CCMR outcomes. We provide support services, including summer school, credit recovery, pregnancy-related services, and career training. **Goal 5, Strategies 1, 5–6; Goal 6, Strategies 2, 6 & 13; Title I, Part A Addenda**
6. The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.	Garland Independent School District provides comprehensive services to support the enrollment, attendance, and academic success of homeless children and youth in coordination with the McKinney-Vento Homeless Assistance Act. We ensure that students experiencing homelessness receive supplemental materials such as school supplies, clothing, and hygiene products. We also provide counseling, tutoring, credit recovery opportunities, and transportation assistance to help students remain in their school of origin when it is in their best interest. Our district's Homeless Liaison collaborates with the Student Services Department to ensure the timely identification, referral, and support of homeless students. These coordinated services are designed to remove barriers to education, ensure full participation, and promote academic achievement for students experiencing homelessness. **Addendum**

Descriptor	Summary of Evidence in the DIP
7. The strategy the LEA will use to implement effective parent and family engagement. Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.	The Garland Independent School District implements a comprehensive Parent and Family Engagement (PFE) strategy that emphasizes collaboration, communication, and culturally responsive practices to support student learning. We develop districtwide parent engagement initiatives that align with classroom instruction and provide families with tools to support at-home learning. These efforts include training sessions, academic workshops, and access to resources that help parents engage effectively in their children's education. We involve families in the planning and decision-making processes through participation in improvement committees and campus-based planning meetings. In addition, we provide opportunities for feedback through parent surveys and community forums. Our approach to family engagement is deeply rooted in our efforts to enhance school conditions and improve student outcomes, recognizing parents and families as vital partners in education. **Addendum**
8. If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.	Garland ISD supports successful transitions from early childhood through elementary and beyond by aligning instructional expectations, literacy development, and foundational learning experiences across grade spans. Early transition efforts emphasize school readiness, while district instructional frameworks continue building literacy, numeracy, and college and career readiness throughout a student's academic journey. Through coordinated curriculum, professional learning, and transition supports, the district ensures students develop the academic foundations necessary for long-term success. **Goal 6, Strategy 7**
9. How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program, will identify the eligible children most in need of services under Title I, Part A.	Garland Independent School District does not operate any Targeted Assistance programs under Section 1115 of Title I, Part A. Therefore, this descriptor is not addressed in the current plan.

Descriptor	Summary of Evidence in the DIP
10. How the LEA will implement strategies to facilitate effective transitions for students from **middle grades to high school** and from **high school to postsecondary** education, including, if applicable; ☐ Coordination with institutions of higher education, employers, and other local partners; and ☐ Increased student access to early college high school or dual concurrent enrollment opportunities, or career counseling to identify student interests and skills	Garland Independent School District implements a coherent College, Career, and Military Readiness (CCMR) system that prepares students for postsecondary success beginning in middle school. Through aligned instructional drivers, rigorous curriculum, embedded TSI readiness supports, coherent assessment systems, and real-time CCMR dashboards, students develop the academic skills necessary for college and career success. The district partners with higher education institutions, business and industry, and community organizations to expand Early College High School, P-TECH, dual credit, workforce certifications, and career exploration opportunities. Students receive individualized academic planning, transition supports, career advising, and access to programs of study aligned to high-wage, high-demand careers, ensuring every student graduates prepared for postsecondary education, military service, or the workforce. **Goal 5, Strategies 1–5**
11. How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, F19, which may include identifying and supporting schools with high rates of discipline, A19 disaggregated by each of the subgroups of A19.	Garland Independent School District is committed to equitable disciplinary practices and actively works to reduce the overuse of exclusionary discipline. We analyze discipline data disaggregated by student subgroups to identify patterns of disproportionality and implement targeted supports where necessary. We train staff in restorative practices and positive behavior interventions to foster inclusive, supportive learning environments. Additionally, we collaborate with campus leaders to implement behavior support strategies and monitor discipline trends district-wide to ensure all students have equitable access to instruction. **Addendum**
12. If applicable, how the LEA will support programs that coordinate and integrate; ☐ Academic and career and technical education content through coordinated instructional strategies, which may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. ☐ Work-based learning opportunities that provide students **with in-depth interaction with industry professionals** and, if appropriate, academic credit.	Garland Independent School District coordinates academic instruction and career readiness through a comprehensive CCMR system that integrates rigorous academics, Career and Technical Education, dual credit, Early College High School, P-TECH, TSI readiness, and work-based learning experiences. Academic and career pathways are supported through aligned curriculum, embedded college readiness instruction, coherent assessment systems, industry partnerships, programs of study, and workforce experiences that prepare students for high-demand careers and postsecondary success. Students have opportunities to earn industry-based certifications, college credit, and workplace experiences while developing the knowledge and skills necessary for lifelong success. **Addendum**

Descriptor	Summary of Evidence in the DIP
13. Any other information on how the LEA proposes to use funds to meet the purposes of this grant, and that the LEA determines appropriate to provide, which may include how the LEA will; ☐ Assist schools in identifying and serving gifted and talented students ☐ Assist schools in developing effective school library programs to provide students with an opportunity to develop digital literacy skills and improve academic achievement.	Garland ISD uses Title I resources to strengthen equitable access to high-quality instruction through district-designed curriculum, instructional materials, professional learning, digital literacy resources, library media services, Gifted and Talented identification and programming, supplemental academic supports, and targeted interventions for identified student groups. Funding also supports district improvement priorities through teacher development, instructional coaching, literacy initiatives, technology resources, and student support systems that expand opportunities for academic success and college, career, and military readiness. **Goal 5, Strategies 5–6; Goal 6, Strategies 13 & 19–21**

Statutorily Required Assurances

Assurance	Evidence in the District Improvement Plan and/or Addenda
1. Services for migratory children (Sec. 1112(c)(1))	**Title I, Part C Migrant Addendum:** Title I, Part C Migrant Education Program
2. Services for private school students (Sec. 1112(c)(2))	**Title I, Part A Addendum**: TASK 8. PNP (Region 10 cooperative membership; compliance evidence)
3. Participation in NAEP (Sec. 1112(c)(3))	Garland ISD is not selected by TEA to administer this test.
4. Coordination across programs (EL, SPED, migrant, homeless, etc.) (Sec. 1112(c)(4))	**District Improvement Plan:** Homeless Foster Care **Goal 6, Strategy 7** Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school. **Goal 6, Strategy 12** Develop and implement a comprehensive family and community engagement program that aligns with classroom instruction. **Addenda:** Title I, Part A Program Highly Effective Teachers
5. Foster care transportation & child welfare collaboration (Sec. 1112(c)(5))	**Title I, Part A Addenda:** Transportation to Foster Students TASK 7. Homeless and Foster Care
6. State certification of teachers & paraprofessionals (Sec. 1112(c)(6))	**Addendum:** Highly Effective Teachers (recruitment, mentoring, certification compliance)
7. Early childhood programs comply with the Head Start Act (Sec. 1112(c)(7))	**District Improvement Plan:** **Goal 6, Strategy 7** Facilitate the alignment and integration of early childhood education services to ensure children experience a seamless transition into elementary school.
8. Parents' Right-to-Know (Sec. 1112(e)(1))	**District Improvement Plan:**

Assurance	Evidence in the District Improvement Plan and/or Addenda
	Goal 6, Strategy 12 Implement a comprehensive, district-wide family and community engagement program that notifies parents of their Right to Know of staff qualifications and provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth. **Addendum:** TASK 14. Parental Involvement (parent compacts, policies)
9. Testing transparency (Sec. 1112(e)(2))	**Addendum:** District Test and Assessment Calendar
10. Outreach to parents of English learners (Sec. 1112(e)(3)(C))	**District Improvement Plan:** **Goal 6, Strategy 12** Implement a comprehensive, district-wide family and community engagement program that notifies parents of their Right to Know of staff qualifications and provides resources and strategies to support at-home learning aligned with classroom instruction and academic growth. **Addenda:** Title I, Part A

The Garland Independent School District
Title I, Part A Parent and Family Engagement Policy
2026-2027

Title I, Part A of ESSA provides federal funding to schools serving high percentages of students who qualify for free/reduced lunch. Sixty-two Garland ISD campuses receive Title I, Part A funds for additional teachers, support staff, technology, and supplemental learning resources. The campus and district Parent and Family Engagement Policies are developed with family/community input and reviewed annually.

I. Collaboration in Planning and Improvement

Garland ISD involves parents and community representatives in the District Improvement Plan through the Districtwide Educational Improvement Council (DEIC). The district also engages stakeholders in the annual review of the Title I, Part A Program Plan and District PFE Policy through the Parent Advisory Council (PAC), using discussion, survey data, and collaborative feedback to document and incorporate recommendations. Campus Improvement Teams include parents, community and business representatives, campus staff, and LEA personnel use stakeholder input, needs-assessment data, and family feedback to identify needs, select strategies, and update Campus Improvement Plans.

II. Support for Effective Parent and Family Engagement

Garland ISD provides campuses with training, collaboration, consultation, planning resources, and ongoing professional learning so engagement activities address identified needs and strengthen welcoming environments, consistent communication, meaningful participation, and school-family partnerships. The annual Title I PFE Survey is reviewed for trends and barriers, and campuses use family feedback to guide year-round events, volunteer and recognition opportunities, and other participation options, including at middle and high schools.

III. Building Family and School Capacity

GISD helps families understand standards, curriculum, assessments, and student progress through testing and assessment information, Skyward/district applications, progress reports, curriculum/course resources, meetings, workshops, and written communication; parent learning topics are selected from needs assessments, survey findings, and family feedback and may include student learning, parenting, literacy, technology, ParentSquare, and partnering with schools. With family input, GISD and Title I campuses train staff on valuing family contributions and working with parents as equal partners, recognize November as Family Engagement Month, and provide accessible communication through ParentSquare, text, email, apps, websites, or print with translation/interpretation based on family language needs and requests.

IV. Coordination with Parent Involvement Programs

Garland ISD coordinates with district departments, PTA/PTSA and other parent/student advocacy organizations, and community partners to connect families with information, engagement opportunities, and resources. Booster clubs and other parent organizations may receive campus support for activities aligned with procedures and student needs, and campuses may collaborate with local programs, after-school providers, and community organizations to expand family participation and enrichment opportunities when appropriate and allowable.

V. Community and Business Partnerships

GISD connects businesses and community organizations with identified district and campus needs through resources, expertise, volunteers, enrichment opportunities, referrals, and partnerships, including efforts to expand volunteer opportunities at the secondary level. Garland ISD communicates district goals and needs to stakeholders and uses family and community-partner feedback to inform future engagement efforts.

VI. Annual Evaluation

Garland ISD annually evaluates the District PFE Policy through the Title I PFE Survey and PAC review to identify participation barriers, communication needs, training interests, and opportunities to strengthen school-family partnerships. District staff review and share findings for action, use them to revise policy and guide communication, training, engagement, and partnership strategies consistent with district procedures and federal requirements, and document how stakeholder recommendations informed policy and program decisions.

Priority Campuses			Campus Programming	
Elementary		**Secondary**	**SAIL**	**GOLD**
Carver Caldwell Club Hill Couch Heather Glen- Montclair Pearson	Rowlett Shugart Southgate Stephens Williams	Bussey Coyle O'Banion Schrade South Garland	Cooper Ethridge Freeman Handley Heather Glen- Montclair Shugart Toler Williams	Club HIll Couch Pearson Rowlett Stephens Southgate Williams

Turnaround Plan	Targeted Improvement Plans (LASO)			Local Improvement Plans		
Secondary	**Elementary**		**Secondary**	**Elementary**		**Secondary**
Bussey	Daugherty Ethridge Lister	Northlake Rowlett Stephens	Sam Houston Schrade	Carver Caldwell Cooper	Dorsey Sewell	Coyle O'Banion

Prioritized Support and Programming

Priority Campus: Using the district risk-load analysis, identified priority campuses receive differentiated and direct support through the District Prioritized Plan.
Targeted Improvement Plan: The TIP is a state-monitored plan that uses diagnostic data, strategy alignment, prioritized resources, and frequent monitoring.
Turnaround Plan: The TAP intensifies targeted improvement through focused action, continuous improvement, aligned priorities, and ongoing monitoring.
LASO - Through a Targeted Improvement Plan, the TEA grant delivers tailored coaching, capacity-building training, and implementation support for both district and campus leadership.
Local Improvement Plans - Local Improvement Plans (LIPs) are campus-specific plans designed to address areas of low performance. A Campus Improvement Plan (CIP) can serve as a Local Improvement Plan (LIP) if it fully meets all specified requirements.

SAIL - Garland Sheltered Approach for Improved Literacy (SAIL) is a program designed to address the linguistic challenges early childhood students face, particularly those from economically disadvantaged backgrounds.

GOLD- The program provides intensive development and support to improve student outcomes across seven GISD elementary schools. Redesigned structures prioritize high-quality instruction via aligned schedules, staffing, and defined roles. Leaders receive job-embedded coaching and are held accountable to ensure effective implementation. Daily schedules include a 2nd teach and extension block to accelerate learning and deliver targeted support.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Michael Ruiz, Executive Director of Elementary Academics
Coleman Bruman, Executive Director of Secondary Academics

Subject: 2025-2026 HB3 Improvement Plans: Early Childhood Literacy & Math Proficiency (TEC §11.185) and CCMR (TEC §11.186)

Action Item

Executive Summary:

House Bill 3 (HB 3) added Sections 11.185 and 11.186 to the Texas Education Code, requiring districts to establish measurable plans for early childhood literacy, early mathematics, and college, career, and military readiness (CCMR). In Garland ISD, these requirements are embedded within Board Goals 1, 2, and 5, ensuring that the plans are integrated into the district's broader system for monitoring student outcomes. The updated plans are presented for trustee review and approval.

Appendices included in the Board Book:
1. Early Literacy Plan
2. Early Mathematics Plan
3. CCMR Plan

Administrative Recommendations:

Administration recommends approval.

Recommended Motion for Action Items:

Recommend to Approve the 2025-2026 HB3 Improvement Plans for Early Childhood Literacy, Math Proficiency, and CCMR.

Financial Impact and Funding Source:

N/A

Early Childhood Literacy Plan 2026-2027

Strategy	Action	Timeline	Resources	Responsible roles	Evidence of progress
PreK literacy instruction	Provide 120 minutes of daily literacy instruction through Frog Street, including read alouds, small groups, practice centers, and home connections. Use CIRCLE results to adjust instruction.	Daily; review at assessment windows	Frog Street; CIRCLE; manipulatives; PD	Elementary Academics; Early Learning; campus leaders; teachers; paraprofessionals	CIRCLE growth and kindergarten readiness indicators; instructional walkthroughs.
K–2 structured literacy	Provide 150 minutes daily for phonics, phonological awareness, vocabulary, fluency, and comprehension using K–2 i-Ready Foundations and GISD curriculum. Use phonics data for targeted regrouping and grade-specific professional learning.	Daily; periodic data and PD reviews	GISD curriculum; i-Ready Diagnostic; Foundations assessments; IST/ST coaching	Elementary Academics; ELAR/SLAR coordinators; campus leaders; IST/STs; teachers	i-Ready phonics and diagnostic results; Foundations assessments; walkthroughs; TELPAS when applicable.
Grade 3 reading support	Use Phonics for Reading for students with decoding needs during targeted WIN time. Protect grade-level text and comprehension instruction; analyze daily DOLs and CBAs to plan reteaching.	Daily; review by unit	GISD curriculum; Phonics for Reading; i-Ready; Edugence	ELAR/SLAR coordinators; campus leaders; IST/STs; teachers	DOLs, Checkpoints CBAs, i-Ready growth, Grade 3 STAAR Meets performance.

Garland Reads, Garland Leads	Extend classroom learning into home reading: PreK uses Frog Street Family Connection Letters and Frog Street At Home; K–2 sends home aligned phonics, decodable text, and fluency practice. Engage Grade 3 families in reading practice and campus literacy events. Offer family literacy support through librarians and campus teams.	Weekly home connections; events throughout year	Family letters; take-home materials; reading logs or tracking; library resources	Teachers; librarians; campus leaders; IST/STs; Early Learning and ELAR/SLAR teams	Family participation and event attendance; reading engagement and circulation; reading achievement measures. Track participation without using it as a substitute for achievement.
Data and campus support	Refine the PreK–3 literacy framework, curriculum, and priority planning. Use student work, phonics data, DOLs, and CBAs in PLCs; provide differentiated teacher learning, classroom walkthroughs, and in-the-moment IST/ST coaching. Coordinate specific PreK IST support as SAIL expands to seven GOLD campuses and continues at three campuses.	Ongoing; November, February, April, June reviews	Curriculum writing and PD time; PLCs; walkthrough tool; IST/ST training	Executive Directors of Elementary Academics and Leadership; Early Learning; ELAR/SLAR; campus leaders; IST/STs	Implementation evidence from planning and walkthroughs; assessment trends; coaching and PD participation.

Early Childhood Math Plan 2026-2027

Strategy	Action	Timeline	Resources	Responsible roles	Evidence of progress
PreK Math	Provide at least 60 minutes daily using Frog Street, including small groups and practice centers. Use CIRCLE results to plan responsive instruction.	Daily; review at assessment windows	Frog Street; My Math Academy; CIRCLE; manipulatives	Early Learning; elementary math coordinator; campus leaders; IST/STs; teachers; paraprofessionals	CIRCLE mathematics growth and observed alignment of instruction.
K–3 core instruction	Provide 90 minutes of daily structured mathematics: 60 minutes for fluency, application, concept development, and debrief or exit ticket; 30 minutes for small-group instruction. Use Eureka Math and the reimagined district scope and sequence. Begin lessons with fluency and allow practice within conceptual learning.	Daily	Eureka Math; GISD learning plans; manipulatives; i-Ready	Elementary Academics; math coordinator; campus leaders; IST/STs; teachers	Walkthrough evidence; lesson and exit-ticket work; DOLs, Checkpoints CBAs, i-Ready, Grade 3 STAAR.
Responsive numeracy and WIN	Use i-Ready for 45 minutes weekly during designated targeted practice. Provide teacher-led small groups, spiraled learning, and Tier 2/3 reteaching or extensions based on assessment evidence.	Weekly; adjust after data reviews	i-Ready Eureka Math; small-group resources	Math coordinator; campus leaders; IST/STs; teachers	i-Ready usage and growth; targeted fluency checks; DOL Checkpoints CBAs

Fluency and assessment	Teach foundational numeracy and automaticity, including multiplication facts in Grade 3. Use differentiated grade-level fluency checks and TEKS-aligned formative and common assessments to select next steps.	Daily fluency; periodic checks	District assessments; Edugence; fluency materials	Math coordinator; curriculum team; campus leaders; IST/STs; teachers	Fluency results, student work, DOLs, CBAs, and Grade 3 STAAR Meets performance.
Math leadership and access	Simplify learning plans and provide math content IST sessions, campus PLC support, collaborative walks, and feedback on explicit teaching. Embed sheltered language supports, visuals, and manipulatives in instruction.	Ongoing; November, February, April, June reviews	Curriculum and PD time; walkthrough tool; visuals and manipulatives	Executive Directors of Elementary Academics and Leadership; math coordinator; Multilingual Programs; campus leaders; IST/STs	PLC artifacts; coaching and walkthrough evidence; assessment trends, including TELPAS where relevant.

2026-2027 GISD CCMR Action Plan

Strategy Description	Timeline	Resources Needed	Person(s) Responsible
CCMR Board Goals			
Maintain or exceed CCMR Met for Accountability of 97% for the Class of 2027.	**Sept:** Set campus-level goals and review data **Dec:** Mid-year progress check **March:** Focused intervention plans for non-CCMR seniors **May:** Final CCMR evaluations	Campus goals, Campus CCMR plans & trackers, TSIA 2 prep and testing materials, IBC resources Monthly District and Campus Meetings EMC, Dallas County & Commit Partnerships	Executive Directors of Leadership and Secondary Academics CCMR Coordinator Campus Leadership
Increase TSI Met by Exam (TSIA2, SAT, and ACT) to 47% in both RLA and Math for the class of 2027.	**Sept-May:** Campus-based testing **Sept/Oct**: Test Prep & Testing Oct. 28 **March:** Test Prep & Testing on 30th **May:** Testing/Results Analysis	Streamlined Curriculum: English III, English IV, Algebra 1, Geometry, and Algebra II to support explicit instruction for college readiness. Academics Supports: TSI Teacher-Based Response Tools, Test Prep Recommendations for Supplemental Resources, SAT/ACT Resources	Executive Directors of Leadership and Secondary Academics Advanced Academics Department CCMR Coordinator Campus Leadership

GISD CCMR Goal			
Maintain or exceed 97% of 12th-grade students completing at least one application to a four-year university, two-year college, or trade/technical program. Maintain or exceed 87% of 12th-grade students completing three or more college applications.	**Sept:** District College Night, CCMR lessons, Highly Selective College Application Initiative **Oct-Dec:** TX Direct Admissions & ApplyTX College App Initiative **Jan:** Mid-year status check and Go Center interventions **April-May:** Final push for submissions	ApplyTX Counselor Suite, Common App/CM Tool, Go Centers	Guidance & Counseling Department Campus Leadership
Maintain an 85% FAFSA/TASFA submission rate among students while keeping opt-out rates below 15% to ensure fulfillment of graduation requirements.	**Sept:** Introduce students to FAFSA/TASFA concepts **Oct-Nov:** FAFSA ID initiative workshops **Jan-Mar:** FAFSA/TASFA application support, and family workshops facilitated **April- July:** Student follow-up, submission reviews, and summer melt advising	FAFSA/TASFA resources Go Centers	Guidance & Counseling Department Campus Leadership & Counseling Department
Increase IBC attainment among % 2027 CTE completers from 71% to 75% ~~Increase graduates who are CTE completers from 58% (% 2026) to 62%~~	**Sept:** CTE POS Awareness. Campus goal setting. Partnership in communication. **Nov:** Confirm testing calendar and prep **March:** IBC testing and input into Eduthings	CTE courses IBC testing resources IBC tracking dashboard	Executive Directors of Leadership CTE Department CTE Administrator CCMR

	May: Final review of IBC completions		Coordinator Campus Leadership
Increase the percentage of seniors who meet dual credit accountability criteria by 2%. Increase the percentage of seniors who graduate with ≥15 college credit hours by 2%.	**Sept:** DC Enrollment Check **Oct:** Student Progress Check **Jan:** Credits Check After Semester **Feb:** Enrollment recruitment **May:** Credits Check After Semester **June:** Summer Bridge	Textbook budget Dallas College Educational Partnerships teams	Advanced Academics Department CCMR Coordinator Campus DC Coordinator Campus Leadership
Increase Associate Degrees earned by 2%	**Sept:** Promote Dual Credit opportunities **Nov:** Check progress on credit hours **March:** Push for degree completions **May:** Degree review and reporting	Dallas College partnerships	Advanced Academics Department Magnet Department CCMR Coordinator Campus Dual Credit Administrator Campus Leadership
Increase the percentage of students earning a qualifying score on AP exams to 47%.	**Sept:** AP Targeted Study Plan, AP Enrollment Check **Nov:** Student Progress Check	AP study resources and Intervention plans	Advanced Academics Department CCMR

	March: Study Sessions **May:** AP Exam Administrations		Coordinator Campus AP Coordinator Campus Leadership
Maintain the number of students with special education services that graduate under advanced degree plans at 4%	**Sept:** Identify students for Advanced Degree Plans **Dec:** Mid-year transcript review **March:** Interventions for at-risk students **May:** Final transcript evaluations	Skyward, CTE courses, Graduation tracking system	Department of Student Support & Specialized Services Campus Leadership
Ensure 100% of enlisting graduates complete and submit the Military Enlistment Documentation (DD4) form.	**Oct-Dec:** Campus-based ASVAB testing **March- Apr:** Follow-up with enlistees **May**: Final submission of DD4 forms	Military recruiters, ASVAB testing, Counselors, senior check-out process	Counseling Department Campus Leadership

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October , 2026

Presented By: Dr. Michael Arreola, Assistant Superintendent of Leadership
Dr. Kristin Wolfkill, Executive Director of Leadership Development

Subject: Consider Approval of the Memorandum of Understanding (MOU) with The University of North Texas for a Partnership to Offer a Master's Degree program in Educational Leadership

Action Item

Executive Summary:

The administration seeks approval to enter into a Memorandum of Understanding (MOU) with The University of North Texas (UNT) to establish a partnership supporting the development of future school leaders in Garland ISD. Through the partnership, Garland ISD and UNT will collaborate to provide a master's degree pathway in Educational Leadership aligned with UNT's Master of Education in Educational Leadership and/or Principal as Instructional Leader certification requirements. The collaboration is intended to strengthen Garland ISD's leadership pipeline by developing highly qualified future leaders prepared to assume leadership roles within the district.

The MOU is attached (Exhibit A).

Administrative Recommendations:

It is the administration's recommendation to approve the MOU with The University of North Texas to partner with the university to design a Master's Degree program in Educational Leadership as presented to the Board of Trustees.

Financial Impact and Funding Source:

N/A

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(Exhibit A)

Memorandum of Understanding
Between
The University of North Texas and
The Garland Independent School District

Garland ISD Leadership Development Program

This Memorandum of Understanding ("MOU") is made by the University of North Texas ("University"), an institution of higher education of the State of Texas, and by Garland Independent School District ("Garland ISD") (individually "Party" and collectively "Parties"). This MOU sets forth the terms and conditions by which the Parties will collaborate to design a Master's Degree program in Educational Leadership, known as the Garland ISD Leadership Development Program("Program"), which will provide a unique opportunity to develop the future administrators ofGarland ISD.

The Program will be tied to the University's Master of Education Degree Plan ("M.Ed.") in Educational Leadership ("EDLE") and/or Principal as Instructional Leadership Certification Plan. The Program will align the specific needs and demands of Garland ISD's community while preserving the integrity of the University's academic requirements and the Texas Principal as Instructional Leader certification requirements. This collaboration will deepen the pool of highly qualified future leaders ready to assume leadership roles in the Garland ISD schools.

Therefore, in consideration of the mutual interests and covenants set forth herein, the Parties agree to collaborate on and design the Program subject to the following terms and conditions:

1. Term: This MOU shall begin on the Effective Date, shall continue for a period of three (3) years from such date, and thereafter will automatically renew from year-to-year unless sooner extended or terminated as permitted by this MOU.
2. Termination: This MOU may be terminated before the set period if general provisions are not met.
3. General Provisions:
    a. The University and the Garland ISD shall both designate a lead person on behalf of their respective organizations. All notices and communications related to this MOU shall be addressed to the respective lead.
    b. The Program will follow the existing University Educational Leadership course sequence (See Addendum 1).
        1. Participants must complete all required coursework and meet graduation requirements to earn the Master of Education Degree in Educational Leadership.
        2. Participants must complete all required coursework and certification

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requirements to earn the Principal as Instructional Leadership Certification.

c. The Program will incorporate curricular enhancements to engage participants in hands-on reinforcement activities and experiences that align to the specific needs and demands in Garland ISD into Program courses.

d. Garland ISD leaders will identify Garland ISD staff eligible to serve as University Graduate Adjunct Instructors for the Program. Identified Garland ISD staff must apply for instructor positions through the University's online faculty jobs website and must meet the requirements of University Graduate Adjunct Instructors to teach Program courses.

e. The University holds the responsibility and authority for selection, supervision, and evaluation of faculty. All faculty teaching for the Program shall meet the credentialing standards set by the University and in accordance with standards set by the Southern Association of Colleges and Schools Commission on Colleges.

f. At least 50% of the courses must be taught by UNT Full-time faculty.

g. Course curriculum, including course content, methods of delivery, methods of assessment and scheduled contact hours will adhere to all standards set by the University. Dr. Lisa Pedevilla, Master's Degree Facilitator, will coordinate with Graduate Adjunct Instructors on any adaptations to coursework, assignments, and projects to preserve the integrity of the degree and the certificate.

h. Garland ISD and the University Instructor assigned to a Program course will incorporate hands-on reinforcement activities and experiences as part of the Program that parallels the Program's coursework. Garland ISD will provide a space at a Garland ISD facility, at no cost to University, that is suitable for teaching Program content.

i. A minimum of 15 Garland ISD employees will be selected for the initial Program cohort scheduled to begin spring term 2027 and to be completed spring term 2028. In addition to the initial Program cohort, Garland ISD employees holding master's degrees but seeking Principal as Instructional Leader certification may be considered for participation in the courses.

j. If the Program cohort falls below 12 students, the University may combine the participants from the Program cohort with another group. Program participants will continue to engage in the hands-on reinforcement activities and experiences in Garland ISD.

k. The process for selecting Program participants may include Garland ISD panel interviews, obtaining recommendations from school leaders, and confirming the student meets or can meet all University admission requirements.

l. Selected participants must apply individually to the University, must meet all University requirements and timelines for admission, must enroll in courses, and pay all fees and tuition to the University of North Texas.

m. At its sole discretion, Garland ISD may partially fund the Program through district scholarships and/or reimbursement to participants. Garland ISD will administer

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these scholarships and reimbursements.

n. As University students, Program participants may continue their courses away from the Program, and apply for Department scholarships at the University, College of Education, and Teacher Education and Administration ("TE&A"), for which all graduate students are eligible.

o. The University's lead advisor and Garland ISD leadership will meet at least once a year to:

    1. Review Program processes;
    2. Monitor Program progress; and
    3. Discuss the potential to begin a new Program cohort.

p. The Program will be open to University professors and doctoral students interested in researching the Program's various aspects pending Garland ISD and UNT's Office of Research and Innovation approvals (including, where applicable, approval by the University's Institutional Review Board).

q. Funding: This MOU does not commit funds by either Party to the other Party. At the discretion of the TE&A Department Chair, departmental funds may be designated to facilitate or support selected projects, activities, instructor training, and/or curriculum enhancement efforts requiring a significant amount of time beyond normal course planning, implementation, and maintenance.

r. Amendment: This MOU may not be amended except by a document signed by authorized officials from the University and Garland ISD

GARLAND INDEPENDENT SCHOOL DISTRICT:

Darrell Dodds **Date**
Garland ISD
Chief Financial Officer

UNIVERSITY OF NORTH TEXAS

Signed by:
Dr. Lisa Pedevilla
26AB8CB3861241E...

Dr. Lisa Pedevilla, **Date**
University of North Texas
Master's Program
Coordinator,
Teacher Education & Admin

Signed by:
Albert Bimper
A9152FE7C4C74DD...

Dr. Albert Bimper Jr. **Date**
University of North Texas
Interim Provost and Vice President for Academic Affairs

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ADDENDUM 1

RECOMMENDED PROGRAM COURSE SEQUENCE: COHORT 1

With a Spring Start Date in January 2027

Garland ISD Cohort 1: Schedule includes 10 courses for the master's degree in Educational Leadership and 1 additional class for Principal as Instructional Leadership certification, EDLE 5730. (EDLE 5720 and EDLE 5730 make a full semester internship.)

Spring 2027		**Summer 2027**	**Fall 2027**		**Spring 2028**	
8 week 1	8 week 2	8 week 1	8 week 1	8 week 2	8 week 1	8 week 2
5330, Instructional Leadership 60% online, 40% Garland Location	5400 Management of School Resources 60% online, 40% Garland Location	5390 Campus Level School Law 100% online	5600 Critical Inquiry in Education 60% online, 40% Garland Location	5680 Administration of the K-12 Curriculum 60% online, 40% Garland Location		5650 Professional Development and Supervision 60%online, 40%Garland Location
		5630 Organizational Change and School Improvement 100% online	5620 Administration and Leadership for Student Educational Services 60% online, 40% Garland Location	5610 School Communications and Public Relations 60% online, 40% Garland Location		
			5720 Practicum 100% online		5730 Advanced Practicum 100% online	

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RECOMMENDED PROGRAM COURSE SEQUENCE: COHORT 2

With a Fall Start Date in August 2027

Garland ISD Cohort 2: Schedule includes 10 courses for the master's degree in Educational Leadership and 1 additional class for Principal as Instructional Leadership certification, EDLE 5730. (EDLE 5720 and EDLE 5730 make a full semester internship.)

Fall 2027		Spring 2028		Summer 2028	Fall 2028	
8 week 1	8 week 2	8 week 1	8 week 2	8 week 2	8 week 1	8 week 2
5600 Critical Inquiry in Education 60% online, 40% Garland Location	5680 Administration of the K-12 Curriculum 60% online, 40% Garland Location	5330, Instructional Leadership 60% online, 40% Garland Location	5400 Management of School Resources 60% online, 40% Garland Location	5390 Campus Level School Law 100% online		5650 Professional Development and Supervision 60%online, 40%Garland Location
5620 Administration and Leadership for Student Educational Services 60% online, 40% Garland Location	5610 School Communications and Public Relations 60% online, 40% Garland Location			5630 Organizational Change and School Improvement 100% online		
		5720 Practicum 100% online			5730 Advanced Practicum 100% online	

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources
Dr. Kishawna Wiggins, Director of Elementary Human Resources

Subject: Consider Approval of Lamar University Master Experiential Learning Agreement

Consent Agenda

Executive Summary:

An agreement between Lamar University and Garland ISD. The agreement shall commence on the Effective Date and shall be in effect for five (5) years unless terminated by either Party.

Presented to the Finance, Facilities and Operations Committee for review on October 6, 2026.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the Lamar University Master Experiential Learning Agreement

Financial Impact and Funding Source:

N/A

Contract Number: 734-2026-AA-005807
Start Date: Tuesday, August 18, 2026
End Date: Sunday, August 17, 2031

LAMAR UNIVERSITY
MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

MASTER EXPERIENTIAL LEARNING AGREEMENT
BETWEEN
LAMAR UNIVERSITY
AND
GARLAND ISD

This Master Experiential Learning Agreement ("Agreement") is made and entered into on Tuesday, August 18, 2026 (the "Effective Date"), between Lamar University, an institution of higher education in the State of Texas and a component of The Texas State University System, ("University'), which is located at 4400 MLK Parkway, Beaumont, Texas 77710 and Garland ISD("Host Organization"), which is located at 501 S. Jupiter, Garland, Texas 75042. University and Host Organization shall be known collectively as "the Parties" and singularly as "a Party" or "the Party."

WHEREAS, University operates educator preparation programs approved by the Texas Education Agency ("TEA") that require students to complete field-based experiences and other supervised educational experiences as part of their preparation for educator certification;

WHEREAS, such educator preparation programs include, but are not limited to, Teacher Certification, Educational Diagnostician Certification, Principal Certification, Superintendent Certification, and School Counseling Certification;

WHEREAS, University desires to provide students enrolled in its educator preparation programs ("Students") with opportunities to complete field-based experiences, clinical teaching, internships, residencies, practicums, and other supervised educational experiences required by applicable educator preparation and certification requirements (collectively, "Experiential Learning Experiences"); and

WHEREAS, Host Organization desires to cooperate with University in providing Students with appropriate Experiential Learning Experiences at locations operated or approved by Host Organization.

NOW THEREFORE, in consideration of the mutual promises and obligations contained herein, the Parties agree as follows:

ARTICLE 1 – TERM AND TERMINATION

(1) This Agreement shall commence on the Effective Date and shall be in effect for five (5) years, unless earlier terminated by either Party.

(2) Either Party may terminate this Agreement without cause at any time upon sixty (60) days written notice to the other Party.

(3) In the event that either Party terminates this Agreement, the Parties agree that no termination shall be effective with regard to Students currently participating or enrolled in an ongoing Experiential Learning Experience until such Students are allowed to complete any previously scheduled Experiential Learning Experiences then in progress at Host Organization. In such an event, all applicable provisions of this Agreement shall remain in force until the end of the Experiential Learning Experience.

(4) The University may terminate this Agreement effective upon delivery of written notice to the Host Organization, or at such later date as may be stated in the notice, if any license, permit, certificate or accreditation required of Host Organization by law, rule or regulation, or by the terms of this Agreement, is for any reason denied, removed, suspended, or not renewed.

ARTICLE 2 – RESPONSIBILITIES OF UNIVERSITY

University shall:

(1) Appoint a Program Liaison and timely inform Host Organization of the name, address, email address and phone number of said Program Liaison who will be available to assist Students and Host Organization personnel. The Program Liaison will be responsible for maintaining ongoing contact with Host Organization's designated representative.

(2) Provide the educational direction of the applicable educator preparation program, as well as the placement and preparation of Students through academic instruction and identification of educational objectives and applicable educator preparation and certification requirements. University shall direct the program in accordance with applicable federal and state law, Texas Education Agency requirements, accreditation standards, and University policies, and shall coordinate with Host Organization to provide Experiential Learning Experiences appropriate to each Student.

(3) Obtain from Host Organization the name, address, email address and phone number of Host Organization's designated representative and acquaint the designated representative with the objectives, requirements, and expectations applicable to the Student's Experiential Learning Experience.

(4) Ensure that each Student assigned to Host Organization pursuant to this Agreement is enrolled in the Program with the University.

(5) Recruit, screen, evaluate, select and assign to Host Organization only Students who have fulfilled all prerequisites for the applicable Experiential Learning Experience and provide Host Organization with information requested by Host Organization about the Student, to the extent not prohibited by the Family Educational Rights and Privacy Act (FERPA), U.S.C. § 1232g; 34 CFR Part 99, or other applicable state or federal law. Host Organization is not authorized to redisclose any FERPA or other protected information.

(6) If required by Host Organization, University shall notify Students of applicable placement requirements, which may include criminal background checks, fingerprinting, drug testing, orientation, identification, confidentiality requirements, safety training, or other reasonable screening or site requirements. Unless otherwise agreed in writing, University shall not be required to conduct such screening.

(7) Coordinate with Host Organization to determine the number of Students to be placed, the type and duration of each Experiential Learning Experience, required hours, placement location, and applicable supervision or certification requirements, and assign only the number of Students mutually agreed upon by Host Organization and University.

(8) Inform Students of their obligation to provide transportation, appropriate supplies, uniforms and health insurance, as applicable.

(9) Inform Students of their responsibility to adhere to all applicable administrative policies, rules, standards, schedules, and practices of Host Organization and University, and attend orientation as applicable.

(10) Upon notice and to the extent permitted by law, inform Host Organization of any circumstances concerning a Student that materially affect the Student's eligibility or ability to participate safely and appropriately in the Experiential Learning Experience.

(11) Upon notice, notify Host Organization of any complaint, claim, investigation, involving a Student, faculty or Host Organization representative or employee that is related to the Experiential Learning Experiences provided under this Agreement, to the extent permitted by law.

(12) Accept the overall responsibility for the education, evaluation, qualifications, and competency development of each Student and be solely responsible for the determination of a grade representative of the Student's performance in the placement using the evaluation and observation of the Host Organization Liaison as well as other objectives identified by the University.

ARTICLE 3 – RESPONSIBILITIES OF HOST ORGANIZATION

Host Organization shall:

(1) Designate a qualified Host Organization Liaison who will be available to assist University personnel and Students and maintain ongoing contact with University's designated representative. The Host Organization Liaison or other appropriately qualified personnel will provide or coordinate supervision of Students consistent with applicable educator preparation, certification, and placement requirements.

(2) Provide appropriate placement sites, personnel, and resources necessary to support Experiential Learning Experiences and provide Students with supervised learning opportunities consistent with agreed-upon learning objectives, skill and competency development, intended learning outcomes, and applicable educator preparation and certification requirements.

(3) Provide University's Program Liaison (or other designee) and Students, as necessary, with periodic performance information and tender an end-of-semester evaluation for Students.

(4) Immediately report any unsatisfactory conduct or performance of a Student to the University's Program Liaison.

(5) Permit designated faculty members the right to visit with Students and Host Organization liaisons/supervisors at Host Organization regarding the progress of Students participating in the Program at Host Organization.

(6) Provide Students with reasonable access to the facilities, resources, technology, and materials necessary to participate in the Experiential Learning Experience; provide appropriate supervision; and maintain a learning environment reasonably suited to the activities assigned to Students.

(7) Provide an atmosphere for learning that is supportive and free of discrimination based, on race, color, sex, sexual orientation, gender identity and expression, national origin, disability or age.

(8) Provide Students with information regarding policies and procedures of Host Organization, and with orientation experiences to ensure that Students will be able to meet the requirement of Host Organization.

(9) Maintain a reasonably safe environment for Students and inform Students of applicable emergency, safety, security, and incident-reporting procedures.

(10) Timely notify University in writing of any complaint, claim, investigation, or material concern involving a Student, faculty member, or Host Organization representative or employee that relates to an Experiential Learning Experience. Host Organization may request the immediate removal of a Student from a placement

when the administrator in charge determines that the Student poses a threat to the health, safety, or welfare of Host Organization's students, employees, clients, or other persons, or materially disrupts Host Organization operations. Host Organization has no authority to remove a Student from a University academic or certification program.

(11) Timely notify University if any approval, authorization, license, permit, accreditation, or other status material to Host Organization's ability to provide the Experiential Learning Experience is revoked, suspended, or placed in jeopardy, so that University may determine whether an alternate placement is necessary.

ARTICLE 4 – RESPONSIBILITIES OF THE PARTIES

The Parties mutually agree that:

(1) University and Host Organization will work together to coordinate appropriate Experiential Learning Experiences for Students and will provide, as applicable, supervision, observation, evaluation, documentation, and other support necessary to satisfy University and educator preparation requirements.

(2) University and Host Organization will consult as necessary to ensure that Experiential Learning Experiences are consistent with applicable Texas Education Agency requirements, educator certification standards, University program requirements, and agreed-upon learning objectives.

(3) University and Host Organization will meet as necessary to discuss issues of mutual concern and to make such suggestions and changes as are needed to achieve the objectives of the program.

(4) Neither Party's Students nor personnel shall be considered employees, agents, borrowed servants, partners, or joint ventures of the other Party. Nothing herein shall be construed to create a joint venture, partnership, association or like relationship between the parties. Neither Party will assume any liability under any law relating to Workers' Compensation for the other Party's employees or students performing under this Agreement. Students and faculty of University shall not be entitled to any monetary or other remuneration for services performed by them at the Host Organization arising out of their participation under this Agreement, nor will Host Organization or University have a monetary obligation to one another by virtue of this Agreement. Nothing in this Agreement is to be construed as transferring responsibility from one Party to another. Host Organization has the option to support the Experiential Learning Experiences of Student(s) through a financial stipend or other types of subsidies for housing, parking or meal costs. Such support is for the purpose of supporting the Experiential Learning Experience and will not constitute an employer-employee relationship between Host Organization and the Student or Host Organization and the University.

(5) Host Organization is not responsible for wages, social security taxes, medical insurance, hospitalization insurance, or workers' compensation insurance for Students. In the event a Student should, independent of this Agreement, be employed by Host Organization, this section and the preceding section shall not apply during the hours in which such Student is performing services as an employee of Host Organization.

(6) In the event of any dispute arising under or relating to this Agreement, the Parties shall make a good faith attempt to resolve such dispute by mediation on such terms as the Parties find acceptable. Each Party shall bear the costs of its own legal fees and expenses.

(7) If any situation arises that may threaten a Student's successful completion of the placement, the parties will discuss and attempt to reach a mutual agreement with the Student regarding options for completing, rescheduling or cancelling the placement.

(8) **TO THE EXTENT AUTHORIZED BY THE CONSTITUTION AND LAWS OF THE STATE OF TEXAS, EACH PARTY SHALL BE RESPONSIBLE FOR ITS OWN ACTS AND OMISSIONS AND THOSE OF ITS RESPECTIVE OFFICERS, EMPLOYEES, AND AGENTS IN CONNECTION WITH THE PERFORMANCE OF THIS AGREEMENT. NEITHER PARTY SHALL BE REQUIRED TO INDEMNIFY, DEFEND, OR HOLD HARMLESS THE OTHER PARTY, AND NOTHING IN THIS AGREEMENT SHALL BE CONSTRUED AS CREATING OR EXTENDING ANY LIABILITY OF EITHER PARTY BEYOND THAT PROVIDED BY APPLICABLE LAW. NOTHING IN THIS AGREEMENT CONSTITUTES OR SHALL BE CONSTRUED AS A WAIVER OF ANY SOVEREIGN OR GOVERNMENTAL IMMUNITY, DEFENSE, LIMITATION OF LIABILITY, OR OTHER PROTECTION AVAILABLE TO EITHER PARTY UNDER THE CONSTITUTION OR LAWS OF THE STATE OF TEXAS.**

(9) There shall be no unlawful discrimination in either the selection of Students for the Program or as to any aspect of their training or educational experience on the basis of race, color, national origin, religion, gender, age, veteran status, gender identity, sexual orientation, political affiliation or disability. In their execution of this agreement, all contractors, subcontractors, their respective employees, and others acting by or through them shall comply with all Lamar University and Texas State University System Policies and, all federal and state policies and laws prohibiting discrimination, harassment, and sexual misconduct. Any breach of this covenant may result in termination of this agreement.

ARTICLE 5 – GENERAL PROVISIONS

(1) The Parties agree that this Agreement will be construed by the laws of the State of Texas.

(2) In the event that legislation is enacted or regulations are promulgated or a decision of a court or administrative tribunal is rendered which affects or may affect the legality of this Agreement or adversely affect the ability of either Party to perform its obligations or receive the benefits intended hereunder, then, within thirty (30) days following notice, each party will negotiate in good faith an amendment to this Agreement which will carry out the original intention of the Parties to the extent possible in light of such legislation, regulation or decision, and each Party will execute such amendment. In the event that the parties cannot reach agreement on the terms and provisions of any such amendment within sixty (60) days following notice provided in this paragraph, this Agreement may be terminated upon not less than thirty (30) days' prior written notice of termination.

(3) The Parties agree not to use the other Party's name, likeness, images in any advertising, promotional material, press release, publication, public announcement or other media, oral or written, without the written consent of the other Party.

(4) The terms and conditions of this Agreement may be modified only upon mutual written consent of the Parties at any time.

(5) Any notice required or permitted under this Agreement shall be considered effective as of the date sent by certified mail, return receipt requested, as follows:

HOST ORGANIZATION:
Garland ISD
501 S. Jupiter
Garland, Texas 75042

UNIVERSITY:
Cynthia Dean, Director – Contract Services
Lamar University
P.O. Box 10003
Beaumont, TX 77710
Cynthia.dean@lamar.edu

(6) Neither Party may assign any rights or obligations under this Agreement without prior written consent of the

other Party. However, nothing herein prevents any Party from entering into other agreements and affiliations.

(7) Each Party represents that the execution of this Agreement has been duly authorized.

(8) If any part of this Agreement should be determined to be invalid, illegal, inoperative, or contrary to applicable law, statute, regulation, or University or Host Organization policies, that part of this Agreement shall be reformed, if reasonably possible, to comply with the applicable policies, provisions of law, statute, or regulation, and, in any event, the remaining parts of this Agreement shall be fully effective and operative insofar as reasonable possible.

(9) No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any other provision, unless in writing. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

(10) Neither Party shall be liable nor deemed to be in default for any delay or failure in performance under this Agreement or other interruption of service deemed resulting, directly or indirectly, from acts of God, acts of public enemy, war, accidents, fires, explosions, hurricanes, floods, failure of transportation, strikes, or other work interruptions by either Party's employees, or any similar cause beyond the reasonable control of either Party.

(11) This Agreement is entered into by and between the Parties hereto and for their benefit. Unless explicitly provided in this Agreement, there is no intent by either Party to create or establish third Party beneficiary status or rights in any third Party, and no such third Party shall have any right to enforce any right or enjoy any benefit created or established under this Agreement.

(12) This Agreement shall bind and benefit the respective Parties and their legal successors.

(13) This Agreement shall constitute the complete understanding of the Parties related to the subject matter contained herein and supersedes all prior agreements, proposals, or understandings, whether written or oral.

IN WITNESS THEREOF, this Agreement, in multiple originals, each of equal force, has been executed on behalf of the Parties hereto as follows:

HOST ORGANIZATION:	**LAMAR UNIVERSITY:**
Darrell Dodds Chief Financial Officer	Dr. Brett C. Welch Provost and Vice President for Academic Affairs

Note: Modification of This Form Requires Written Approval of the Texas State University System Office of General Counsel

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources
Dr. Kishawna Wiggins, Director of Elementary Human Resources

Subject: Consider Approval of University of Texas - Dallas Prep Residency Agreement

Consent Agenda

Executive Summary:

An agreement between University of Texas - Dallas and Garland ISD on behalf of both the Teacher Development Center, the UTeach Dallas program and Teacher Educator Preparation Programs at UTD. The agreement begins August 12, 2026, and ends May 28, 2027. It may be renewed or amended by mutual written agreement of the Parties.

Presented to the Finance, Facilities and Operations Committee for review on October 6, 2026.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the University of Texas – Dallas PREP Residency Agreement.

Financial Impact and Funding Source:

Each Party will act with fiduciary responsibility to ensure compliance with the PREP Program Allotment requirements.

PREP Residency Memorandum of Understanding: 2026–2027

This **Memorandum of Understanding** ("Agreement") is entered into as of the last date of signature by binding signatory of the parties(the "Effective Date"), by and between The University of Texas at Dallas, an institution of Higher Learning, a component of The University of Texas System, and an Agency of The State of Texas the "University"), and **Garland Independent School District** (hereinafter, "School System") and on the behalf of both the **Teacher Development Center** (TDC) the **UTeach Dallas program** (UTEACH DALLAS) Teacher Educator Preparation Programs at UTD. (hereinafter, "EPP").

1. Purpose

a) To facilitate a learning-centered partnership between the School System and the EPP in compliance with the Preparing & Retaining Educators through Partnership (PREP) Program Allotment.
b) To support a high-quality teacher residency that results in effective classroom practice and positive PK–12 student outcomes.

2. Authority & Citations

a) This Agreement is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.904, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

3. Term & Renewal

a) This Agreement begins on August 12th and ends on May 28th (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

4. Collaborative Goals

a) Provide Residents with professional instructional coaching and opportunities to engage in co-teaching throughout the clinical placement.
b) Ensure compliance with SBEC requirements for Residents seeking initial certification and with PREP Program Allotment requirements.
c) Establish and communicate compliance procedures associated with participation in PREP.

5. Shared Governance & Progress Monitoring of Program Quality

a) Cadence: The Parties will meet at least quarterly (minimum four meetings per academic year).
b) Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; EPP legal authority, residency program leadership, field supervision lead) and roles within the governance structure.
c) Scope: Parties agree to review current programmatic resident data, host teacher supports, and implementation needs to make just-in-time improvements.
d) Data-Sharing Framework: Establish processes to share non-identified School System performance data between the Parties for monitoring and evaluation of Resident preparation and effectiveness.

6. Recruitment

a) The Parties will collaborate to recruit candidates that meet the School System's greatest staffing needs and align with EPP admissions and program capacity.

7. Support for Residents

7.1 Communication & Cohort Management

a) Each Party will designate named personnel responsible for direct communication with and management of Residents; these responsibilities will be explicitly included in the personnel job descriptions.

7.2 Clinical Experience

a) Program design and site scheduling will ensure a minimum of 750 hours of co-teaching under the supervision of a qualified Host Teacher during the residency year.
b) Partners will identify processes and timelines to ensure Residents complete all required coursework and training for the Enhanced Standard Certificate, including—if needed—scheduled release time or designated professional learning periods.

7.3 Intervention & Support

a) The Parties will develop individualized support plans for Residents, as needed, with clear roles and responsibilities for both Parties.

7.4 Evaluation & Coaching

a) Formal Evaluation: Identify the evaluative tools, rubrics, and measures used to evaluate Resident progress and performance, and how data will be collected and communicated to all Parties.
b) Informal Coaching: Adopt a shared informal observation/walkthrough tool for coaching and progress monitoring, and calibrate on its use at least annually.

7.5 Observation Logistics

a) Data Collection & Dissemination: Ensure compliance with FERPA and School System policies in any collection, storage, or sharing of data.
b) Communication of Schedules & Results: Field Supervisors and/or EPP faculty will communicate observation schedules and results to designated School System personnel via email.
c) Campus Visit Procedures: EPP personnel will adhere to School System campus-visit procedures (e.g., check-in, scheduling, and observation protocols), which the School System will provide in writing and update as needed.

8. Support for Host Teachers

a) Collaborate to identify and select high-quality Host Teachers using agreed-upon criteria.
b) Training (2026–2027): The Parties will identify which entity is responsible for Host Teacher training in the 2026–2027 academic year and develop a plan to ensure quality training that meets SBEC requirements.
c) Ongoing Development: Define roles and responsibilities for ongoing Host Teacher development during the academic year, including observation and feedback of coaching practices.
d) Support/Reassignment Protocol: Implement a Host Teacher support and/or reassignment protocol.

9. Allocation of Costs & Resources

a) Each Party will act with fiduciary responsibility to ensure compliance with the PREP Program Allotment requirements.
b) Programmatic Costs: The Parties will develop a plan to address remaining programmatic costs necessary for effective implementation (e.g., quality field supervision, coaching calibration, materials).

10. Data Sharing & FERPA

11. The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing Residents to positively impact PK–12 student learning and for the continuous improvement of the EPP.

12. For purposes of the Family Educational Rights and Privacy Act (FERPA), the School System designates Ruth Johnson ("FERPA Designee") as a school official with a legitimate educational interest to the extent required to fulfill obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.

11. Additional School System Specific Obligations

a) Provide opportunities for Residents to attend School System- and school-level professional development.
b) Provide teacher residents access to District systems, curriculum, and instructional resources.
c) Supply facility resources (e.g., meeting space with furnishings and technology) to support partnership activities as available and appropriate.
d) Permit Resident video recording for licensure and professional development purposes in accordance with School System policy; obtain signed parental consent forms as required.

12. Additional EPP Specific Obligations

a) Comply with School System policies and procedures and ensure EPP instructors, Site Coordinators/Field Supervisors, and Residents are aware of these policies and procedures.
b) Assign qualified Field Supervisor(s) for teacher resident supervision and evaluation and ensure timely communications between the Parties.
c) Ensure compliance will all other requirements for teacher resident preparation pursuant to TAC chapter 228, Educator Preparation Program Requirements.
d) Maintain candidate records in accordance with applicable policies and laws.
e) Support candidates who fall below academic or professional standards through a documented improvement or growth plan.
f) Remove candidates from placement upon request of the District or when required by EPP policy or law.
g) Design differentiated preparation models responsive to District workforce needs, including accelerated.

13. Miscellaneous

13.1 Governing Law & Venue

a) This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts located in Dallas County, Texas, in any action arising out of or relating to this Agreement.

13.2 Termination

a) Except as otherwise provided, this Agreement may be terminated by either Party upon six (6) months' written notice. The Parties will use best efforts to allow sufficient opportunity for Residents to complete the year prior to the effective date of termination. Upon termination, the School System will notify appropriate Texas Education Agency staff of the termination of this Agreement.

13.3 Dispute Resolution

a) The dispute resolution process provided in Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business.

13.4 Sovereign Immunity

a) Nothing in this Agreement waives or otherwise affects UT Dallas's sovereign immunity to suit or to liability, and any claim against UT Dallas for breach of this Agreement is subject to and governed exclusively by Chapter 2260 of the Texas Government Code, which the Parties acknowledge does not itself waive that immunity.

13.5 Funding Contingency

a) The obligations of the Parties under this Agreement are contingent upon the continued availability of PREP Program Allotment funding. If that funding is reduced, eliminated, or not renewed, either Party may terminate this Agreement upon thirty (30) days' written notice to the other Party, notwithstanding the notice period in Section 13.2.

13.6 Notices

a) All notices required under this Agreement, including notice of termination under Section 13.2, shall be in writing and delivered to the addresses and contacts each Party designates in writing to the other. Notice is effective upon receipt.

If to If to **University**, Mail to **The University of Texas at Dallas**
School of Interdisciplinary Studies800 West Campbell Road
Richardson, TX 75080
Attn: Dr. Ruth Johnson, Director, Development Center
Email: ruth.johnson@utdallas.edu

With **Copy** to: **The University of Texas at Dallas**
Office of Contracts Administration
800 West Campbell Road
MS SP2 12.502
Richardson, TX 75080
Attn: Director, The Office of Contracts Administration
Email: oca@utdallas.edu.

If t **School System**, Mail to **Garland ISD**
501 South Jupiter
GARLAND, TX 75042
Attn: Kim Chapman, HR

13.7 State Auditor's Office

a) The School System understands that acceptance of PREP Program Allotment funds under this Agreement constitutes acceptance of the authority of the Texas State Auditor's Office to conduct an audit or investigation in connection with those funds, and the School System agrees to cooperate with any such audit or investigation.

13.8 Entire Agreement

a) This Agreement constitutes the entire understanding between the Parties concerning its subject matter and supersedes all prior discussions and agreements, written or oral, on that subject matter. No amendment is effective unless made in accordance with Section 3.

Signatures

IN WITNESS WHEREOF, the Parties to this Agreement, through their duly authorized representatives, have executed this Agreement and certify that they have read, understood, and agreed to its terms. This Agreement may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

The University of Texas at Dallas
(Read and Understood)

By:_____
Name: Dr. Tonja Wissinger
Title: Interim Dean, Interdisciplinary Studies
Date:_____

By: _____
Name: Dr. Mary Urquhart
Title: Director, UTeach Dallas, Department Chair, Science/Mathematic Education
Date: _____

By: _____
Name: Ruth Johnson
Title: Director, TDC/ Residency Program Leadership
Date: _____

Garland Independent School District
(Read and Understood)

By:_____
Name: Darrell Dodds
Title: Chief Financial Officer Garland ISD

Date:_____

The University of Texas at Dallas
(Binding Signatory)

By:_____

Name: Tina Thomas

Title: Contracts Manager

Date:_____

Garland Independent School District
Binding Signatory GISD

By:_____

Name: Darrell Dodds

Title: Chief Financial Officer Garland ISD

Date:_____

Attest:

By: _____
Name: Darrell Dodds

Title: Chief Financial Officer, GISD

Date: _____

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Dianna Casper, Executive Director of Purchasing
Tim Fears, Executive Director of Technology

Subject: Consider Approval of Purchase of Software (191-27-01)

Consent Agenda

Executive Summary:

This award will provide the district with a flexible and compliant solution for acquiring software to support campus and departmental operations as needs arise. Reviewed and approved by Tim Fears, Executive Director of Technology, Dianna Casper, Executive Director of Purchasing, and Darrell Dodds, Deputy Superintendent.

Presented to the Finance, Facilities and Operations Committee for review on October 6, 2026.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Software from the company, SHI Government Solutions, provides the best value to Garland Independent School District.

New Award - Replacement

Procurement Method: Cooperative Purchase Contract

Contract Term: One (1) year with three (3) annual renewal options

Recommended Motion for Action Items:

Move to approve Contract 191-27-01 Software as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $550,000

199 - General Fund

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Dianna Casper, Executive Director of Purchasing
Coleman Bruman, Executive Director Secondary Teaching and Learning

Subject: Consider Approval of Purchase of Instructional Software, Licensing Subscription, Hardware, and Services (397-26-06)

Consent Agenda

Executive Summary:

The Texas Education Agency (TEA) has modified the purchasing module of the Financial Accountability System Resource Guide to permit the use of an "Extended RFP Process". This process is different from the traditional RFP process as it affords districts the ability to accept, evaluate, and award proposals as they are received throughout the term of the agreement. The benefits of this process allow the district to be more responsive to unforeseen and unexpected events that require compliance with purchasing law. Along with the benefits, TEA has required internal controls to ensure the process is used properly.

1. Local policy will dictate which purchases require approval by the Board of Trustees - $150,000 or greater in accordance with CH Local.
2. Standard procurement process should be used when possible.
3. The Purchasing Department in conjunction with Committee(s) will establish guidelines to ensure all requirements listed in the Financial Accountability System Resource Guide are met. At a minimum, the following guidelines must be established:
    - Establish the categories in which responses will be received
    - Determine the frequency of reviewing and approving responses
    - Determine the criteria for accepting and rejecting responses
    - Review existing contracts to ensure the needs cannot be met with an existing contract.

By design of the extended RFP, we are adding additional vendors to continue creating a pool of awarded instructional technology vendors that have been approved and vetted for Garland ISD campuses and departments. This specific recommendation to award includes the addition of nine (9) new companies. Reviewed and approved by Coleman Bruman, Executive Director Secondary Teaching and Learning, Dianna Casper, Executive Director of Purchasing and Darrell Dodds, Deputy Superintendent.

Presented to the Finance, Facilities and Operations Committee for review on October 6, 2026.

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Instructional Software, Licensing Subscription, Hardware, and Services from the companies listed on Exhibit A provides the best value to the Garland Independent School District.

New Award – Replacement

Procurement Method: Request for Proposal

Contract Term: One (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve Contract 397-26-06 Instructional Software, Licensing Subscription, Hardware, and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: $350,000

199 - General Fund

Exhibit A

RFP 397-26-06 Instructional Software, Licensing Subscription, Hardware, and Services

The district solicited 1058 vendors and received 19 responses

*Denotes New Awards

Adeniran O. Dairo & Olapeju Rebecca Dairo*

Amplify Education Inc*

APlus Compsci LLC*

Chalk Talk Solutions Inc*

Classwork Co*

Clear K12 Inc

Constructed Learning LLC

Everway Holdco

IXL Learning Incorporated*

Learn ED LLC

Learning Farm LLC

Pearson Education Inc*

Radish Education Inc

Savvas Learning Company LLC

Rethink Autism Inc*

StudyStruct Inc*

The Learning Internet Inc

This is Language LTD

Zealot Interactive Inc

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Elisa Cordova-Long, Executive Director of Budget

Subject: Consider Approval of Budget Transfers and Amendments to the General Fund, Debt Service Fund and the Student Nutrition Services Fund for the 2026-2027 School Year

Action Item

Executive Summary:

This presentation details the budget transfers and amendments proposed for approval and their respective impact on the General Fund, Debt Service Fund and the Student Nutrition Services Fund.

Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Fund Budget.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the budget transfers and amendments as presented to the Board of Trustees.

Financial Impact and Funding Source:

N/A

GISD
GARLAND INDEPENDENT SCHOOL DISTRICT

Budget Transfers And Amendments
General Fund
Fiscal Year 2026-2027
October 27, 2026

	Original Budget	Revised Budget	Balance Neutral Transfers	Current Amendments Requested	Proposed Amended Budget
Revenue					
57 Local Revenue	$ 253,135,063	$ 253,139,045	$ -	$ -	$ 253,139,045
58 State Revenue	333,258,265	333,258,265			333,258,265
59 Federal Revenue	11,500,000	11,500,000			11,500,000
Total Revenues	**$ 597,893,328**	**$ 597,897,310**	**$ -**	**$ -**	**$ 597,897,310**
Expenditures					
11 Instruction	$ 367,706,970	$ 366,163,082	$ (38,504)	$ -	$ 366,124,578
12 Instructional Resources and Media Services	7,324,605	7,324,605			7,324,605
13 Curriculum Development and Instructional Staff Development	12,134,019	12,141,269	1,500		12,142,769
21 Instructional Leadership	8,576,340	8,576,340			8,576,340
23 School Leadership	36,158,707	36,159,007	18,541		36,177,548
31 Guidance, Counseling and Evaluation	30,031,976	30,031,976	3,155		30,035,131
32 Social Work Services	874,183	874,183			874,183
33 Health Services	10,312,170	10,311,670	(700)		10,310,970
34 Student Transportation	25,460,806	25,464,788			25,464,788
35 Food Service	619,751	456,146			456,146
36 Extracurricular Activities	13,533,801	13,536,531	(5,238)		13,531,293
41 General Administration	20,900,957	20,580,754	11,000		20,591,754
51 Facilities Maintenance & Operations	58,382,556	58,418,252	(7,762)		58,410,490
52 Security and Monitoring Services	13,561,756	13,567,492	18,154		13,585,646
53 Data Processing Services	16,068,922	16,541,734	654		16,542,388
61 Community Services	1,376,037	1,378,237	(800)		1,377,437
71 Debt Service - Principal on Long-Term Debt	1,380,000	2,265,604			2,265,604
72 Debt Service Interest on Long-Term Debt	-	-			-
73 Bond Issuance Cost and Fees	-	-			-
81 Facilities Acquisition and Construction	-	-			-
95 Juvenile Justice Program	20,000	20,000			20,000
99 Other Intergovernmental Charges	1,518,070	1,518,070			1,518,070
Total Expenditures	**$ 625,941,626**	**$ 625,329,740**	**$ -**	**$ -**	**$ 625,329,740**
Excess(Deficiency) Revenues Over(Under) Expenditures	**$ (28,048,298)**	**$ (27,432,430)**	**$ -**	**$ -**	**$ (27,432,430)**
Other Financing Sources / (Uses)					
7900 Other Financing Sources	$ -	$ -	$ -	$ -	$ -
8900 Other Financing Uses	$ -	$ 1,322,260	$ -	$ -	$ 1,322,260
Total Other Financing Sources / (Uses)	**$ -**	**$ (1,322,260)**	**$ -**	**$ -**	**$ (1,322,260)**
Net Change to Fund Balance	**$ (28,048,298)**	**$ (28,754,690)**	**$ -**	**$ -**	**$ (28,754,690)**

GARLAND INDEPENDENT SCHOOL DISTRICT

Detail of Budget Transfers And Amendments
General Fund
Fiscal Year 2026-2027
October 27, 2026

Expenditures

Budget Transfers	**Increase**	**Decrease**	**Net**
11 Instruction	$ -	$ 38,504	$ (38,504)
13 Curriculum Development and Instructional Staff Development	1,500		1,500
23 School Leadership	18,541		18,541
31 Guidance, Counseling and Evaluation	3,155		3,155
33 Health Services		700	(700)
36 Extracurricular Activities		5,238	(5,238)
41 General Administration	11,000		11,000
51 Facilities Maintenance & Operations		7,762	(7,762)
52 Security and Monitoring Services	18,154		18,154
53 Data Processing Services	654		654
61 Community Services		800	(800)
Total Expenditures	**$ 53,004**	**$ 53,004**	**$ -**

Notes:
Cross-functional balance neutral transfers.

GARLAND INDEPENDENT SCHOOL DISTRICT

Budget Transfers And Amendments
Debt Service Fund
Fiscal Year 2026-2027
October 27, 2026

	Original Budget	Revised Budget	Balance Neutral Transfers	Current Amendments Requested	Proposed Amended Budget
Revenue					
57 Local Revenue	$ 118,363,876	$ 118,363,876	$ -	$ -	$ 118,363,876
58 State Revenue	19,190,410	19,190,410			19,190,410
59 Federal Revenue					-
Total Revenues	**$ 137,554,286**	**$ 137,554,286**	**$ -**	**$ -**	**$ 137,554,286**
Expenditures					
71 Debt Service - Principal on Long-Term Debt	$ 96,955,000	$ 96,955,000	$ -	$ -	$ 96,955,000
72 Debt Service Interest on Long-Term Debt	45,032,021	45,032,021			45,032,021
73 Bond Issuance Cost and Fees	1,000,000	1,000,000			1,000,000
Total Expenditures	**$ 142,987,021**	**$ 142,987,021**	**$ -**	**$ -**	**$ 142,987,021**
Excess(Deficiency) Revenues Over(Under) Expenditures	**$ (5,432,735)**	**$ (5,432,735)**	**$ -**	**$ -**	**$ (5,432,735)**
Other Financing Sources / (Uses)					
7900 Other Financing Sources	$ -	$ -	$ -	$ -	$ -
8900 Other Financing Uses	$ -	$ -	$ -	$ -	$ -
Total Other Financing Sources / (Uses)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Net Change to Fund Balance	**$ (5,432,735)**	**$ (5,432,735)**	**$ -**	**$ -**	**$ (5,432,735)**

GARLAND INDEPENDENT SCHOOL DISTRICT

Budget Transfers And Amendments
Student Nutrition Services Fund
Fiscal Year 2026-2027
October 27, 2026

	Original Budget	Revised Budget	Balance Neutral Transfers	Current Amendments Requested	Proposed Amended Budget
Revenue					
57 Local Revenue	$ 3,555,000	$ 3,555,000	$ -	$ -	$ 3,555,000
58 State Revenue	185,000	185,000			185,000
59 Federal Revenue	37,728,698	37,728,698			37,728,698
Total Revenues	**$ 41,468,698**	**$ 41,468,698**	**$ -**	**$ -**	**$ 41,468,698**
Expenditures					
35 Food Service	$ 43,201,438	$ 43,201,438	$ -	$ -	$ 43,201,438
Total Expenditures	**$ 43,201,438**	**$ 43,201,438**	**$ -**	**$ -**	**$ 43,201,438**
Other Financing Sources / (Uses)					
7900 Other Financing Sources	$ -	$ -	$ -	$ -	$ -
8900 Other Financing Uses	$ -	$ -	$ -	$ -	$ -
Total Other Financing Sources / (Uses)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Net Change to Fund Balance	**$ (1,732,740)**	**$ (1,732,740)**	**$ -**	**$ -**	**$ (1,732,740)**

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Veronica Salgado Joyner, Executive Director of Research, Assessment, and Accountability
Jeremiah Oliphant, Executive Director of Leadership - Secondary
Tobi Schmidt, Executive Director of Leadership – Elementary

Subject: Targeted Improvement Plans and Turnaround Plans

Action Item

Executive Summary:

The purpose of this presentation is to provide the Board of Trustees with an overview of Garland ISD's Targeted Improvement Plans (TIPs) and Bussey Middle School's Campus Turnaround Plan (TAP) for the 2026–2027 school year. These plans align campus improvement priorities, district resources, and measurable milestones to strengthen instruction and improve student outcomes.

Eight campuses—Daugherty, Ethridge, Lister, Northlake, Rowlett, Stephens, Sam Houston, and Schrade—are required to develop and implement TIPs as a condition of participation in Learning Acceleration Support Opportunities (LASO) III school improvement grants. Schrade is also subject to state intervention requirements following its third consecutive D rating.

Bussey Middle School is required to prepare and submit a TAP because its Texas Education Agency (TEA) consecutive unacceptable performance count has reached two. The TAP outlines the changes the campus and district will make to improve performance.

At the October 27, 2026 meeting, the Board will hold a public hearing to receive comment on the plans before considering them for approval. The district will post the plans on its website before the hearing. Following Board approval, the plans will be submitted for the applicable TEA review and approval process.

Applicable statutory references: Texas Education Code §§39A.055, 39A.057–39A.058, and 39A.101–39A.104.

Administrative Recommendations:

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Administration recommends that the Board of Trustees approve the 2026–2027 Targeted Improvement Plans for the eight identified campuses and Bussey Middle School's Campus Turnaround Plan, following the public hearing. Upon approval, the district will submit the plans for applicable TEA review and implement them in accordance with grant and state accountability requirements.

Financial Impact and Funding Source:
N/A

GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: October 27, 2026

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources
Dr. Kishawna Wiggins, Director of Elementary Human Resources

Subject: Consider Approval of Region 10 ESC Mentorship Training MOU

Action Item

Executive Summary:

An agreement between Region 10 and Garland ISD on behalf of the Texas Mentorship Training and PREP-aligned implementation support in accordance with the Preparing and Retaining Educators through Partnerships Program Allotment. The agreement begins May 12, 2026, and ends June 30, 2027, unless terminated earlier in accordance with the provisions of this Agreement.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the Region 10 ESC Mentorship Training Agreement.

Financial Impact and Funding Source:

$500.00 per participant, per pathway

Docusign Envelope ID: AA0BF799-CA9F-895D-8010-CECA690036FE

Cover Sheet

PREP Mentorship Memorandum of Understanding (MOU): Garland ISD

This is the MOU for the 2026-2027 PREP Mentorship under which Region 10 will deliver the Texas Mentorship Training and PREP-aligned implementation support to the district in accordance with the Preparing and Retaining Educators through Partnerships (PREP) Program Allotment. This MOU was reviewed and approved by Dr. Sue Hayes, Chief Financial Officer.

Please review and sign.

Sep 11, 2026

Fabian Hypolite
Date
Program Coordinator, Instructional Support & Student Services
Region 10 ESC

Sep 14, 2026

Michael Milburn
Date
Director, Instructional Support & Student Services
Region 10 ESC

Sep 14, 2026

Ligia Curtis
Date
Budget Manager, Instructional Support & Student Services
Region 10 ESC

Docusign Envelope ID: AA0BF799-CA9F-895D-8010-CECA690036FE

PREP Mentorship Memorandum of Understanding

School Year(s): 2026–2027

This Memorandum of Understanding ("Agreement") is entered into by and between:

Garland Independent School District
("District" or "Garland ISD"), located at 501 S. Jupiter, Garland, TX 75042 and

Region 10 Education Service Center, a Texas Mentorship Training (TMT) Approved Provider ("Region 10 ESC" or "Provider"), located at 400 E. Spring Valley Road, Richardson, Texas 75081

(collectively referred to as the "Parties").

1. Purpose

The purpose of this Memorandum of Understanding (MOU) is to establish the terms and conditions under which Region 10 ESC, as a Texas Mentorship Training (TMT) Approved Provider, will deliver Texas Mentorship Training and PREP-aligned implementation support to the District in accordance with the Preparing and Retaining Educators through Partnerships (PREP) Program Allotment.

The PREP Program Allotment is designed to strengthen educator recruitment, preparation, mentorship, and retention by ensuring high-quality, standards-aligned mentoring for beginning teachers, thereby increasing instructional effectiveness and long-term workforce stability.

2. Authority and Statutory Alignment

This Agreement is intended to satisfy PREP partnership requirements and is authorized under applicable state law, including but not limited to:

- **Texas Education Code (TEC)** §21.458 – Mentor qualifications and requirements
- **TEC** §21.907 – PREP Mentorship Program
- **TEC** §48.157 – PREP Allotment
- Applicable provisions of the **Texas Administrative Code (TAC)**, including **TAC** §153.1305

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This Agreement aligns with guidance issued by the Texas Education Agency (TEA) regarding PREP-funded mentorship implementation and reporting.

3. Definitions

For the purposes of this Agreement, the following definitions apply:

- **Beginning Teacher**: An educator in their first or second year of classroom teaching, as defined by TEC.
- **Mentor**: An experienced, qualified educator assigned to support a beginning teacher in accordance with state requirements.
- **PREP Program**: The Preparing and Retaining Educators through Partnerships Program Allotment.
- **Texas Mentorship Training (TMT)**: A TEA-approved, evidence-based mentor training program required for PREP implementation.
- **TMT Program Manager**: The District designated individual responsible for coordination and compliance of the PREP Mentorship Program.
- **Pathway 1**: Mentoring Educators.
- **Pathway 2**: District and Campus Leaders.

4. Scope of Services

4.1 Region 10 ESC Responsibilities

Region 10 ESC agrees to:

1. Serve as the District's **Texas Mentorship Training (TMT) Approved Provider** for the term of this Agreement.
2. Collaborate with the District designated TMT Program Manager to plan, schedule, and deliver **TMT-required mentor training and PREP-aligned implementation support**, primarily in person unless otherwise agreed.
3. Conduct **periodic implementation check-ins** with the District to monitor progress, identify challenges, and ensure fidelity to PREP program requirements.
4. Deliver training sessions as follows (unless modified by mutual written agreement):
    - **Five (5) in-person mentor training sessions (Pathway 1, a total of 24 hours)**
    - **Four (4) in-person leadership design or training sessions (Pathway 2, a total of 16 hours)**
5. Participate in District or campus site visits when requested or coordinated by the **TEA PREP Team**.
6. Utilize TEA-approved tools and processes to collect non-identifiable evidence and artifacts related to:
    - Beginning teacher effectiveness and retention; and
    - Mentor effectiveness and program quality.

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4.2 Garland ISD Responsibilities

Garland ISD agrees to:

1. Designate a qualified **TMT Program Manager** to serve as the primary point of contact and to ensure alignment between PREP goals, District initiatives, and Region 10 ESC services.
2. Ensure that all mentors and applicable district and campus leaders:
    - Participate fully in required training sessions; and
    - Complete all required assignments, deliverables, and evaluations.
3. Schedule a minimum of **twelve (12) documented hours per semester** of mentoring activities between mentors and beginning teachers.
4. Designate protected time within the instructional day for mentoring activities, including observation, feedback, and coaching cycles.
5. Provide appropriate release time for mentors and beginning teachers to participate in mentoring activities.
6. Collect, maintain, and submit data and documentation requested by Region 10 ESC and/or TEA to support PREP monitoring, compliance, and reporting requirements.

5. Term of Agreement

This MOU shall become effective on **May 12, 2026,** and shall remain in effect through **June 30, 2027**, unless terminated earlier in accordance with the provisions of this Agreement.

6. Payment and Invoicing

The cost for services under this Agreement shall be **$500.00 per participant, per pathway**, unless otherwise specified in writing.

Payment terms:

- Services delivered between **May 1, 2026, and August 31, 2026,** shall be invoiced no later than **November 30, 2026**
- Services delivered between **September 1, 2026, and April 30, 2027,** shall be invoiced no later than **May 31, 2027**
- Payments are due within **thirty (30) days** of receipt of the invoice and are subject to **Texas Government Code §2251.021**.

Participant counts shall be finalized as follows:

- **Pathway 1 (Mentoring Educators):** Based on attendance on the second day of required mentor training.
- **Pathway 2 (District and Campus Leaders):** Based on attendance at Design Session 2.

Region 10 ESC shall issue itemized invoices reflecting actual participation.

Docusign Envelope ID: AA0BF799-CA9F-895D-8010-CECA690036FE

7. Cancellation and Rescheduling

7.1 Inclement Weather or Unforeseen Circumstances

In the event a scheduled session must be canceled due to circumstances beyond the control of either Party, the Parties shall collaborate in good faith to reschedule the session.

7.2 Rescheduling

Rescheduled sessions shall occur within **thirty (30) calendar days** of the original scheduled date when feasible.

7.3 Unresolvable Cancellations

If a session cannot be rescheduled due to circumstances attributable to the District, the District may forfeit associated fees in accordance with Region 10 ESC's standard fee structure.

7.4 Provider-Initiated Cancellations

If Region 10 ESC initiates a cancellation and the session cannot be rescheduled, Region 10 ESC shall refund the applicable portion of fees within sixty (60) days.

7.5 Notice Requirements

Except in emergencies, ten (10) business days' written notice is required for cancellations. Any outstanding payments for services previously rendered will be collected within sixty (60) days of cancellation.

8. Reporting, Publicity, and Data Use

Garland ISD grants Region 10 ESC permission to use the District's name, logo, and non-identifiable media artifacts (including photographs, videos, and aggregated survey data) collected during PREP-related activities for:

- TEA reporting and compliance;
- Program evaluation and improvement; and
- Professional or grant-related documentation,

in compliance with applicable state and federal laws, including FERPA.

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9. Termination

Either Party may terminate this Agreement for material breach by providing thirty (30) days' written notice to the non-breaching Party. The non-breaching Party shall have ten (10) days to cure the breach. If the breach is not cured, termination shall become effective at the conclusion of the notice period. Any outstanding payments for services previously rendered will be collected within sixty (60) days of termination.

10. Amendment

This Agreement may be amended only by a written agreement signed by authorized representatives of both Parties.

11. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas. Venue shall lie exclusively in state or federal courts located in **Dallas County, Texas**.

12. Entire Agreement

This Agreement constitutes the entire understanding between the Parties and supersedes all prior or contemporaneous agreements, representations, or understandings related to the subject matter herein.

13. Signatures

Region 10 Education Service Center

Authorized Signature:  Michael Milburn (Sep 14, 2026 07:29:45 CDT)

Name: Michael Milburn

Title: Director, Instructional Support & Student Services

Date: Sep 14, 2026

Garland Independent School District

Authorized Signature: _____

Name: Darrell Dodds

Docusign Envelope ID: AA0BF799-CA9F-895D-8010-CECA690036FE

Title: Deputy Superintendent

Date: _____

Attachments (as applicable)

- **Exhibit A:** Mentor Training Scope and Sequence
- **Exhibit B:** District and Campus Leader Training Overview

Docusign Envelope ID: AA0BF799-CA9F-895D-8010-CECA690036FE

Region 10 ESC
www.region10.org

TEXAS MENTORSHIP TRAINING

Exhibit A

Pathway 1 - Mentoring Educators
Texas Mentorship Training (TMT) Scope and Sequence

Purpose

Pathway 1 supports the preparation and ongoing development of mentor teachers in accordance with the **Texas Mentorship Training (TMT)** requirements and the **Preparing and Retaining Educators through Partnerships (PREP) Program Allotment**. Training focuses on building mentor capacity to support beginning teachers through evidence-based mentoring practices, aligned coaching cycles, and reflective feedback.

Training Format

- Delivery Mode: Primarily **in person** (unless otherwise agreed in writing)
- Audience: **Designated mentor teachers**
- Duration: **Five (5) total training sessions** delivered over the PREP implementation year
- Minimum Training Expectation: Aligned to **TMT-required hours and competencies**

Scope and Sequence

Phase	Focus Area	Description
Phase 1	Foundations of Effective Mentoring	Introduction to PREP requirements, mentor roles and responsibilities, ethics of mentoring, and characteristics of effective mentoring relationships.
Phase 2	Beginning Teacher Needs & Adult Learning	Understanding the developmental needs of beginning teachers, principles of adult learning, and culturally responsive mentoring practices.
Phase 3	Instructional Observation & Feedback	Training on non-evaluative observation techniques, evidence collection, and actionable feedback aligned to instructional goals.
Phase 4	Coaching Cycles & Reflective Practice	Implementation of structured coaching cycles, goal setting, reflection protocols, and progress monitoring.
Phase 5	Sustaining Mentorship & Program Impact	Strategies for sustaining effective mentor-mentee relationships, documenting mentoring activities, and aligning mentoring practices to district and PREP outcomes.

Key Deliverables and Artifacts

Mentor participants will be expected to:

- Attend all required training sessions
- Participate in guided discussions and scenario-based learning
- Engage in documented mentoring activities with assigned beginning teachers
- Complete required reflections, feedback tools, or implementation artifacts as defined by the Provider

Artifacts collected may include:

- Training attendance records
- Mentoring logs or hour documentation
- Reflection or feedback templates
- Aggregated survey or evaluation data

Outcomes

By the conclusion of Pathway 1 training, mentors will be able to:

- Implement high-quality, standards-aligned mentoring practices
- Support beginning teacher instructional growth and effectiveness
- Meet PREP and TMT compliance requirements
- Contribute to increased beginning teacher retention

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TEXAS MENTORSHIP TRAINING

Exhibit B

Pathway 2 - District and Campus Leaders
Texas Mentorship Leadership Training Overview

Purpose

Pathway 2 supports district- and campus-level leaders in designing, implementing, and sustaining a **PREP-aligned mentorship system that** ensures program fidelity, compliance, and impact. This pathway emphasizes systems, structures, and leadership actions that support effective mentor implementation.

Training Format

- Delivery Mode: **In-person leadership design sessions**
- Audience: District and campus administrators, instructional leaders, and PREP Program Managers
- Duration: **Four (4) leadership sessions** delivered across the PREP implementation year

Scope and Sequence

Session	Focus Area	Description
Session 1	PREP Mentorship Program Design	Overview of PREP requirements, allowable uses of funds, mentor eligibility, and leadership responsibilities.
Session 2	Systems, Structures, and Scheduling	Designing mentoring structures, protected time, documentation processes, and alignment with district initiatives.
Session 3	Implementation Monitoring & Support	Monitoring mentoring quality, supporting mentors and beginning teachers, and addressing implementation challenges.
Session 4	Data, Evaluation, and Sustainability	Using data to assess program impact, support continuous improvement, and plan for sustainability beyond the PREP term.

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Key Deliverables and Artifacts

District and campus leaders will:

- Participate in program design and planning sessions
- Finalize or refine district mentorship structures and expectations
- Establish documentation and monitoring systems aligned to PREP requirements
- Support mentor and beginning teacher implementation at the campus level

Artifacts may include:

- Program implementation plans
- Mentorship schedules or calendars
- Monitoring tools or checklists
- Aggregated participation or implementation data

Outcomes

By the conclusion of Pathway 2 training, leaders will be able to:

- Ensure PREP mentorship implementation fidelity
- Support mentors and beginning teachers through aligned systems
- Meet TEA PREP monitoring and reporting expectations
- Sustain effective mentorship practices district-wide

Garland ISD PREP MOU

Final Audit Report 2026-09-14

Created:	2026-09-11
By:	Ayanna Ashton (ayanna.ashton@region10.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAQ5IrWJ1cztfh8IVewnGSYO2jUuTWVU2S

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