

Garland Independent School District

Cisneros Prekindergarten

2023-2024 Goals/Performance Objectives/Strategies



Board Approval Date: October 24, 2023
Public Presentation Date: October 3, 2023

Mission Statement

Cisneros PreK is committed to providing an educational program that will build the foundation for ALL Pre-Kindergarten students in the areas of emotional, social, and academic development. We embrace all challenges, welcome all diversities, and love our Cisneros Cubbies.

Vision

Where little people do **BIG things!**

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Goals

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Performance Objective :Percent of students in PreK demonstrating early literacy as measured by Rapid Vocabulary performance on EOY CIRCLE testing, will increase from 75% (English) and 78% (Spanish) to 90% by 2025. (23-24 interim goal = 80% (English) and 80% (Spanish); Percent of students demonstrating mathematical proficiency, as measured by Mathematics - Rote Counting performance by the end of PreK on EOY CIRCLE Testing, will increase from 80% to 90% by 2025. (23-24 interim goal = 82%); and Percent of students demonstrating mathematical proficiency, as measured by Mathematics - Operations performance by the end of PreK on EOY CIRCLE Testing, will increase from 70% to 90% by 2025. (23-24 interim goal = 72%)

Evaluation Data Sources: CIRCLE testing EOY





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and instructional teaching assistants will utilize manipulatives, technology, and other teaching materials during whole group and small group instruction daily to boost students understanding, learning, and practice of phonemic awareness, science, and mathematics knowledge and skills.</p> <p>Strategy's Expected Result/Impact: Students understanding and ability to meet expectations related to Science, Mathematics Operations, Words In A Sentence and Rapid Vocabulary will increase.</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Manipulatives and instructional materials to work with at risk students, especially in small groups - 199 - PIC 24 State Comp Ed Funds - \$9,271, Instructional materials to support ELL students with phonemic awareness, words in a sentence, and operations (mathematics) - 199 - PIC 25 Bil./ESL State Allotment Funds - \$11,283, Technology resources (chromebooks) to support BeGLAD, digital learning, small group learning, and other strategies to support phonemic awareness and number concepts (rote counting an operations) - 6300 Supplies and Materials- Title I Funds - \$8,626</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and paraprofessional staff will attend professional development and training to increase their knowledge and skills related to curriculum (Texas PreK Guidelines), BeGLAD, AVID implementation (including WICOR and Inquiry), Sheltered Instruction, and IEP development and implementation, and ECSE program training.</p> <p>Strategy's Expected Result/Impact: Teachers' and classroom paraprofessional staff's knowledge of the Texas PreK Guidelines, Sheltered Instruction, and AVID Implementation and/or the ECSE Program standards will increase.</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Funding Sources: Substitutes for teachers to attend professional development and paying for teachers and paras time off contract - 6100 Payroll- Title I Funds - \$3,000, Registration fees for conferences - 6200 Contracted Services/Registration- Title I Fun - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff (teachers and instructional paraprofessionals) will utilize decodable readers to promote vocabulary development and beginning reading fluency.</p> <p>Strategy's Expected Result/Impact: Students understanding and ability to meet expectations related to Rapid Vocabulary will increase.</p> <p>Staff Responsible for Monitoring: Teachers and classroom paraprofessionals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Decodable Readers - 6300 Supplies and Materials- Title I Funds - \$30,000</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of students in PreK demonstrating early literacy as measured by Phonological Awareness - Alliteration on EOY CIRCLE testing, will increase from 47% (English) and 81% (Spanish) to 80% by 2025. (23-24 interim goal = 58% (English) and 80% (Spanish))





Evaluation Data Sources: CIRCLE testing EOY Data

Strategy 1 Details	Reviews			
<p>Strategy 1: During the school year, under the supervision of classroom teachers, Title 1 aides will work with small groups of targeted students for intervention, using technology and manipulatives emphasizing phonemic awareness, mathematics, and other areas of the Texas PreK Guidelines.</p> <p>Strategy's Expected Result/Impact: Students' understanding and ability to meet expectations related to Phonological Awareness and Mathematics will increase.</p> <p>Staff Responsible for Monitoring: Classroom teachers and administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of students in PreK demonstrating early literacy as measured by Phonological Awareness - Words In A Sentence on EOY CIRCLE testing, will increase from 60% (English) and 77% (Spanish) to 80% by 2025. (23-24 interim goal = 73% (English) and 80% (Spanish))





Evaluation Data Sources: CIRCLE testing EOY Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and paraprofessionals (in PLC's and in small groups) will develop in depth and aligned lessons to address phonemic awareness, mathematics, and other areas of the preK guidelines.</p> <p>Strategy's Expected Result/Impact: Students ability to show mastery on phonemic awareness, mathematics, gross and fine motor development, and other components of the Texas PreK Guidelines will increase.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students in ESL PreK classes demonstrating early literacy as measured by Syllibication on EOY CIRCLE testing, will increase from 76% to 80% by 2025. (23-24 interim goal = 78%)





Evaluation Data Sources: CIRCLE testing EOY Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted students will work with interventionists to reduce the gap between their performance and their peers as determined by informal assessment and BOY CIRCLE Data.</p> <p>Strategy's Expected Result/Impact: Students will perform better on MOY and EOY CIRCLE data.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: 30% of ECSE students moving on to kindergarten in 2021-2022 will move to a less restrictive environment.





Evaluation Data Sources: Final ARD paperwork (eSpEd data)

Strategy 1 Details	Reviews			
<p>Strategy 1: During the school year, Teachers and Title 1 aides will work with small groups of targeted ECSE students for intervention and to facilitate their progress in the least restrictive environment of the general education classroom, emphasizing phonemic awareness, mathematics, and other areas of the Texas Prekindergarten Guidelines.</p> <p>Strategy's Expected Result/Impact: At least 25% of ECSE students will move toward a less restrictive environment by the end of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Teachers, ECSE Case Managers, Diagnostician, and Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Manipulatives and other materials to support SpEd students in the GenEd classrooms. - 199 - PIC 23 SPED State Allotment Funds - \$1,815</p>	Formative			Summative
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Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 6: Counselor, Teachers, Teaching Assistants, and administrations will develop and present family engagement opportunities and parent to parent support opportunities in languages for all stakeholders. These opportunities will include Parent University, AVID Nights, ClassDojo communication threads, and other parent education opportunities.

Evaluation Data Sources: Parent Engagement Calendar, At A Glance

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor, Teachers, Teaching Assistants, and administrations will develop and present family engagement opportunities in languages for all stakeholders. These opportunities will include Parent Conferences; Discussion, Development, and sharing of Parent Compact; Parent University, AVID Nights, and other parent education opportunities.</p> <p>Strategy's Expected Result/Impact: Parents ability to work with their children academically will increase. Parents opportunities to build a support network of other parents will increase. Parents collection of parenting tools and family resources will increase.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, and Administrators</p> <p>Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Materials, manipulatives, and technology to support parents working with their child and other parents to help develop parenting skills - 6300 Parent Involvement. Supplies T1 - \$2,251, Additional resources to allow parents to work with their child on phonemic awareness and operations - 6300 Supplies and Materials- Title I Funds - \$2,000, Substitutes to allow teachers to work on Parent University activities, AVID activities, and similar parent partnership programs. - 6100 Payroll- Title I Funds - \$2,000</p>	Formative			Summative
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