

Garland Independent School District

Abbett Elementary School

2023-2024 Goals/Performance Objectives/Strategies



Board Approval Date: October 26, 2023
Public Presentation Date: August 24, 2023

Mission Statement

Abbett Elementary strives to create strong community and family relationships while engaging in effective learning practices that develop confident, cooperative learners who will become real-world problem solvers.

Vision

Professional Practices – Collaborative Culture

Our school will be a place where:

- School-wide expectations are consistently enforced by all staff members.
- Staff members demonstrate pride and ownership for the school and take responsibility for informed decision making.
- Teachers are actively involved with continuing their education.
- Teachers utilize research-based educational practices to meet the needs of every student.
- All learning is related to how it applies in real life, where higher-order thinking is infused into every lesson, and all curriculum is aligned for priority and consistency.
- Students are actively engaged in their learning.
- Teachers collaborate with each other and pursue solutions that ensure students are learning.
- Student learning is always increasing as evidenced by student achievement.

Student Centered Character Development

Our school will be a place where:

- Students are not tolerant of bullies.
- Students take ownership of their own learning and demonstrate responsibility for their actions.
- Students demonstrate great effort toward becoming successful learners.

Community Engagement

Our school will be a place where:

- Visitors feel welcome and have positive relationships with staff members.
- Parents demonstrate high levels of involvement and take ownership of student learning and success.

Student Centered School Climate

Our school will be a place where:

- Our primary concern is the well-being of each student.
- Staff members are committed to the success of each student.
- Students take pride in being an Abbett All Star, and demonstrate high levels of self-guidance and motivation.

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Goals 5



Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management. 5

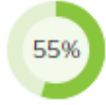



Goals






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


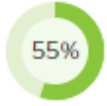




Performance Objective 1: Percent of students in grade 3 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase from 54% in 2022 to 90% by 2025. (22-23 campus interim goals = 60%).

Evaluation Data Sources: STAAR results have yet to be received

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and specialists will provide differentiated learning activities to all students based on student achievement data (MAP/mCLASS) to accelerate student performance based on specific student targets. Students will be engaged in small group, rigorous, differentiated learning activities based on their mCLASS, MAP, STAAR, and curriculum-based assessment data that will specifically target and support individual student needs. Special population data will be considered when evaluating instructional strategies.</p> <p>Strategy's Expected Result/Impact: 70% of K-5 students will meet their projected growth on EOY Reading MAP. 70% of K-3 students will score at benchmark or above on EOY mCLASS.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, counselor, ELST, CST</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Student planners for 3rd through 5th grade students - 199 - PIC 24 State Comp Ed Funds - \$2,100, Subs to allow K-3 teachers to administer mCLASS at BOY, MOY, EOY - K-2 - BOY .5 day, MOY & EOY 1 day (40 days total), 3rd 1 day each BOY, MOY, EOY (9 days total) chers at \$125 per sub - 60 total days) - 6100 Payroll- Title I Funds - \$6,125, Differentiated instruction through Education Galaxy - 6300 Supplies and Materials- Title I Funds - \$4,398, Differentiated instruction through Scholastic News for preK-5 (\$5.98 per student) - 6300 Supplies and Materials- Title I Funds - \$3,977, Differentiated instruction through Scholastic News for 4-5 Science Spin (\$.99 per student) - 6300 Supplies and Materials- Title I Funds - \$240, Differentiated instruction through Flocabulary Plus - 6300 Supplies and Materials- Title I Funds - \$3,300, Subs to allow K-5 teachers to plan small group instruction at BOY and MOY (32 teachers, 2 sub days each (BOY/MOY) at \$125 each - total 64 sub days) - 6100 Payroll- Title I Funds - \$8,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive follow-up training in CBLI/sheltered instruction and consistently incorporate effective methods, such as interactive word walls, sentence stems, academic vocabulary development, visuals, writing strategies, and small group purposeful talk.</p> <p>Strategy's Expected Result/Impact: 70% of students will meet or exceed their projected growth on EOY Reading MAP.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, ELST, CST</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Emergent Bilingual students, students with dyslexia, and students with special education services will consistently utilize differentiated supports to assist in accessing grade level content and skills in all content areas.</p> <p>Strategy's Expected Result/Impact: 46% of EB students will earn the yearly progress indicator on TELPAS. 58% of EB students will score at the meets grade level standard on STAAR Reading. 29% of special education students will score at the meets grade level standard on STAAR Reading.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplemental aids to support students receiving special education services, such as noise cancelling headphones - 199 - PIC 23 SPED State Allotment Funds - \$1,292</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will utilize digital books, resources, and programs to complete eLearning activities which will improve fluency and comprehension.</p> <p>Strategy's Expected Result/Impact: 70% of students will meet or exceed their projected growth on EOY Reading MAP.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: PebbleGo Science, Social Studies, Health, Ciencia, Biografias, Estudios Sociales, and Salud - 6300 Supplies and Materials- Title I Funds - \$1,150, Scholastic Story Works Grade 3 (\$8.75 per student) - 6300 Supplies and Materials- Title I Funds - \$1,011</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will host a parent night in the fall at which parents will learn about the core curriculum, opportunities for intervention/enrichment, campus policies/procedures, student assessments, Title I program, and campus initiatives. Families will have multiple opportunities to participate in campus events, such as parent-teacher conferences and monthly PTA events with parent education classes.</p> <p>Strategy's Expected Result/Impact: 100% of parents will be invited to participate in the event; 50% of parents will attend.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, ELST, CST, counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Supplies for Literacy Night, PFE events, and Parent Panel Staff Development - 6300 Parent Involvement. Supplies T1 - \$2,250</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Professional development sessions will be provided to teachers in the areas of explicit, structured Tier One instruction, specifically targeting of the gradual release model for instruction and checks for understanding.</p> <p>Strategy's Expected Result/Impact: 70% of students will meet their projected growth on EOY Reading and Math. 70% of students will score at benchmark or above on EOY mCLASS. Walkthrough data will show at least 80% of teachers proficient in 2.1 Achieving Expectations EOY TTESS Summary Data will show at least 80% of teachers proficient in Domain 1 Planning</p> <p>Staff Responsible for Monitoring: Teachers, administrators, ELST, CST</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 54% of students scored at Meets Grade Level on Reading STAAR, with African American students at 37% and students with special education services at 19%. Root Cause: Major achievement gaps as a result of COVID and remote learning.</p>
<p>Problem Statement 2: 46% of students scored at Meets Grade Level on Math STAAR, with African American students at 16% and students with special education services at 21%. Root Cause: Major achievement gaps as a result of COVID and remote learning.</p>
<p>Problem Statement 3: 29% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 9%, Hispanic students at 16%, and students with special education services at 6%. Root Cause: Reduced time allocated to science instruction and the cumulative effect of limited hands-on activities due to COVID protocols.</p>
Perceptions
<p>Problem Statement 1: Parent survey participation decreased from 37% in 2021-22 to 24% in 2022-23. Root Cause: Parents may not fully understand the purpose and potential benefits of the survey. They may be busy with their daily responsibilities. They may have been asked to participate in multiple surveys in the past, leading to survey fatigue. They may have concerns about the confidentiality and security of their responses.</p>

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

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Writing, will increase from 31% in 2021 to 70% by 2025. (21-22 campus interim goal = 44.9%).

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will utilize academic vocabulary from interactive word walls during critical writing in all content areas to increase the number of students scoring at masters grade level. Special population data will be considered when evaluating instructional strategies.</p> <p>Strategy's Expected Result/Impact: 38% of grades 3-5 students will score at the Masters Grade Level standard on RLA STAAR. 70% of grades 3-5 students will score at the Meets Grade Level standard on RLA STAAR</p> <p>Staff Responsible for Monitoring: Teachers, administrators, ELST</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize revising and editing strategies to strengthen all students' knowledge of grammar rules.</p> <p>Strategy's Expected Result/Impact: 38% of grades 3-5 students will score at the Masters Grade Level standard on RLA STAAR. 70% of grades 3-5 students will score at the Meets Grade Level standard on RLA STAAR</p> <p>Staff Responsible for Monitoring: Teachers, administrators, ELST</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 2 Problem Statements:









Student Learning
<p>Problem Statement 1: 54% of students scored at Meets Grade Level on Reading STAAR, with African American students at 37% and students with special education services at 19%. Root Cause: Major achievement gaps as a result of COVID and remote learning.</p> <p>Problem Statement 2: 46% of students scored at Meets Grade Level on Math STAAR, with African American students at 16% and students with special education services at 21%. Root Cause: Major achievement gaps as a result of COVID and remote learning.</p>

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

Performance Objective 3: Percent of EB students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 43% in 2019 to 76% by 2025.

Evaluation Data Sources: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze varied student achievement data for our EB students through PLCs and LPACs using the data to improve instruction through the inclusion of effective CBLI and sheltered instruction strategies such as targeted and intentional methods used to meet the affective, linguistic, and cognitive needs of EB students through the medium of content in the students' primary language and/or English. Teachers will use CBLI that encompass language-focused methods that are communicated, sequenced, and scaffolded.</p> <p>Strategy's Expected Result/Impact: 100% of teachers of EB students will analyze student achievement data to drive instruction.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: EB students will utilize visuals, videos, dictionaries, and supplemental aids on a daily basis in all content areas to increase vocabulary development.</p> <p>Strategy's Expected Result/Impact: 58% of EB students will score at the meets grade level standard on Reading STAAR. 50% of K-2 EB students will have a composite score at the Advanced stage proficiency level of TELPAS 40% of 3-5 EB students will have a composite score at the Advanced High proficiency level of TELPAS</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Let's Find Out Spanish Scholastic News for PreK/K Emergent Bilingual Students transitioning to English - 199 - PIC 25 Bil./ESL State Allotment Funds - \$127</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: EB students will be provided with multiple daily opportunities to practice listening and speaking through collaboration and small group purposeful talk.</p> <p>Strategy's Expected Result/Impact: 70% of students will meet yearly progress indicator in listening and speaking on TELPAS.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Headphones with microphones for English speaking and listening practice - 199 - PIC 25 Bil./ESL State Allotment Funds - \$3,842</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: 54% of students scored at Meets Grade Level on Reading STAAR, with African American students at 37% and students with special education services at 19%. **Root Cause:** Major achievement gaps as a result of COVID and remote learning.







Problem Statement 2: 46% of students scored at Meets Grade Level on Math STAAR, with African American students at 16% and students with special education services at 21%. **Root Cause:** Major achievement gaps as a result of COVID and remote learning.

Problem Statement 3: 29% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 9%, Hispanic students at 16%, and students with special education services at 6%. **Root Cause:** Reduced time allocated to science instruction and the cumulative effect of limited hands-on activities due to COVID protocols.

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

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding, as measured by Meets Grade Level performance on STAAR Science, will increase from 29% in 2022 to 80% by 2025. (22-23 campus interim goal = 50%).

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will focus on academic vocabulary through the use of word walls, hands-on experiences, visuals, and applications which include discussion, writing, and illustrating to increase the number of students scoring at Masters Grade Level. Special population data will be utilized in making instructional decisions.</p> <p>Strategy's Expected Result/Impact: 60% of students will score at the meets grade level standard on Science STAAR.</p> <p>28% of students will score at the masters grade level standard on Science STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Math/Science Teacher will provide hands-on learning activities to K-5 students. - 6100 Payroll-Title I Funds - \$14,400</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: 29% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 9%, Hispanic students at 16%, and students with special education services at 6%. Root Cause: Reduced time allocated to science instruction and the cumulative effect of limited hands-on activities due to COVID protocols.</p>

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

Performance Objective 5: Percent of students in grade 5 demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math, will increase from 46% in 2022 to 90% by 2025. (23-24 campus interim goals = 70%).

Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan collaboratively and complete Eureka lesson internalizations.</p> <p>Strategy's Expected Result/Impact: 60% of students will score at the meets grade level standard on Math STAAR.</p> <p>35% of students will score at the masters grade level standard on Math STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, CST</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will engage in differentiated learning activities based on the MAP Learning Continuum in both reading and math.</p> <p>Strategy's Expected Result/Impact: 70% of students will meet their projected growth on EOY MAP.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Differentiated materials for small group instruction - 199 - PIC 24 State Comp Ed Funds - \$3,780</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: 54% of students scored at Meets Grade Level on Reading STAAR, with African American students at 37% and students with special education services at 19%. **Root Cause:** Major achievement gaps as a result of COVID and remote learning.





Problem Statement 2: 46% of students scored at Meets Grade Level on Math STAAR, with African American students at 16% and students with special education services at 21%. **Root Cause:** Major achievement gaps as a result of COVID and remote learning.







Problem Statement 3: 29% of 5th grade students scored at Meets Grade Level on Science STAAR, with African American students at 9%, Hispanic students at 16%, and students with special education services at 6%. **Root Cause:** Reduced time allocated to science instruction and the cumulative effect of limited hands-on activities due to COVID protocols.








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

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 7% in 2021-22 to 5% in 2023-24 (2025 district goal = 35%).

Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff and parents will engage in the development of our Parent and Family Engagement Policy and Parent-Teacher Compact to ensure we are working together for increased student achievement and positive social-emotional development. Meetings and materials will be available in multiple languages.</p> <p>Strategy's Expected Result/Impact: 100% of parents will have the opportunity to participate in the development of the Parent and Family Engagement Policy and Parent-Teacher Compact through a PTA membership meeting.</p> <p>100% of teachers and parents will sign the Parent-Teacher Compact.</p> <p>Staff Responsible for Monitoring: Teachers, counselors, administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive on-going training in incorporating relationship building activities, reinforcing procedures/routines, engaging students in meaningful learning activities, implementing inclusive practices for all students, and utilizing effective behavior supports (restorative practices, de-escalation, conflict management, redirection).</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals and classroom incidents based on effective procedures/routines and use of effective behavior supports.</p> <p>Panorama survey will show that 80% of Abbett students characterize the student/teacher relationship as positive</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize Class Dojo to create a positive learning environment, reinforce appropriate behaviors, reduce misbehavior, reinforce respect and kindness, and provide behavioral data to parents. Class Dojo is available in multiple languages.</p> <p>Strategy's Expected Result/Impact: 100% of parents will receive positive feedback for their children.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Incoming kindergarten parents will be provided with multiple opportunities to visit the campus and talk with teachers about the necessary prerequisite skills for success in kindergarten.</p> <p>Strategy's Expected Result/Impact: 100% of incoming kindergarten parents will be provided the opportunities to visit with school staff.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, kindergarten teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers and counselors will provide 5th grade students with multiple opportunities to learn about the procedures and expectations of middle school through classroom guidance activities, meetings with middle school staff, and middle school student panels.</p> <p>Strategy's Expected Result/Impact: 100% of 5th grade students will be provided with helpful information about middle school.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, 5th grade teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Campus staff will utilize multiple methods to encourage parents to participate in the GISD Parent Involvement Survey, such as posting the survey on Dojo, making the survey available during parent events and parent-teacher conferences, sending the link through email.</p> <p>Strategy's Expected Result/Impact: 70% of parents will complete the survey, which will provide critical data for our campus to assist in meeting the needs of our families.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Perceptions
<p>Problem Statement 1: Parent survey participation decreased from 37% in 2021-22 to 24% in 2022-23. Root Cause: Parents may not fully understand the purpose and potential benefits of the survey. They may be busy with their daily responsibilities. They may have been asked to participate in multiple surveys in the past, leading to survey fatigue. They may have concerns about the confidentiality and security of their responses.</p> <p>Problem Statement 2: 43% of students in grades 3-5 are able to emotional regulate based on the Panorama survey. Root Cause: Some children struggle to identify and label their emotions accurately. Some children have not learned or developed adequate coping strategies to deal with their emotions in a healthy manner.</p>