

# Garland Independent School District

## Bullock Elementary School

### 2023-2024 Goals/Performance Objectives/Strategies



**Board Approval Date:** October 24, 2023  
**Public Presentation Date:** August 15, 2023

# Mission Statement

Educational Excellence for Every Child Every Day

## Vision

The vision for Bullock Elementary is that all students are life-long learners. It is our hope and desire to make sure that once students have left our building, we have provided them with the tools necessary to strive for self-fulfillment.

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Goals 4








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. 4










# 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:** Percent of students demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from: 3rd grade -46% to 56.8% , 4th grade- 36% to 46%, 5th grade - 47% to 57% in 2024 (2025 goal = 90.0%)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will identify specific instructional gaps for all students using MAP, and MCLASS and use the data to plan and implement small group instruction targeting the identified needs with a focus on SPED, and English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom walkthrough data, MAP scores, MCLASS reports</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Subs and Extended Day - 6100 Payroll- Title I Funds - \$5,985, Consumables - 6300 Supplies and Materials- Title I Funds - \$5,434</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>30%</p>	 <p>60%</p>		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Our Title 1 Instructional Aide along with classroom teachers will utilize the Leveled Literacy Intervention library to provide targeted small group instruction for Tier 2 students in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP scores, MCLASS data</p> <p><b>Staff Responsible for Monitoring:</b> Administration, ELST</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development - 6200 Contracted Services/Registration- Title I Fun - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>40%</p>	 <p>55%</p>		

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will be AVID trained to utilize AVID critical reading strategies such as 3 column notes, one pagers, marking the text, and writing in the margins to improve reading comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough data, agendas/binders</p> <p><b>Staff Responsible for Monitoring:</b> Administration, AVID Site Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Supplies and Materials - 6300 Supplies and Materials- Title I Funds - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will utilize a variety of technology related instructional programs and devices to differentiate learning opportunities for all students with particular emphasis on at-risk students, special education, and EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly monitoring reports</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 12</p> <p><b>Funding Sources:</b> Flocabulary - 6300 Supplies and Materials- Title I Funds - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will engage in instructional planning and vertical planning to align reading strategies to improve comprehension campus wide.</p> <p><b>Strategy's Expected Result/Impact:</b> sign in sheets, instructional planning calendars</p> <p><b>Staff Responsible for Monitoring:</b> administration, vertical team lead teachers, ELST, IST</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Reading resources - 199 - PIC 24 State Comp Ed Funds - \$1,391, Subs for mCLASS testing - 6100 Payroll- Title I Funds - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will provide differentiated enrichment instruction for Tier 1 students during small group intervention utilizing a variety of supplemental instructional resources, and programs, as well as providing PBL opportunities for G/T students.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk through data, lesson plans  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Technology based Enrichment Programs - 6300 Supplies and Materials- Title I Funds - \$5,500, PBL supplies and materials - 6300 Supplies and Materials- Title I Funds - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Special education teachers and staff will provide differentiated learning opportunities to Special Education students using a variety of resources and manipulatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk through data  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>Funding Sources:</b> Supplies and materials - 199 - PIC 23 SPED State Allotment Funds - \$1,161</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 19% of kindergarten students testing in English MAP Reading met their projected growth <b>Root Cause:</b> Not using the learning continuum to target and close gaps during small group instruction.</p> <p><b>Problem Statement 2:</b> 9% of 1st grade students testing in English MAP Reading met their projected growth <b>Root Cause:</b> Lack of test taking practice and pacing expectations in place for MAP testing</p> <p><b>Problem Statement 3:</b> 34% of 4th grade students testing in English MAP Reading met their projected growth <b>Root Cause:</b> Lack of targeted small group instruction</p> <p><b>Problem Statement 12:</b> Less than 40% of students failed to make adequate yearly progress on the TELPAS assessment. <b>Root Cause:</b> Implementation of Sheltered Instructional strategies is lacking consistency.</p>





## School Processes & Programs

**Problem Statement 1:** Lack of PD opportunities in the content areas of ELAR and Mathematics aligned with campus needs. **Root Cause:** Less money was budgeted for off campus PD









**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 Emergent Bilingual (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 46.3% in 2019 to 76% by 2026. (SY2023 actual = < 40%; SY2024 interim goal = 56.0%)

**Evaluation Data Sources:** TELPAS scores, MAP scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize AVID 3-column notes with illustrations for academic vocabulary acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> lesson plans, walkthrough data</p> <p><b>Staff Responsible for Monitoring:</b> Administration, grade level chairs, AVID Site Team Lead</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> AVID Supplies - 6300 Supplies and Materials- Title I Funds - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough data, lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide extended day instruction to provide timely assistance to EB students using Be Glad strategies for language acquisition and Sheltered Instruction best practices</p> <p><b>Strategy's Expected Result/Impact:</b> sign in sheets, walkthrough data</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will utilize a variety of technology related language acquisition instructional programs to supplement instruction and target gaps for bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> "Look For's" checklists, lesson plans, walk through data</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will provide a print rich environment and incorporate Sheltered Instruction best practices into lessons on a daily basis in order to support language acquisition for our EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> "Look For's" checklists, lesson plans, walk through data</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Ink for printers and poster makers - 6300 Supplies and Materials- Title I Funds - \$3,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				









Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will implement ELPS and all components of the Dual Language One-Way model in order to ensure the English language development for all of the EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> walk through data, lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Administration, ELST</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Supplies needed to ensure development for all EB students - 199 - PIC 25 Bil./ESL State Allotment Funds - \$8,037</p>	Formative			Summative
	Nov	Feb	Apr	June
	 70%	 80%		
<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 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> Students need more real world learning experiences in order to bridge the gap between conceptual understanding and real world translation. <b>Root Cause:</b> Lack of funding for field trip opportunities.</p>

**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 grade 5 demonstrating scientific understanding, as measured by Meets Grade Level performance on STAAR Science, will increase from 11% in 2023 to 80% by 2025. (SY2023 actual = 11%; SY2024 interim goal = 35%)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use STAAR formatted questions to support students as they move from concrete to abstract concepts in 5th grade science.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores, Benchmark results, Mock STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Science consumables - 6300 Supplies and Materials- Title I Funds - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize small group, teacher-led instruction to specifically target and support individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough data, MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will supplement science instruction using technology to enhance scientific understanding and differentiate instruction for all students, particularly at-risk students and African American sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> monthly usage reports</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> EduSmart - 6300 Supplies and Materials- Title I Funds - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				



No Progress



Accomplished







Continue/Modify











Discontinue

**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 demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grades 3-5 on STAAR Math will increase from 46% to 56%(grade 3), 21% to 46.6% (grade 4), and 48% to 58% (grade 5) in 2023 to 80% by 2025. (SY2023 actual = 48%; SY2024 interim goal = 56.0%)







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will plan rigorous instruction by unpacking TEKS, creating daily learning objectives and developing teacher and student exemplars to examine during weekly data meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP scores, STAAR score, walkthrough data</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Subs for planning Math - 6100 Payroll- Title I Funds - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize STAAR formatted questions during small group instruction to support students' mathematical understanding as they develop problem solving proficiency in grades 1st through 5th.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP reports, STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Small Group Subs - 6100 Payroll- Title I Funds - \$4,000, Consumables - 6300 Supplies and Materials- Title I Funds - \$8,066, Extended Day - 6100 Payroll- Title I Funds - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Mathematics teachers will engage in instructional planning and or professional development meetings every 4 to 6 weeks, facilitated by ISTs and administration to improve alignment, rigor, and engagement for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> lesson plans, STAAR scores, MAP scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Subs for planning - 199 - PIC 24 State Comp Ed Funds - \$1,000, Professional development - 6200 Contracted Services/Registration- Title I Fun - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will utilize hands on teaching experiences, manipulatives and problem solving strategies to improve understanding of concrete as well as abstract math concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> lesson plans, walkthrough data</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Math resources - 199 - PIC 24 State Comp Ed Funds - \$5,333, Math Manipulatives - 6300 Supplies and Materials- Title I Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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:** Percent of discretionary exclusionary consequences\* will decrease from 35% in 2019 to 16% by 2026. (SY2023 actual = 18%; SY2024 interim goal = 15%)

\*defined as Exclusionary consequences- In School Suspension (ISS), Out of School Suspension (OSS), District Alternative Education Placement (DAEP) and Reassignment Rooms

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use AVID agenda spirals and binders as a way to communicate behavior expectations with parents and help students with organization.</p> <p><b>Strategy's Expected Result/Impact:</b> AVID binder check tracker</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, AVID Site Team</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> AVID agendas - 6300 Supplies and Materials- Title I Funds - \$5,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will develop, implement, and practice common expectations for unstructured areas such as cafeteria, hallways, and playground as well as during transition time</p> <p><b>Strategy's Expected Result/Impact:</b> Review 360 reports, clinic reports</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will implement social emotional learning strategies to support at-risk students in an effort to decrease exclusionary consequences and minimize bullying incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Review 360 reports</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> SEL Professional Development - 6200 Contracted Services/Registration- Title I Fun - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will develop and implement a classroom management plan based on Positive Behavior Interventions and Supports in order to create a positive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Review 360 reports</p> <p><b>Staff Responsible for Monitoring:</b> teachers, admin</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administrative staff will communicate established system for documenting classroom incidents and school wide behaviors (Branching Minds) during staff development.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


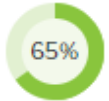






**Performance Objective 5 Problem Statements:**


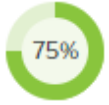







School Processes & Programs
<p><b>Problem Statement 1:</b> Lack of PD opportunities in the content areas of ELAR and Mathematics aligned with campus needs. <b>Root Cause:</b> Less money was budgeted for off campus PD</p>



**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:** Administration will invite, communicate, and celebrate the campus vision, mission, and values with all stakeholders through assemblies, workshops, community events, individual/group acknowledgements and celebrations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bullock will host 4 AVID parent nights throughout the year to inform parents of AVID organizational strategies and to also develop and nurture relationships with parents as partners in their child's education</p> <p><b>Strategy's Expected Result/Impact:</b> sign in sheets, pictures and internet postings</p> <p><b>Staff Responsible for Monitoring:</b> Administration, AVID site team lead teacher</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Literacy, Math, and Science Kits - 6300 Parent Involvement. Supplies T1 - \$2,251</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of families who attend fall Parent-Teacher conferences will have an opportunity to review and provide feedback on the school-parent compact.</p> <p><b>Strategy's Expected Result/Impact:</b> sign in sheets, pictures and social media postings</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administration will develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> School-parent compact</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Bullock will support transition from PK to K and from 5th to 6th by hosting kindergarten round-up and transition meetings for families in collaboration with feeder schools in an effort to facilitate a smooth transition into the next grade level</p> <p><b>Strategy's Expected Result/Impact:</b> sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.5, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p><b>Strategy's Expected Result/Impact:</b> sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.5, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<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>				

**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 7:** By June 2024, the turnover rate at Bullock Elementary will be reduced by 40%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Complete campus and district on-boarding processes and maintain open communication with all employees through various channels, such as face-to-face meetings, classroom observations, staff newsletters, campus events, coaching conversations, etc.	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize best hiring practices, campus risk factor knowledge, and quality interview/selection processes in a timely manner to secure teachers and staff that meet all student needs.	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>				