

Garland Independent School District
Daugherty Elementary School
2023-2024 Goals/Performance Objectives/Strategies



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

Mission Statement

Daugherty Elementary is committed to the continued pursuit of academic excellence and to developing in each student the knowledge, academic skills, self-esteem, and self-discipline to be successful in school and life.

Vision

Daugherty will be a campus that exhibits a positive atmosphere where teamwork, including staff, students, parents, and community members, is the focal point for creating motivated individuals. High expectations will be held in the areas of academic achievement, self-discipline, and respect for all members of the Daugherty community

Table of Contents

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: Based on preliminary data, the percentage of students in grade 3 demonstrating early literacy, as measured by Meets Grade Level performance on STAAR Reading, will increase from 43 % in 2023 to 90% by 2025. (SY23-24 interim goal = pending)

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 grade teachers will plan small group and whole classroom instruction to address academic vocabulary in context through hands on-experiences, visuals, and applications that include all subject areas while discussing, writing, and illustrating focusing on the Academic Achievement Status of all students in addition to SPED, African American, Continuously Enrolled and Non Continuously Enrolled in relation to Closing the Gaps domain targets.</p> <p>Strategy's Expected Result/Impact: Students will meet proficiency standards on curriculum assessments. Lesson Plans on Google docs mCLASS assessments Lead4ward Planning Guide MAP assessments Improve technology skills</p> <p>Staff Responsible for Monitoring: Administrators and Academic Leaders</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 6, 7, 9</p> <p>Funding Sources: Instructional Supplies (Die cut machine-Cut Out Maker to create vocabulary lists, graphic organizers, word walls and unit bulletin boards.) - 6300 Supplies and Materials- Title I Funds - \$10,737</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 teachers will plan small group and whole classroom instruction to implement academic language frames and Costa's leveled questions (AVID) weekly during student collaboration along with writing activities to increase the percentage of Masters Grade Level focusing on the Academic Achievement Status of all students, in addition to SPED, African American, Continuously Enrolled and Non Continuously Enrolled relative to Closing the Gaps domain targets.</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement components of reading language arts concentrating on small group teacher-led instruction to target and support individual student needs during classroom instruction and intervention block focusing on the performance of all students relative to Closing the Gaps domain targets. Priority attention to African American, SPED, Continuously Enrolled and Non Continuously Enrolled students.</p> <p>Strategy's Expected Result/Impact: Weekly Lesson Plans, Walkthrough data will indicate small group instruction</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Substitutes to work with students during small group instruction; substitutes to support teachers during mCLASS testing - 6100 Payroll- Title I Funds - \$18,960, Instructional resources that support reading small group instruction - 199 - PIC 23 SPED State Allotment Funds - \$2,622, Instructional reading resources - 199 - PIC 25 Bil./ESL State Allotment Funds - \$5,500, Instructional Reading Resources for K-5th grade students - 199 - PIC 24 State Comp Ed Funds - \$6,268</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will plan aligned, rigorous instruction by unpacking TEKS, creating daily learning objectives (LO), demonstration of learning (DOL) while developing teacher and student exemplars that address the academic needs of all students at risk.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Walkthroughs PLCs</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 9</p>	Formative			Summative
	Nov	Feb	Apr	June
	 70%	 90%		
Strategy 5 Details	Reviews			
<p>Strategy 5: All students will receive targeted intervention in reading and math 4 times per week by classroom teachers, interventionist and bilingual paraprofessional interventionists.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Walkthroughs Data Trackers</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
	 65%	 85%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: According to Skyward report on May 2023, 77.65% of students are emergent bilinguals. Vocabulary and real-world experiences are an area of concern.</p>
<p>Root Cause: Vocabulary instruction</p>
<p>Problem Statement 2: According to 2023 PEIMS data, 94.5% of students are Economically Disadvantaged, and 89.51% are At-Risk. Background knowledge is an area of concern.</p>
<p>Root Cause: Build background knowledge</p>

Student Learning

Problem Statement 1: 28% of kindergarten students met their ELAR growth projection on 22-23 MAP EOY **Root Cause:** Tier 1 instruction, New Curriculum, Excessive Testing

Problem Statement 2: 29% of kindergarten students met their SLAR growth projection on 22-23 EOY MAP **Root Cause:** Tier 1 Instruction, New Curriculum, Excessive Testing

Problem Statement 3: 23% of 1st-grade students met their ELAR growth projection on 22-23 EOY MAP **Root Cause:** Tier I instruction, New Curriculum, Excessive Testing

Problem Statement 4: 33% of 1st-grade students met their SLAR growth projection on 22-23 EOY MAP **Root Cause:** Tier 1 and vocabulary instruction, New Curriculum, Excessive Testing

Problem Statement 6: 23% of 5th-grade students met their SLAR growth projection on 22-23 EOY MAP **Root Cause:** Tier 1 Instruction, New Curriculum, Excessive Testing



Problem Statement 7: 36% of 5th-grade students met their ELAR growth projection on 22-23 EOY MAP **Root Cause:** Tier 1 Instruction, New Curriculum, Excessive Testing







Problem Statement 9: 13.8% of 2nd - 5th grade students meet ELAR-Reading projected proficiency on 22-23 EOY MAP **Root Cause:** Tier 1 instruction, New Curriculum, Excessive Testing

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: Based on preliminary data, the percentage of ELL 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 2023 to 55% by 2025. (SY23-24 interim goal = pending)

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 implement ELPS and sheltered instruction strategies into their daily instruction to make content comprehensible and develop academic language ensuring Emergent Bilinguals obtain the mastery of required academic content along with language development.</p> <p>Strategy's Expected Result/Impact: -Students will show one year growth according to TELPAS assessment. - Lesson plans will show at least one sheltered instruction strategy per nine weeks cycle. -Sheltered Instruction Strategies in Lesson Plans</p> <p>Staff Responsible for Monitoring: Administrators ELST and Curriculum Support Teacher</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: Headphones to support speaking and listening skills - 6300 Supplies and Materials- Title I Funds - \$8,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement sentence stem activities during writing and reading instruction to increase writing, reading, speaking and listening skills of all Emergent Bilinguals as measured by TELPAS assessments.</p> <p>Strategy's Expected Result/Impact: -Students will show one year growth according to TELPAS assessment. -Lesson plans will show at least one sheltered instruction strategy per nine weeks cycle</p> <p>Staff Responsible for Monitoring: Administrators ELST and Curriculum Support Teacher</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2</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 2 Problem Statements:







Demographics
<p>Problem Statement 1: According to Skyward report on May 2023, 77.65% of students are emergent bilinguals. Vocabulary and real-world experiences are an area of concern. Root Cause: Vocabulary instruction</p> <p>Problem Statement 2: According to 2023 PEIMS data, 94.5% of students are Economically Disadvantaged, and 89.51% are At-Risk. Background knowledge is an area of concern. Root Cause: Build background knowledge</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: Based on preliminary data, the percentage of students in grade 8 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science will increase from 19 % in 2023 to 80% by 2025. (SY23-24 interim goal = pending)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement small group and whole classroom instruction to teach academic science vocabulary in context through hands-on experiences, using visuals and applications that include discussing, writing, and illustrating, focusing on the Academic Achievement Status of all students, in addition to Hispanic, SPED, and Emergent Bilinguals.</p> <p>Strategy's Expected Result/Impact: Students will meet proficiency standards on curriculum assessments.</p> <p>Staff Responsible for Monitoring: Administrators and Academic Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - Student Learning 10</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 teachers will implement small group and whole classroom instruction to teach science with fidelity, ensuring all hands-on learning is accompanied by formative assessments (based on the student expectation taught in the lab) to connect concrete to the abstract knowledge focusing on the Academic Achievement Status of all students in addition to SPED, Emergent Bilinguals, and noncontinuous enrolled populations.</p> <p>Staff Responsible for Monitoring: Administration and Academic Leaders</p> <p>Strategy's Expected Result/Impact: Students will meet proficiency standards on curriculum assessments.</p> <p>Staff Responsible for Monitoring: Administrators and Academic Leaders ELST CST</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 11, 12</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use science STAAR formatted questions to support all students as they move from concrete to abstract concepts in 3rd through 5th grade.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Walkthroughs Curriculum Assessments</p> <p>Staff Responsible for Monitoring: Administrators Teachers ELST, CST</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 11, 12</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 3 Problem Statements:



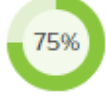
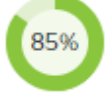
Demographics
<p>Problem Statement 1: According to Skyward report on May 2023, 77.65% of students are emergent bilinguals. Vocabulary and real-world experiences are an area of concern.</p>
<p>Root Cause: Vocabulary instruction</p>
<p>Problem Statement 2: According to 2023 PEIMS data, 94.5% of students are Economically Disadvantaged, and 89.51% are At-Risk. Background knowledge is an area of concern.</p>
<p>Root Cause: Build background knowledge</p>
Student Learning
<p>Problem Statement 10: 8.6% of 5th-grade students meet Science projected proficiency on 22-23 EOY MAP Root Cause: Limited exposure to hands-on science activities from kinder - 5th grades, excessive testing</p>
<p>Problem Statement 11: 23% of 5th-grade bilingual students scored at the meets level on Science Spring STAAR Interim Assessment. Root Cause: Limited exposure to hands-on science activities from kinder - 5th grades, excessive testing.</p>
<p>Problem Statement 12: 10% of 5th-grade students scored at the meets level on Science Spring STAAR Interim Assessment. Root Cause: Limited exposure to hands-on science activities from kinder - 5th grades, excessive testing.</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 4: Based on preliminary data, the percentage of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR, will increase from 47% in 2023 to 90% by 2025. (SY23-24 interim goal = pending)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 grade teachers will implement small group instruction four times per week to teach academic math vocabulary in context through hands-on experiences, visuals, and applications that include discussing, writing, and illustrating focusing on the Academic Achievement Status of all students, in addition to Hispanic, SPED and Non Continuously enrolled relative to Closing the Gaps domain targets.</p> <p>Strategy's Expected Result/Impact: Students will meet proficiency standards on curriculum assessments. Lesson Plans on Google docs Walkthroughs</p> <p>Staff Responsible for Monitoring: Administrators Academic Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will model multiple strategies to all students for problem-solving, including model drawing as well as the use of manipulatives and pictorial models that allow students to share multiple strategies when solving word problems. Priority is to be given to the Academic Achievement Status of all students in addition to Hispanic, SPED, and non-continuously enrolled populations relative to Closing the Gaps domain targets.</p> <p>Strategy's Expected Result/Impact: -Lesson plans will include AVID, Lead4ward and Sheltered Instruction Strategies. -Students will meet projected growth as measured by MAP by at least 5% compared with last school year.</p> <p>Staff Responsible for Monitoring: Administrators and Academic Leaders</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 13, 14</p> <p>Funding Sources: STAAR Instructional Resources - 199 - PIC 24 State Comp Ed Funds - \$5,162, Instructional Math Resources - 199 - PIC 25 Bil./ESL State Allotment Funds - \$7,708</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will plan aligned, rigorous instruction by unpacking TEKS, creating daily and aligned learning objectives (LO), demonstration of learning (DOL), systematic monitoring, as well as developing teacher and student exemplars.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Knows/Shows document in Google PLCs</p> <p>Staff Responsible for Monitoring: Administrators Teachers ELST and CST</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 8, 13, 14</p> <p>Funding Sources: Substitutes to support instructional planning and small group instruction. - 6100 Payroll- Title I Funds - \$26,300</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will disaggregate math data from MAP, unit assessments, and other formative assessments during PLCs to plan targeted reteach for spiraled review and small group activities focusing on all at-risk students.</p> <p>Strategy's Expected Result/Impact: Improved Lesson Plans Increase Meets Grade Level on CBAs results Walkthroughs observations Instructional Planning Calendars</p> <p>Staff Responsible for Monitoring: Administrators, ELST and CST</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: According to Skyward report on May 2023, 77.65% of students are emergent bilinguals. Vocabulary and real-world experiences are an area of concern. Root Cause: Vocabulary instruction</p>
Student Learning
<p>Problem Statement 8: 18.1% of 2nd - 5th grade students meet math projected proficiency on 22-23 EOY MAP Root Cause: Tier 1 Instruction, New Curriculum, Excessive Testing</p>
<p>Problem Statement 13: 14% of 3rd-grade students scored at the meets level on Math STAAR Interim. Root Cause: Tier 1 instruction, Small Group Instruction, Excessive Testing.</p>
<p>Problem Statement 14: 16% of 5th-grade general education students scored at the meets level on Math STAAR Interim. Root Cause: Tier 1 Instruction, exposure to math manipulatives, small group instruction, excessive testing.</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 5: 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 21.3 % in 2023 to 18% by 2025. (SY23-24 interim goal = 20%)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will teach clearly defined school wide expectations for behavior during the first three weeks of school and implement additional Positive Behavior Interventions and Supports in the classroom as well as campus wide throughout the school year.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline incidents reported in Review360. CHAMP-Routines and Procedures in place Fidelity of PBIS implementation Positive Phone Calls Log</p> <p>Staff Responsible for Monitoring: Teachers Administrators and Counselors</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 school-parent compact will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Fidelity of PBIS implementation Decreased number of discipline incidents in Review 360</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 4.1 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will communicate the Campus Students Management Plan to parents through a variety of methods such as newsletters, parent conferences, and student parent-teacher compacts.</p> <p>Strategy's Expected Result/Impact: Fidelity of SEL Strategies and PBIS Implementation Decreased number of discipline incidents in Review 360 Positive Phone Calls Log documented in Branching Minds</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Counselor will facilitate guidance lessons throughout the 2023 - 2024 school year focusing on anti bullying activities.</p> <p>Strategy's Expected Result/Impact: Keystone Guidance Lesson Plans Guidance Lesson Calendar Decreased the number of bullying reports</p> <p>Staff Responsible for Monitoring: Counselor Administrators Teachers</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: 34% of 75 classroom incidents resulted in in-school suspensions. Root Cause: Inconsistent implementation of SEL and PBIS strategies.</p>

Perceptions

Problem Statement 1: Class disruption is the #1 reason for disciplinary referrals. **Root Cause:** Fidelity of social-emotional learning activities as well as PBIS strategies.




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: We will encourage parental involvement by hosting at least four parent-involvement activities. Parents will be invited to assist students with school-related activities.

Evaluation Data Sources: Maintain record of parent involvement and activities.

Meet The Teacher Night, Parent Conferences, Family Night, Multicultural Night, Field Day, Performance Nights

Exit Tickets

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will host an interactive family literacy night and three AVID parent workshops to increase awareness of at home strategies to support learning.</p> <p>Strategy's Expected Result/Impact: Exit Tickets Sign in Sheets AVID Parent Workshop sign in sheets Literacy Night Sign in sheet Parent Conferences Sign in Sheet Parent Survey</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Parents and students will be invited to participate in two family learning events such as reading and science nights. Teachers will help parents and students during reading and science activities to promote STEAM awareness.</p> <p>Strategy's Expected Result/Impact: Sign in sheets Pictures Exit Tickets Parent Survey</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Math and reading Instructional resources to take home. - 6300 Parent Involvement. Supplies T1 - \$3,300</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Support school readiness for incoming Kindergarten through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness.</p> <p>Strategy's Expected Result/Impact: Parents will be aware of the Kindergarten academic and SEL expectations.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Support transition for middle school for 5th graders moving to 6th grade by holding transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.</p> <p>Strategy's Expected Result/Impact: Parents will be aware of middle school academic and SEL expectations.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 100% of families who attend fall Parent-Teacher conferences will have an opportunity to review and provide feedback on the School-Parent Compact and Parent Involvement Policy.</p> <p>Strategy's Expected Result/Impact: Parents will be aware of student, parent and teacher responsibilities. Teachers will send homework activities that can be done at home Parent Survey</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 94.5 % of Daugherty students are economically disadvantaged. School Staff and Parent partnerships encourage students to continue growing academically, socially, and emotionally. Root Cause: School guidance to help students at home with homework and organization (AVID).</p>
Perceptions
<p>Problem Statement 1: Class disruption is the #1 reason for disciplinary referrals. Root Cause: Fidelity of social-emotional learning activities as well as PBIS strategies.</p>

Perceptions

Problem Statement 2: According to the 22-23 Family Engagement Survey, 89% of parents feel the school provides materials and training to help parents work with their children to improve student achievement. **Root Cause:** Offer more parent training and develop parent partnerships.

Problem Statement 3: According to the 22-23 Family Engagement Survey, 93% of parents are encouraged to be involved in activities at this school and are actively recruited to serve on campus or district committees. **Root Cause:** Develop Parent Partnerships, offer more volunteer opportunities.